

**Anti-Bullying Policy**

**Statement of Intent**

At Maerdy Community Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. The school climate subscribes to mutual support and praise, encourages children to feel a strong sense of belonging and self-worth.

**Introduction**

“Schools need to be at the heart of tolerant and diverse communities. Racism and bullying have no place. Every child deserves respect and a safe learning environment whatever their racial, religious or cultural background, and every child needs to learn that our society values diversity and mutual respect.”

Respecting Others:Anti-bullying Guidance (WG September 2011)

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying is,“The intentional hurting of one another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one off attacks can have a continuing harmful effect on the victim, leaving them traumatised and nervous of future recurrence.”

Respecting Others: Anti bullying guidance (WG September 2011)

Bullying can be:

* Emotional being unfriendly, excluding from social groups, tormenting (e.g. hiding books, threatening gestures)
* Physical pushing, kicking, hitting, punching or any use of violence, any unwanted physical contact
* Racist racial taunts, graffiti, gestures
* Sexual unwanted physical contact or sexually abusive comments
* Homophobic because of, or focussing on the issues of sexuality
* Verbal name-calling, sarcasm, spreading rumours, teasing
* Cyber – all areas of internet, such as email & internet chat room misuse; mobile threats by text messages & calls: misuse of associated technology i.e. camera and video facility

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

**Anti-Bullying Policy for Schools - Some Guidelines (Kidscape 2005)**

**Aims and objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school. 2

**Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

* is unwilling to go to school (school phobic)
* begins truanting
* becomes withdrawn anxious, or lacking in confidence
* starts stammering
* cries themselves to sleep at night or has nightmares
* feels ill in the morning
* begins to do poorly in school work
* comes home with clothes torn
* has possessions go "missing"
* has unexplained cuts or bruises
* becomes aggressive, disruptive or unreasonable
* is bullying other children or siblings
* stops eating
* is frightened to say what's wrong
* gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

**Procedures**

1. Report bullying incidents to staff, the class teacher will monitor initial incidents and the Head teacher will be kept informed. Incidents are logged. Parents may be involved at this stage.
2. In cases of serious bullying, the incidents will be recorded on the RCT incident report forms Parents will be informed and will be asked to come in to a meeting to discuss the problem
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. See also behaviour policy

**Outcomes**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

**Prevention**

We will use a range of strategies for helping children to prevent bullying. As and when appropriate, these may include:

* Revisiting the school rules
* signing a behaviour contract
* writing stories or poems or drawing pictures about bullying
* reading stories about bullying or having them read to a class or assembly
* making up role-plays
* having discussions about bullying and why it matters
* theatre in education workshops
* use of circle time
* develop “circle of friends”/buddy system as appropriate
* curriculum opportunities e.g. RE, collective worship, drama
* develop co-operative group work, cooperative games, problem solving activities
* enlist the support of the ECO Committee, Behaviour Support and On Track

 School uses’ Restorative Approaches’. The Circle Time approach in Maerdy ensures that a range of topics are covered and that all pupils have opportunity to express their views with a range of other children. They are encouraged to mix groups and to form relationships with other pupils in their class. Arguments are resolved using a whole school approach

* what happened
* what did you think
* how did you feel
* who was affected what do you need now
* how can we move forward

School also uses cooperative learning strategies in lessons, whereby children receive team points for effective teamwork, cooperation and communication.

Playground mediators will soon be trained to resolve playground arguments

School has three trained emotional literacy support assistants who deliver individual and group programmes.

**The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

**The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Bullying incidents are reported to the LA on a termly basis.

**The role of the teacher/support staff**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied and monitor the situation closely. If a child is being bullied over a period of time or a serious incident occurs, then, the headteacher is informed who then immediately informs the child’s parents.

We keep an anti-bullying logbook in the headteacher’s office where we record all incidents of bullying that occur outside lesson time in school. If any adult, e.g. duty teacher, support staff, dinner supervisor, witnesses an act of bullying, they record the event in the logbook.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support by the classroom teacher for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. In some circumstances pupils are monitored carefully by being placed on “Daily Report”. We then invite the child’s parents into the school to discuss the situation and they are sent a copy of the Daily Report on a weekly basis so they are aware of the bullying situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the LA Behavioural Support Team.

Teachers attend training, when available, which enables them to become equipped to deal with incidents of bullying and behaviour management. Staff meetings regularly highlight issues that may be addressed.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

**The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s **class teacher** immediately.

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents can request a meeting with the headteacher and/or Governing Body to discuss any bullying issues if and when they arise.

**The role of pupils**

Pupils are encouraged to discuss any issues with an adult as we believe that bullying can best exist in an atmosphere of secrecy.

School councillors and older pupils are encouraged to intervene where they see

problems of bullying and inform adults.

**Links with other policies**

The behaviour policy has a bearing on the type of sanctions that may be imposed.

Actions to be taken in dealing with behaviour issues are included in the Staff Handbook which is reviewed annually and given to all members of staff.

Every effort is made to ensure that all pupils are able to be constructive members of the school community.

**Monitoring and Evaluation**

The policy will be monitored by the SMT and data collected from monitoring and feedback will be used to review /update the policy. Implementation will be reported termly to the governors via the head teacher’s report.

This policy links closely to other school policies in particular behaviour, child protection, racial equality, learning etc. It was drawn up with reference to Wag Cir. Respecting others: Anti- Bullying advice

**HELP ORGANISATIONS:**

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| Advisory Centre for Education (ACE) | 020 7354 8321 |
| Children's Legal Centre | 01206 873820 |
| KIDSCAPE (Parents Helpline, Mon-Fri 10-4) | 020 7730 3300 |
| Parentline Plus | 08088 002222 |
| Youth AccessChildlineChildline Wales | 020 8772 99000207239100001795 345111 |

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