



YSGOL GYNRADD  
**PARC LEWIS**  
PRIMARY SCHOOL

# Anti-Bullying Policy

Audit as per LEA Policy Document guidance

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# **PARC LEWIS PRIMARY SCHOOL** **ANTI-BULLYING POLICY**

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## **Statement of Intent**

At Parc Lewis Primary School, we are committed to providing a caring, friendly and safe environment for all pupils and school community, 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 and know that the incident will be dealt with promptly and effectively and appropriate support and intervention strategies for both victim and perpetrator, undertaken.

We are a TELLING SCHOOL- anyone who knows bullying is happening, is expected to tell the staff.

We acknowledge that bullying can take place at all levels and we endeavour to ensure that no member of the school community is subject to bullying or harassment of any kind, by any other member of the school community.

## **Definition of Bullying**

Dan Oliweus, an expert in the prevention of bullying, says that bullying includes:-

- Deliberate hostility and aggression towards the victim
- A victim who is weaker and less powerful than the bully or bullies
- An outcome which is always painful and distressing for the victim

Bullying can be:-

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – All areas of Internet, i.e. "e-mail" and Internet chat rooms misuse, mobile phone threats by text messaging and calls, misuse of associated technology e.g. camera and video
- Bullying on the basis of S.E.N. or disability
- Bullying of those with long-term health conditions

The Welsh Assembly Government in its document – "Respecting Others – Anti-Bullying Guidance" sees bullying as:-

*"The intentional hurting of one person by 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."*

*\*It must be stressed that the term BULLYING is NOT and SHOULD NOT be used when two children of approximately the same strength (physical and psychological) are fighting or quarrelling. In order to use the word bullying, there should be an imbalance of strength (Oliweus 1991).*

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 parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

### **Bullying Incidents on the Basis of Protected Characteristics**

- **Disability / Special Needs / Medical condition**  
Conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need
- **Gender Identity (Transphobic Bullying)**  
Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)
- **Race / Ethnicity**  
Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)
- **Religion / Belief**  
Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief
- **Sexual Orientation**  
Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:
- **Homophobic bullying**  
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:
  - Young people who identify as lesbian, gay or bisexual (LGB).
  - Young people who are perceived by others to be lesbian, gay or bisexual.
  - Young people who are different in some way – they may not act like the other boys or girls.
  - Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay,

lesbian or bisexual.

- Teachers, who may or may not be lesbian, gay or bisexual.

➤ **Biphobic bullying**

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

➤ **Sex (Gender)**

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

**Responding to homophobic, biphobic, transphobic and other prejudiced language**

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's *The School Report* (2012), ninety six percent gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all, (99 per cent) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

## **Aims and Objectives of this Policy**

At Parc Lewis Primary School we work towards ensuring that:-

- We take positive action to prevent bullying from occurring
- We show commitment to anti-bullying by practising zero tolerance
- We encourage pupils and staff not to suffer in silence
- All staff (teaching and non-teaching) governors, pupils and parents should have an understanding of what bullying is and each know what they should do if bullying arises
- As a school we take bullying seriously and pupils and parents should be assured that they would be supported when bullying is reported
- We work in partnership to raise awareness of bullying and promote zero tolerance, *continually* empathising this in our school's environment and through the curriculum.
  
- **We must ensure that bullying ceases to be a hidden activity. This can be achieved by:-**
  - i) developing an ethos of telling
  - ii) listening to children and dealing with a complaint as soon as it arises
  - iii) taking all complaints seriously
- We attempt to make sure that everyone in the school, teaching, non-teaching and children have the same expectation of what behaviour is acceptable and unacceptable (see Class/School Rules)
- We encourage success in a variety of areas where the curriculum is designed and presented to build the self-esteem of all pupils whatever their ability (see Behaviour Policy – Praise/Reward and Equal Opportunities Policy)
- All bullying incidents are recorded and procedures followed efficiently (see Sample form Appendix 1)
- We regularly monitor and review the effectiveness of our policy and procedures through consultation seeking the views of staff, school council, pupils, governors and parents on how well the policy is working and to identify any problem areas.

## ***IMPORTANT SIGNS WHICH MAY INDICATE THAT A CHILD IS BEING BULLIED***

At Parc Lewis, it is the aim of all staff to know their pupils well. We make a point of being aware of potential victims e.g. pupils who do not fit in, who cry easily, who are "picked" on for no reason and those who for whatever reason could be potential bullies. We monitor those pupils with care.

