

Penllergaer Primary School



Anti- Bullying Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

POLICY FOR DEALING WITH BULLYING

This policy is written in accordance with the Welsh Assembly Government's Anti-Bullying Guidance document, 2003.

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Staff, parents and children at Penllergaer Primary School work together to create a happy, caring and safe learning environment. We frequently seek the views of staff, parents and pupils when reviewing and revising this policy. Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

Bullying, whether verbal, physical or indirect, is not acceptable. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is all right to tell.
- ◆ To heed parents and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ To monitor incidents of bullying during the school year by all teachers.

Strategy for Dealing with Bullying

In dealing with bullying, we follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Never make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach (Restorative Practice) that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records.

Strategies have been introduced at Penllergaer Primary School in our quest to eradicate bullying. All staff and pupils have been trained in Restorative Practice and school follows guidelines and structured questions when dealing with any allegations of bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Penllergaer Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The following procedures should be followed by the Head Teacher or a member of the senior leadership team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Discuss with them the allegations using structured questions provided by restorative practice. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example school visit, if appropriate
 - loss of breaktimes for decided period of time
 - barred from school during lunchtimes for decided period of time
 - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor monitoring and observing at break times and lunchtimes, to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in P4C, circle time or groups for the children to discuss relationships, feelings and the effect bullying can have on individuals. A mentor will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, at Penllergaer Primary school, all staff watch for early signs of distress in pupils.

There are posters on notice boards advertising how children can report bullying and dissuading children from bullying. The Childline and DfES Bullying website addresses are displayed prominently.

Bullying off the School Premises

Penllergaer Primary School is not directly responsible for bullying off the school premises; however, where possible, we will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the pupil(s) and parents involved from the other school.
- ◆ Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- ◆ Talk to the Police/PCSO about problems on the local streets.
- ◆ Talk to the local transport company, if bullying is occurring on school buses.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Penllergaer Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability. Our school motto is 'Our school is for everyone' and we pride ourselves on our inclusive ethos, Rights Respecting and Peace Mala Awards.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Penllergaer Primary School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and on Swansea LA forms. Penllergaer Primary School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSE and Citizenship lessons and in Religious Education lessons.

Penllergaer Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

Sexual Orientation

Strategies to deal with such bullying include:

- ◆ recording incidents in a separate incident book
- ◆ awareness by staff that homophobic bullying can occur
- ◆ challenging homophobic language and explore pupils' understanding – they might not understand the impact
- ◆ guaranteeing confidentiality and support for those being bullied
- ◆ implement discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Penllergaer Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend is appointed for the pupil to confide in.

If the bullying is serious, Penllergaer Primary School undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, More Able and Talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Cyber bullying

See *Cyber Bullying policy*

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

This policy is reviewed annually by senior leaders.

Restorative Practice Questions

Responding to challenging behaviour:-

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you needs to happen next?

Responding to those harmed:-

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and the others?
- What has been the hardest thing for you?
- What do you think needs to happen next?