



# Derwendeg Primary School

## Anti-Bullying Policy

**Date of this review:** September 2023

**Date of next review:** September 2024

**Signed:** ...CA Rogers..... **Date:** .....28.09.2023.....

**Chair of Governors**

A handwritten signature in black ink, appearing to be 'JBU'.

**Signed:** ..... **Date:** 22.09.23

**Headteacher**

## Anti-Bullying Policy

At Derwendeg 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. Bullying of any kind is unacceptable at Derwendeg Primary School. If bullying does occur, all pupils should be able to tell someone and know that the incident will be dealt with promptly and effectively. We are a 'Telling' school. This means that anyone who knows that bullying is taking place is expected to tell a member of staff.

### Definition

Although bullying is a subjective experience, and thus hard to define, it is important that we develop a shared understanding of what bullying is and how it differs from other forms of misbehaviour. At Derwendeg we believe:

"Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying".

Some of the pupils have made these comments

"Leaving people out" "Hitting and punching" "Kicking"  
"Threatening people" "Laughing at them" "Picking on people"  
"Constantly calling people names" "Racism" "Nasty messages"

Bullying generally takes one of three forms:

Verbal	Physical	Indirect
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Although not an exhaustive list, common examples of bullying include:

Racial bullying	Homophobic bullying
Cyber bullying	Sexual bullying

Bullying can also be based on disability, ability, gender, appearance or circumstance. It is important that when dealing with alleged incidents of bullying, individual perspectives are taken into account. If a child, young person or adult states that bullying is happening, action must be taken to determine why this allegation has been made. There will be occasions when children and young people physically or emotionally hurt others without meaning to do so, and it is important that appropriate support is provided to both parties, but the behaviour need not be labelled as bullying.

### **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. This is why we have a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this policy**

- ❖ All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- ❖ All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow this policy when bullying is reported.
- ❖ All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- ❖ As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- ❖ Bullying will not be tolerated.

## **Signs and Symptoms of Bullying**

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

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (School Phobic).
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Start stammering.
- Attempts or threatens suicide or runs away.
- 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 or books damaged.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay bully).
- Continually loses dinner money or other monies.
- Has unexplained cuts or bruises.
- Comes home particularly hungry (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is 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.

## **Strategies For Dealing With Incidences of Bullying**

As soon as an incident is reported, the person dealing with it will:

- ◆ Talk to each individual, asking them what they saw or experienced, who was involved, how they reacted, etc.
- ◆ Circle of friends approach. (if appropriate to be implemented by relevant class teacher / teaching assistant)

- ◆ Talk to all the people involved, as a group, getting each one to say how they felt, how they feel about it now, what they think they should have done, what they can do to improve the situation.
- ◆ Record day-to-day allegations of bullying in the Alleged Bullying Incident Log (Appendix 1).
- ◆ Use the Confirmed Bullying Incident Log to record instances of bullying that have been confirmed after investigation (Appendix 2).
- ◆ As a school we use 'Restorative Conversation' with all pupils involved in any form of bullying; including the pupil who has bullied and the pupil who has been bullied.

### **School Procedures**

We must be careful to ensure that conflict amongst children is not confused with persistent bullying. After a complaint from a child regarding bullying, the staff member will interview both the alleged bully and victim. This will be recorded on the 'Alleged Bullying Incident Sheet' or 'Confirmed Bullying Incident Sheet'. A verbal warning will be given or the incident may be recorded in the school's behaviour logs. If necessary, the Headteacher, Deputy Headteacher or Behaviour Management Team may further investigate. In order to avoid the occurrence of further incidents the school will:

- ◆ Express disapproval of the action, not the child.
- ◆ Keep a regular check on the situation, and praise improvements.
- ◆ Provide timetabled **Jigsaw**/ ELSA support if necessary.
- ◆ Offer the child the opportunity to withdraw to an agreed, supervised place whenever he/she feels the need.
- ◆ Agree with the parents a system of rewards/withdrawal of treats given at home in response to a daily/weekly diary of the child's school behaviour.
- ◆ Involve other agencies (eg School Psychologist, Behaviour Support, Social Services) with the agreement of the parents.