Adults should be aware of the following signs in a child's behaviour that may indicate bullying and they **SHOULD INVESTIGATE IF A CHILD:**

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobia)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens to run away or talks of suicide
- Cries themselves to sleep at night

- Feels ill in the morning
- Begins to do poorly at school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner money or other money continually lost
- Has unexplained cuts and bruises
- Comes home starving (money for 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

### **STRATEGIES USED TO HELP COMBAT BULLYING**

#### **FOR SCHOOL**

1. At Parc Lewis Primary School we believe a whole school approach to tackling bullying is essential. All staff must implement the policy and procedures consistently. No child's complaint or any previously mentioned *signs* should be ignored. As a staff, we must be aware that the one occasion when an incident of **reported** bullying or evidence of **suspected** bullying is not acted upon, could have *devastating consequences* for a child and its family.
  - Never assume that bullying does not happen in our school
  - Never ignore suspected bullying
  - Do not make premature assumptions
  - Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
  - Adopt a problem solving approach which moves pupils on from justifying themselves
  - Follow up repeatedly, checking that bullying has not been resumed

#### 2. Supervision, playgrounds School Buildings

Research shows that many bullying problems occur at break-times. At Parc Lewis Primary, we feel that careful supervision at playtimes is essential, where staff arrive promptly for duty and patrol areas where potential bullies may be in action; in our school, particular problem areas are:-

- i) toilet areas

As staff we actively walk the playground, talking to pupils and it is our policy to intervene quickly in a bullying (or any problem) situation even if there is only the suspicion that a problem is developing.

It is *essential* that staff return promptly to class at the end of break and lunchtime so that pupils are not left unsupervised where a bullying or other problems could occur.

By arriving promptly in classrooms and ensuring that children are not placed in areas that are difficult to supervise, staff actively lessen the opportunity for bullies to operate.

**INTERVENTION AND VIGILANCE BY ADULTS MARKS AN IMPORTANT ATTITUDE. WE DO NOT ACCEPT BULLYING**

We attempt to ensure that our playground areas are attractive and well ordered to encourage co-operative play and minimise conflict, e.g.

- i) Demarcated areas for football (to ensure free space for other pupils to play safely)
- ii) Playground markings
- iii) Yard games e.g. skipping ropes, o + X's etc.
- iv) Static Adventure Equipment
  - a) Nursery Yard slide/seating/climbing
  - b) Infant Yard Adventurous Play (July 08)

### 3. Curriculum

- Bullying is a cross curricular theme which is addressed in the P.S.E and R.E. Curriculum
- Our Community Police Officer carries out specific work on bullying in lessons delivered to Yrs 1 – 6 and with Year 6 in the SAFE project. ----- Pastoral Worker Link with Comprehensive
- Use of Theatre groups with Bullying as a specific theme, e.g. Spectacle Theatre – “Bullies Paradise”
- Available videos “Only Playing Miss”, “Sticks and Stones”, “The Trouble with Tom” (Carlton Television) “Bullying : The Business (Dialogue Productions)
- Aspects of Bullying/How to deal with it, raised in Departmental and Whole School Assemblies, on a regular basis.

In these lessons, time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussions. The positive atmosphere generated in a well-managed circle time usually spreads into other areas of class activity.

#### **CIRCLE TIME:**

- ❖ Creates a safe space to explore issues and concerns
- ❖ Promotes an environment where positive relationships are affirmed and developed
- ❖ Explores relationships with adults and peers
- ❖ Creates an atmosphere where sensitive issues can be discussed
- ❖ Affirms the strengths and enhances the self esteem of each member
- ❖ Circle lasts for 20-30 minutes at the beginning or end of a session. Participants listen carefully, making eye contact with one another and address particular problems – e.g. relationships, anger, fighting and bullying
- ❖ The teacher and pupils agree on simple, positive rules which encourage the group to:-
  - i) Focus on their own feelings and those of others



- ii) Listen to one another and tolerate views
- iii) Learn to take turns
- iv) Discuss difficult issues using a problem solving approach

### **FOR PUPILS**

At Parc Lewis we recognise that all staff including support staff, lunch-time supervisors and volunteer helpers must be aware of the procedures and approaches needed to deal with bullying, but recognises that there is no single strategy than can be applied and that it may be necessary to deploy a range of strategies according to the situation, e.g.

