



**Ysgol Gynradd Llanmartin
Primary School**

Anti-bullying Policy

STATEMENT

At Llanmartin Primary we are committed to providing a safe, nurturing and friendly environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell a staff member and know that incidents will be dealt with promptly and effectively. **Anyone** who knows that bullying is happening is expected to tell the staff.

Our Aim at Llanmartin Primary School is to ensure that all pupils are able to enjoy an education free from the fear of being bullied.

Understanding Bullying - a definition

There is no single agreed definition of bullying. Bullying can be defined as:

A range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

1. It is usually repetitive and persistent
2. It is intentionally harmful
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or stop it
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'. Everybody has the right to be treated with respect. Anyone who is bullying needs to learn different ways of behaving.

Objectives

In order to fulfil our specific anti-bullying aims, Llanmartin Primary School

- Ensures that governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Reinforces the anti-bullying message with the whole staff community through regular and specific INSET, staff meetings and individual communication between staff.
- Equips pupils with strategies which enable them to respond to bullying behaviour
- Reinforces the anti-bullying message with pupils specifically through RSE, DCF, Jigsaw, class themes, assemblies and in general through the curriculum, using projects, drama, stories, literature, historical events, current affairs and daily interactions between staff.
- Reinforces the anti-bullying message through the school website, newsletter and informal communications which reinforce the schools aims and quick response to concerns as they are aired.
- Collates and listens to pupil opinions on incidents of bullying, in order to improve school policy and procedures

- Ensures that parents, staff and pupils are aware of the procedures to follow if they are the victim of alleged bullying or they feel they may be acting in bullying ways.
- Ensures parents, staff and pupils understand the signs of bullying.
- Provides support to those who are victims of bullying and those who are perpetrating bullying behaviours.
- Ensures that all pupils understand the behaviour policy and the sanctions which may be put in place to substantiated incidences of bullying
- It is up to everyone in the community to stop bullying by making it unacceptable for anybody to be a bully without being found out.
- Bullying can take a wide range of forms, but anything which is done to another person and is meant to hurt or embarrass them either as an individual or as part of a group, may be considered as bullying.

Some of the different **types of bullying** recognised by the school include:

Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)

Physical (pushing, hitting, shoving or any form of physical violence)

Verbal (name calling, sarcasm, spreading rumours)

Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist)

Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc.)

Exclusion (deliberately ignoring and refusing to allow someone to join in)

Interference with possessions (hiding, stealing and destroying belongings)

Racial (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived racial differences)

Religious (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived religious differences)

Cultural (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived cultural differences)

On the basis of Additional Learning needs or disability (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived differences in terms of their special educational needs and/ or disability)

Homophobic (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived differences in sexuality)

Bullying on the Basis of Protected Characteristics (age, disability, gender reassignment, pregnancy or maternity, race, religion and religious beliefs, sex and sexual orientation). Alleged bullying which focuses on the areas of equality and diversity will be addressed in the same way as other forms of

bullying. However, it will be seen in the context of the school's commitment to promoting an environment where all members of its community are valued and celebrated equally for their differences.

Bullying is more complex behaviourally than a fight or foul language. Bullying in the form of emotional or psychological aggression is less visible to staff in the school, but very painful to the victim. Any behaviour, which is the illegitimate use of power in order to hurt others, is bullying behaviour.

Identification of Bullying

It is important that the signs of bullying are recognised. This is not straightforward as many of these symptoms may result from other factors, but the following behaviours will be investigated:

- Reluctance to attend school.
- Withdrawn or isolated behaviour.
- Complaints about missing or damaged possessions.
- Refusing to talk about obvious problems.
- Being easily distressed or tearful.
- Damaged or incomplete work or sudden deterioration in educational attainment.
- Unwilling to leave parents in the morning.
- Being withdrawn, start stammering

Pupil's guide to how to respond if you are being bullied:

If you are being bullied the following responses should help:

1. Be proud of the ways in which you are different – everyone is unique so everyone is different from everyone else.
2. If you are being bullied, try to stay with friends as much as possible.
3. When the bullying starts, try to stay calm. People who bully often like the fact that they can 'wind you up'. They like the feeling of power that they have and they want you to react.
4. Breathe deeply or count to 10 in your head. Remind yourself that you don't deserve this treatment.
5. You may want to walk away from the situation. Sometimes this will help as the bully is not getting the reaction he/she wants. (Remember that you should always tell someone what has happened).
6. Try explaining to the bully that his/her words/actions are upsetting; he or she may not be aware of this. 'I don't like what you are saying about me. I want you to stop.'

7. If the bullying continues, try not to show your feelings. Walk away quickly, quietly and confidently, even if you don't feel that way inside.
8. The bully will not stop if he/she thinks he/she can get away with such behaviour. Discuss the problem with your friends and/or a family member.
9. Tell a member of staff or ask your friends to tell a member of staff on your behalf. Don't forget to use your peer listeners.
10. Keep a diary of the words or behaviour the bullies use to hurt you. Try to write the date, the time, what happened and who was involved. This is useful to your parents/guardians and teachers when they are trying to stop the bullying.

Pupil's guide to how to respond if you think someone is being bullied and how to prevent bullying

1. If the pupil being bullied is in any danger, fetch help. If he or she is not in danger, your presence may ease the situation so remain together
2. Show that you and your friends disapprove
3. Give sympathy and support to other pupil/s who may be bullied.
4. Be careful about teasing or making personal remarks. If you think individuals might not find your comments funny don't say them
5. If you know of bullying, tell someone. The victim may be too scared or lonely to tell.