If a pupil's name is recorded on three occasions during a school term for alleged bullying, parents will be called into school to discuss the matter and to help the school resolve issues (parents will always be called where bullying is proven and the child placed on the Step Up Programme). Should bullying occur again, then an internal exclusion will be given. Should bullying occur again a fixed term suspension from school for 1 day will be imposed. Further occurrences will result in extended periods of fixed term exclusion, with permanent exclusion considered for a pupil who will not stop using bullying behaviour.

### **Working With The Pupils**

The school encourages pupils to take the following action if they are worried about bullying:

- ◆ Speak to a member of staff.
- ◆ Make a note in the worry box.
- ◆ Tell a friend or school council member.
- ◆ Tell a family member

### **Working With The Parents**

The school encourages parents to take the following action, whatever is appropriate and relevant to their situation, if they are concerned that their child is experiencing bullying:

- ◆ Make an appointment to speak to a member of staff immediately, in the first instance to the class teacher.
- ◆ Request a copy of the Anti-Bullying Policy.
- ◆ Meeting to discuss the Anti-Bullying Policy
- ◆ Use appropriate forms if allegation is to be made.
- ◆ Work with the School to find a resolution.
- ◆ See Complaints Procedure if required.

### **Working With The Victim**

Should one child be victimised frequently, some, or all, of the following strategies should be used:

- ◆ Ensure that all staff are aware of the situation and will keep an eye on the children involved.
- ◆ Allow the victim to be accompanied, either by an adult or a friend, when they leave the presence of a member of staff, until they gain the confidence to go alone.
- ◆ Reassure him/her of staff support and willingness to listen at all times.
- ◆ Offer a child, perhaps someone older, as a "friend".
- ◆ Provide timetabled support in the form of **Jigsaw**/ Emotional Literacy.
- ◆ Teach assertiveness techniques either individually, or as part of the whole class.
- ◆ Check regularly with the victim whether the problem is improving, reiterating assertiveness techniques and continuing support, until the bullying has been stopped, and the child is feeling more confident.
- ◆ Continue to check from time to time for a while afterwards to ensure that it does not start again, whilst reassuring the victim that they must come for help immediately, should bullying reoccur.

### **Monitoring Development and Review**

#### **Collection and Analyses of Data**

Bullying Audit - an internal audit of staff, children and parent perceptions of bullying to be undertaken, and analysed by the Headteacher. The Annual Bullying Incident Summary is collated by the LA and will be used to collate bullying related data. This data will be analysed by the Headteacher and compared to the results of the Perception Surveys. This will assist the school to evaluate the level of bullying taking place and will assist it to plan the way forward to further reduce future bullying incidents.

Appendix 1



## Alleged Bullying Incident Log

	Name(s), Age, Gender	Setting
Child(s) experiencing Bullying behaviour		
Child(s) engaging in bullying behaviour		
Reported by:		Date:
Reported to:		
Investigation by:		Date:
Account of individual alleged to be experiencing bullying behaviour: (use separate sheet if required)		
Looked After Child: Yes/No		Ethnicity:
Account of individual alleged to be engaging in bullying behaviour: (use separate sheet if required)		
In conclusion:		
Looked After Child: Yes/No		Ethnicity:
Action: (use separate sheet if required)		
Review date:		
Was alleged bullying confirmed?    Yes                  No		
Was the matter resolved?	Yes	No                  Details:
Future action		

**Appendix 2**



## Confirmed Bullying Incident Log

*“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying”*

			How many times have they...					
	Name(s), Age, Gender	Setting	Bullied others before?	Been bullied before?				
<b>Child(s) experiencing Bullying behaviour</b>								
<b>Child(s) engaging in bullying behaviour</b>								
<b>Reported by:</b>		<b>Date:</b>						
<b>Reported to:</b>								
<b>Investigation by:</b>		<b>Date:</b>						
Details of bullying incident:								
Looked After Child: Yes/No		Ethnicity: White						
Those engaging in bullying behaviour: <small>(use separate sheet if required)</small>								
Looked After Child: Yes/No		Ethnicity: White						
Action: <small>(use separate sheet if required)</small>								
Review date:								
Monitoring <small>(you may circle more than one)</small>								
Physical		Verbal		Indirect		Cyber		
Racial	Homophobic	Sexual	Appearance	Disability	Ability	Gender	LAC	Other (religion)