- ❖ We ensure through our behaviour policy/school rules and assemblies, that children have several avenues to report bullying, teacher, support staff, D.S.A.'s a friend or older pupil, or directly to senior staff
- ❖ "Buddying" – although we have no formal buddying system, this is used to give support to a victim (or new pupil). The "buddy" needs a friendly personality and should be capable of offering emotional and social support
- ❖ We will provide a support teacher or LSA for a victim if needed
- ❖ School Council – members of the school council may provide appropriate support for new members of the school community – the inclusion of a victim, and/or the participant in bullying, within the role of the School Council, can offer to help to resolve problems and increase self esteem
- ❖ Inclusion of all pupils is *ESSENTIAL*. Children who share a common difficulty can offer help to each other
- ❖ "Mediation by an adult" – This is the most common method we use when dealing with a bullying situation (see Appendix 3) Respecting Others WAG Guidance 23/2003
- ❖ We ensure through "Circle Time" and Posters, that pupils know the advice from WAG, Respecting Others 23/2003 on what pupils should do if they are being bullied (Appendix 4)
- ❖ We ensure that through our consistent use of rewards/praise and sanctions all pupils know the consequences of bullying (see Behaviour Policy)
- ❖ If the welfare of a *VICTIM* or *BULLY* is ever a concern, we immediately enlist the advice and support of external agencies

### **PARENTS AND CARERS**

At Parc Lewis we believe that strong partnership with parents is paramount for success in all areas of school life. We have an "open door" policy where we hope that parents know they can come into school and *know* their concerns will be listened to in a sympathetic and supportive manner. Parental support can be the key to success or failure in an anti-bullying initiative. With this in mind it is important that parents have knowledge of procedures and access to advice.

We thus ensure that:-

- The school web site contains – The WAG Respecting Others Anti-Bullying Guidance, Part 10 : Advice for Parents and families (see Appendix 5)

- New parents and parents of pupils joining the school are provided with copies of the school prospectus which makes specific reference to the Anti-Bullying Policy. (Copies of the Policy will be provided on request)
- Leaflets and Newsletters home will also include information about any anti-bullying initiative that takes place in school
- As a school, we follow the WAG Respecting Others Guidance when dealing with parents which states:-

*It is important that all staff know the school policy and when to refer parents to someone senior. Good practice in dealing with incidents includes:-*

- ❖ *Recognising that a parent may be angry or upset*
- ❖ *Keeping an open mind – bullying can be difficult to detect, so lack of staff awareness does not mean that no bullying occurs*
- ❖ *Remaining calm and understanding*
- ❖ *Making it clear that the school does care and that something will be done*
- ❖ *Explaining the school policy, making sure that procedures are followed*
- ❖ *Making a clear record of the conversation and the detail about the incident(s) when reported by the parent including where bullying took place, when the incidents occurred, who were involved and what led to the incident. FULL ALLOWANCE should be made for the fact that parents may be distressed, upset or angry. HOWEVER it is NOT ACCEPTABLE for parents to threaten or assault staff. If this occurs, they should be asked to leave the premises.*

*When a case is referred to senior staff, teachers should also:-*

- ❖ *Ask for details and record information*
  - ❖ *Where bullying has occurred, make a further appointment to explain action and find out if it has stopped*
  - ❖ *Follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented*
  - ❖ *Where bullying allegations have not been substantiated, it is nonetheless essential that a clear record of the investigation is kept*
- When it is necessary to inform parents that their child is involved in bullying, parents are more likely to accept a calm approach, following the guidance of an anti-bullying policy, with which, they are familiar. This may help to diffuse anger and resentment. Parents of both parties bully and victim will be invited to take part in a solution to the problem. Parents will be regularly reminded via news letters of the methods of contacting the appropriate person when they have cause for concern.