Remember it is helpful if allegations of bullying are supported with evidence. If bullying occurs via social networking sites or mobile technologies, copies should be printed and given to or information forwarded electronically to a member of staff.

Parents' guide to bullying behaviours

Whenever a serious case of bullying is uncovered the parents or guardian of both the victim and the bully would normally be informed either in writing or by personal contact.

If your child is being bullied:

Parents along with peers will probably be the first to hear of a bullying incident. Parents should contact their child's class teacher/form teacher/Head of Year if they are worried. It is essential to stay calm, supportive and find out the facts of the situation; bullying can be complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to the school.

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?

- What form did the bullying take?

When you inform the school of these details, you will be told how the school will proceed; this will normally begin with an investigation into the allegations (see below for details). Be reassured that this will be managed sensitively with the needs of all the pupils involved carefully considered. You will want to ask what you can do to support the school's actions to support your child. You will also want to make a note of the suggested strategy the school intends to take. Stay in touch with the school and inform the school of how things are improving. Establish further contact if necessary.

If your child is involved in the bullying:

It is important to work with the school to modify the patterns of behaviour which are causing your son/daughter to bully. Do not panic and blame yourself. Acknowledge that these things do happen and the school has mechanisms in place to deal with this issue. It is helpful to recognise some of the reasons why pupils behave in this way from time to time. Children sometimes bully others because:

- They are not aware of how hurtful it is
- They are copying the behaviour of older siblings or people they admire
- They have a temporary difficulty integrating in their peer group
- They are bullying others because of encouragement from friends
- They are going through a difficult time personally and need help
- They have not yet learnt satisfactory ways for making firm relationships

To stop your child from being involved in bullying behaviour:

- Talk with your son/daughter and help him or her to understand that what he or she is doing is unacceptable as it makes other pupils unhappy
- Discourage other members of the family from using aggressive behaviour in order to get what they want
- Suggest ways of joining in activities with other pupils without bullying
- Liaise with the school
- Make time to have regular chats about how things are going at school
- Check that your child has identified an adult at school to whom he or she can go to if she or he has a problem or a worry of any kind

Please note that the School will want to and need to take action if bullying behaviour occurs. The matter will be sensitively handled but it needs to be effective. Sanctions will link with those outlined in the School's Behaviour Policy.

Prevention of Bullying

The school aims to prevent bullying from becoming established. This is achieved by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the school community to report any instances of bullying.

- Pupil voice groups such as the Wellbeing Warriors and the School Council provide a forum where children and young people can raise general issues of concern
- The curriculum is used as a vital means of teaching children and young people how to manage these feelings and specific issues are addressed in PSE, Assemblies and class time
- The School Based Counselling Service, ELSA and Restorative Justice system exists to support individuals in need.

The School's response to bullying

When bullying has been observed or reported the following steps are to be taken:

1. An account will be taken from the victim and written down. Active listening is important and notes will be made of events and responses (feelings). Use the TED approach – Tell, Explain and Describe. The child who has been bullied should be comforted and supported, as he/she may also be fearful of any reprisals. This member of staff involved at this stage should record the incident on Safeguard my school.
2. The Headteacher/Deputy Headteacher will be alerted to the bullying and a meeting of all those involved will be called, including observers or those who collude by failing to intervene.
3. They will be told that the victim has a problem and his story will be recounted in a clear way so that his distress is described. The child being bullied has the choice to be at this meeting or not, using Restorative Practices. The HT or DHT will record this meeting on Safeguard my School, Edukey, recording the outcome, e.g. parents informed.
5. The class teacher will be informed of the interview and any outcomes. The bully should be helped to find some way of making amends. A period of monitoring of both the bullied and the perpetrator will follow.

This incident will also be recorded on SIMS for the Local Authority to monitor.

The school will seek to ensure that anti-bullying educational opportunities are embedded throughout all learning and themes, across all classes during each academic year.

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 and immediately.

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 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 are fully knowledgeable and equipped to deal with all incidents of bullying, but they must always refer any concerns or incidents of bullying to the Headteacher.

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.

The role of teachers and support staff

All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They inform the head teacher and note any incidents that occur within their class or in school.

If any member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the Head Teacher informs the child's parents.

Any serious incidents either near the school or on the children's way home or to school are noted, if any adult witnesses an act of bullying, they can speak with the Head Teacher.

If any member of staff becomes aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions 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 Leader for Learning for pupils with Additional Educational Needs. The child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.

The Headteacher ensures all teachers are kept up-to-date with information re: bullying and with behaviour management issues.

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 will be involved so that they can understand what strategies the school is using and provide support for their children in maintaining self-esteem. Parents will be notified of the situation in order that the school can work with the parents to support the child. Regular communication will take place to ensure the support systems instigated are both beneficial and effective. This dialogue will also be used to inform parents of the progress on the management of incidents compliant with policy, as well as reassurance that subsequent incidents have diminished.

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 the Head 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.

Monitoring and Reviewing

The Headteacher, who reports to governors about the effectiveness of the policy on request, monitors this policy on a day-to-day basis. The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. The Headteacher will keep Governors informed of bullying incidents within the termly Headteacher's report to Governors. Governors will analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

At Llanmartin Primary School we do not want any child to feel vulnerable or intimidated by other children. We want all children to feel happy and secure. We would ask all parents, as they recognise any changes in their child, to speak to us at the first sign of any difficulties. The voice of the child is to be listened to and therefore it is vital that from the time the children start at the school all the staff get to know the children. We promote the principles of fairness and justice for all.