

**BRYN COCH PRIMARY
SCHOOL
MOLD**



Respecting others
Anti Bullying
Policy

Reviewed annually

Bryn Coch Primary School

Anti-Bullying Policy

Mission Statement.

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the “warmth” that is at the heart of Bryn Coch.

Chwarae, Dysgu Hwyl a Sbri

Here at Bryn Coch School we endeavour to ensure that the secure and caring environment created and the general atmosphere within the school actively discourages bullying. Within the ethos of the school the value of individuality and the nature of the emotional life of the pupils is catered for.

The Governors, headteacher and staff of the school are keen to promote good behaviour and discipline and there are four major elements to those disciplinary rules:

To promote self-discipline and proper regard for authority amongst pupils.

To encourage good behaviour and respect for others to ensure the prevention of all forms of bullying.

To ensure that pupils' standard of behaviour is acceptable.

Regulate pupils' conduct.

During break times we have at least three members of staff on duty on the both yards. During the lunch break the senior supervisor, supported by the D.R.A.'s work very closely with the Head teacher, and Deputy Head teacher. The implementation of classroom monitors ensures that movement within the school is orderly and purposeful, and when the members of staff during breaks and ancillary staff during the dinner hour move from class to class there are always monitors in the classrooms.

As part of their role as class teachers, they will also be the main confidant of victims and also the first people to whom pupils can report incidents of bullying. The teachers will deal effectively and quickly with any complaint as they feel fit under the guidance of this policy. If the incident is of a more serious nature it will be reported to the Head of Key Stage, Deputy Headteacher or Head teacher and if need be recorded in the school log book.

1 Introduction

There are many definitions of bullying

- *Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.” (Tackling bullying in schools: A survey of effective practice – Estyn 2006)*

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones)
- Bullying by text messages on mobile phones or through social networking sites
- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails or comments on social networking sites sent by other pupils.
- Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. It may also reflect upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

A child may indicate by signs of behaviour that he or 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

Is unwilling to go to school

Becomes withdrawn, anxious or lacks confidence

Cries themselves to sleep at night or has nightmares

Feels ill in the morning

Begins to do poorly in schoolwork

Has possessions go "missing"

Has unexplained cuts or bruises

Is bullying other children or siblings

Is frightened to say what is wrong

It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

2 Aims and objectives

2.1 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.

2.2 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. The school's Behaviour policy and the Code of Conduct booklet provide further information for all stakeholders.

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.

School rules have been established by the pupils and are visible throughout the school. Class teachers further develop class rules with their children.

We use a variety of strategies to deal with the issue of bullying:

Whole school, Key Stage assemblies

P.S.E curriculum

Buddy system

School Council

Pastoral Support

Whole School assemblies

Nurture team

Circle time

3 The role of governors

3.1 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.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy. 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.

3.3 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.

4 The role of the Headteacher

4.1 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.

4.2 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.

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

4.4 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.

5 The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record incidents that happen in their own class or to children from their class or those incidents that they become aware of in the school in general. These incidents are recorded in the School online portal which is then seen by the Senior Management Team. Class teachers can use classroom reward systems to manage bullying type behaviours.

5.2 If teachers witness 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 headteacher, the teacher informs the child's parents.

5.3 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 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. These discussions may be dealt with in Circle Time. If a child is repeatedly involved in bullying other children, we inform the headteacher and the additional needs co-ordinator. We then invite the child's parents 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, Inclusion Welfare Officer, Behaviour Support Team.

5.4 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

5.5 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.

6 The role of parents

- 6.1 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.

6.3 Suggested Responses to Bullying

- Remain calm you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident or alleged incident seriously.
- Take action as quickly as possible.
- Think hard whether your action needs to be private or public; who are the pupils involved.
- Reassure the victim(s). Don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Take privileges away from the bully but be careful how this is to be done.
- Explain clearly the consequence and why it is being done. There may be opportunity for the child to regain loss of privileges by being a good role model.

Procedures

- 1) For children who bully in the school environment, the following procedures would be followed:-
- a) Class teacher will discuss the behaviour with the child, who will then apologize to victim verbally and in writing if necessary. Class room rewards can be used eg removal of marbles/golden time
 - b) Child to be counseled by classteacher with possible loss of privileges.
 - c) Child will be given notice that "bullying" and other inappropriate behaviour is being recorded in the school's concern file.
 - d) If the problem reoccurs the behaviour will be reported to the Head of Year.

- e) The behaviour problem will be reported to the SMT. A letter will be sent home informing parents of child's behaviour.
- d) If behaviour problem persists, the Deputy Head will be informed. Parents may be sent for to discuss the problem.
- e) Continuity of behaviour will mean informing the Head Teacher. They will arrange a further meeting with parents, to discuss policy of school, they will be informed that suspension and /or exclusion may be considered.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

8.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook if a case is severe enough to be recorded, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

8.3 This policy will be reviewed annually.