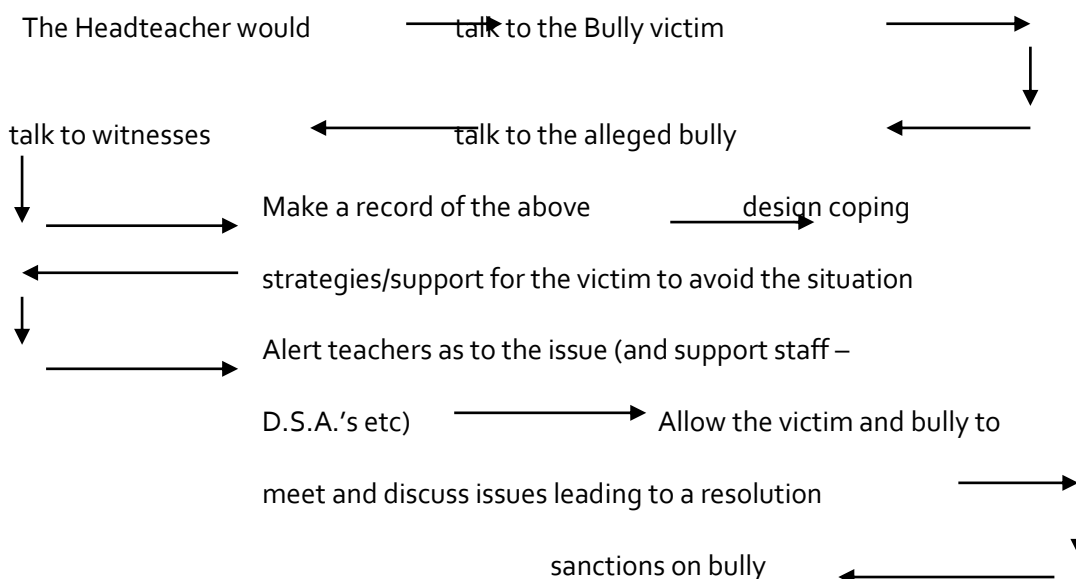
The Directory of Advice, Counselling and Support Organisation to Assist with Bullying related issues, produced by R.C.T. Education and Life Long Learning, is a useful resource for providing parents with independent guidance (copies available from H/T)

- Parents who are unhappy over the way in which the school has dealt with bullying have a right to complain to the Governing Body.

## **PROCEDURES**

At Parc Lewis the following procedures are adhered to in the cases of bullying:-

### **Stage 1**



At this point, a decision will be made as to whether the incident requires parental involvement, i.e. If it is a minor incident which has not happened before, the incident will be recorded but parents not informed. If the incident is of a more serious nature or a recurrence of a previous incident dealt with at school level, we would move to Stage 2

### **Stage 2**

- ❖ Parents of victim and bully informed and involvement in counselling and resolution strategies
- ❖ Child and parents given notice that "bullying" and other inappropriate behaviour is being recorded as such
- ❖ H/T, Senior staff/Class teacher monitor that behaviour does not continue, a fortnight after the initial incident and again after a half-term period - Checking with parents of *VICTIM* is most important – Arrange a follow-up meeting to discuss situations if necessary

If problems persist, we would move to Stage 3

### **Stage 3**

- ❖ In consultation with parents, involve outside agencies e.g. Behaviour Support, G.P.'s - SENCO to develop I.E.P.'s etc.
- ❖ This action could be support to victim or bully

*If the welfare of either child is at any stage, a concern, e.g. if a victim has talked about self-harm, we would go IMMEDIATELY to Stage 3 and enlist appropriate advice*

### **Stage 4**

- ❖ If all steps fail, it may be necessary to exclude a pupil for a fixed period or particularly where serious violence is "involved", the Headteacher as the option to

permanently exclude the pupil. This should not be a standard course of action and each case should be considered separately.

### **Helping the Victim and the Bully**

As a school we attempt to create a climate of concern where victims are re-assured that they are not alone, where children know there is always a member of staff they can turn to.

Bullies will be made to realise that their behaviour will not be tolerated and that appropriate SANCTIONS will be carried out if bullying occurs (see Behaviour Policy). We will also strive to change the bully's behaviour. We will attempt to:-

- Get the bully to acknowledge in some way, that their behaviour has been hurtful and unkind
- We will stress that it is important for the bully to apologise, to the victim and get them too "make-up" in some way for what they have done
- We will set the bully, short term, realistic goals for better behaviour
- Acknowledge the achievement of those goals
- We will strive to achieve good peer relationships within the school where children care and look after each other

### **Other Procedural Issues**

The Anti-Bullying Policy will be used in the induction process for all new members of staff, teaching and non-teaching.

The guidelines are to be followed when pupils are travelling to or from school and when they are attending school trips.

Incidents of bullying will be recorded in the H/T's Incident Log Book for minor (Stage1) incidents and for those considered to be more serious (Stage 2) records will be kept on the Recording Sheet (Appendix 1) – Records will be kept for the duration of the pupil's primary schooling and one further year.

The policy will be monitored and reviewed bi-annually by staff and will then be presented to the Governing Body for approval.

*AT PARC LEWIS PRIMARY SCHOOL, WE WILL STRIVE BY FOLLOWING THE OUTLINED POLICY, TO ENSURE THAT **NO** CHILD WILL BE AFRAID TO COME TO SCHOOL, AND WE WILL ENDEAVOUR TO CREATE AN ENVIRONMENT WHERE BULLYING **CANNOT HAPPEN**; BUT IF IT DOES, IT WILL BE DEALT WITH FIRMLY AND CONSISTENTLY*