

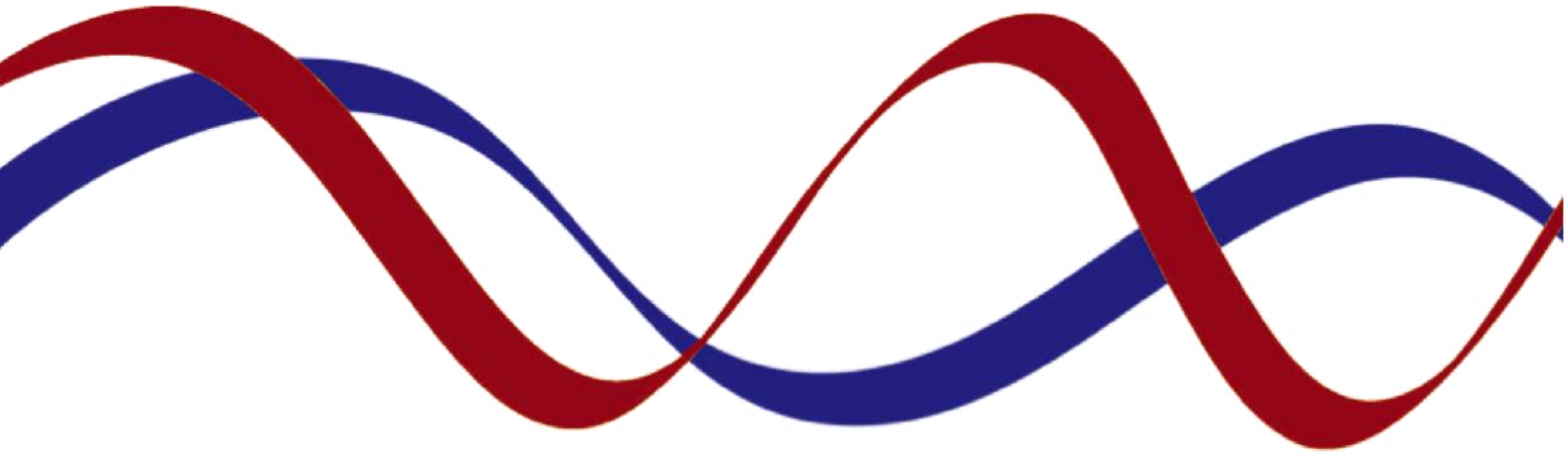
Brynnau Primary School

Ysgol Gynradd Brynnau



POLICY: Anti Bullying

2024 - 2025



'Helping each other to succeed'
'Helpu ein gilydd i lwyddo'



Anti-Bullying Policy

Date	Review Date
October 2024	October 2025

Aims:

Brynnau Primary School is committed to ensuring that all learners have a life free from abuse and harm, including bullying. Every pupil has the right to work and learn in an environment where they feel safe, supported and free from fear.

For the purposes of this guidance, bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

In order to fulfil these specific anti-bullying aims, our school:

- Has appointed a lead professional with responsibility for managing a strategic approach to anti-bullying. The lead professional for anti-bullying is the head teacher – Mrs B Atkin
- Ensures that the whole community of parents, pupils and staff understand what constitutes bullying.
- Reinforces the anti-bullying message with the whole staff community through regular general and specific INSET, staff meetings, lessons and individual communications between staff members.
- Equips pupils with strategies which enable them to respond to bullying behaviour.
- Reinforces the anti-bullying message with pupils specifically through the Health and Wellbeing Area of Learning and Experiences, class time, assemblies and Collective Worship; and in general through the curriculum, using projects, drama, stories, literature, historical events, current affairs and the daily interactions between staff and pupils.
- Uses the school website to share the UN Rights of the Child, the school anti-bullying policy and the Welsh Government Rights, Respect, Equality Guidance (2019) for parents and children.
- Reinforces the anti-bullying message with parents through the school website, regular formal parent communications and informal communications which reinforce the school's aims and quick response to concerns as they are aired.
- Collates, listens to and records details of learner opinions on incidents of prejudice, discrimination, harassment and 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 target of bullying or if they feel that they might know of others behaving in bullying ways.
- Ensures that parents, staff and pupils understand the signs of bullying.
- Provides support to those who are the targets of bullying and those who are perpetrating bullying behaviours.
- Provides peer listeners in school to support those who are the targets of bullying in conjunction with other adult support services.
- Provides restorative justice style conferences, facilitated by school staff.

- Ensures that all pupils understand the school's Positive Relationships Policy.
- Ensures that all learners understand the school's sanctions for behaviour that is harmful to others.
- Ensure that no learner has to move to a different school as a result of on-going bullying.

Brynnau Primary School does not tolerate any form of bullying

It is up to everyone in the community to stop bullying by making it unacceptable for anybody to bully another person.

Bullying can take a wide range of forms. Bullying is behaviour/words towards another person that is meant to hurt them or embarrass them. The behaviour can involve individual or group behaviour. All bullying behaviour should be reported and recorded, whether perceived or actual. We will listen to, investigate and respond to all reports of 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, making threats)
- 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)
- Manipulation (manipulating social friendship groups, ostracising, marginalising)

Some of the reasons why people may be bullied include:

Sex based bullying which includes unwanted physical contact, sexually abusive or sexist comments
Racially motivated bullying
Faith based bullying
Cultural differences
Special educational needs and/ or disability
Homophobia
Gender stereotyping, e.g. sensitive boys, academic boys, sporty girls, boisterous girls.
Appearance
Personal Hygiene
Academic ability including more able and talented or learning difficulties
Perceived wealth or poverty

Bullying behaviours may include emotional, physical, verbal, sexual, cyber, exclusion, and interference with possessions. This behaviour is considered acceptable by the perpetrator due to the target's perceived differences and their perceived lack of power within the majority community

Equality Act 2010

Bullying on the basis of the Protected Characteristics referenced in The Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy or maternity, race, religion and belief, sex and sexual orientation, Welsh Language) 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 respected, valued and celebrated equally for their differences. This aspect of the anti-bullying policy has a direct link to the school's Equality Policy and Equality Action Plan. All incidents of bullying related to the protected characteristics will be recorded and reported electronically through the SIMS Behaviour Management system.

Cyber Bullying

Cyberbullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset someone else. Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions can be harder to control and curtail.

Cyberbullying can take many forms such as:

- Threats and intimidation;
- Harassment or stalking;
- Vilification and defamation;
- Peer rejection and exclusion;
- Identity theft;
- Unauthorised access and impersonation;
- Publicly posting, sending or forwarding personal or private information or images;
- Manipulation
- Blackmail

The reasons why people may be a victim of cyberbullying are the same and the reasons for other types of bullying (noted above), for example for reasons related to their protected characteristic, their appearance or their personal hygiene.

The following technologies can be used as vehicles for cyberbullying:

- Mobile phones;
- Instant messenger and Voice over Internet Protocol (VoIP) Chatrooms and message boards
- E-mail Webcams
- social network sites Video-hosting sites
- Virtual learning environments (VLEs)
- Gaming sites, consoles and virtual worlds

It is recognised that in the case of cyberbullying, the victim and aggressor may not be on the school premises at the time when the incidents occur. However, the school recognises its responsibility to address the problem where possible and will act to prevent incidents of this kind. This may include liaising with the Police Schools Liaison Officer. It is also recognised that 'bystanders' can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions. Pupils, parents and staff should also refer to the School's Digital Learning and ESafety Policy for further information and details on how cyberbullying is discouraged.

Signs of Bullying

Bullying can cause serious psychological damage. A pupil who is being bullied may display some of the following signs:

- Becomes frightened of coming to school, or frightened to attend specific lessons or go into specific areas of the school
- Makes changes to their usual routine
- Becomes more withdrawn or anxious than previously
- Begins stammering
- Threatens to run away or runs away
- Self-harm
- Begins to perform poorly at school
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Begins to bully others
- Stops eating or missing meals
- Appears more tired than usual (due to sleep disturbance, including bed wetting)
- Appears anxious and suffers from low self-esteem
- Is afraid to use the internet or a mobile phone
- Is reluctant to go out into the playground/yard
- Is reluctant to use toilet facilities
- Is reluctant to discuss reasons for the above

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

Here at Brynnau Primary we offer a proactive, sympathetic and supporting response to anyone who is the victim of bullying.

If you are being bullied the following responses should help:

- Be proud of the ways in which you are different – everyone is unique so everyone is different from everyone else.
- If you are being bullied, try to stay with friends as much as possible.
- 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.
- Breathe deeply or count to 10 in your head. Remind yourself that you don't deserve this treatment.
- 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).
- 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.'
- 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.
- 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.

- Tell a member of staff or ask your friends to tell a member of staff on your behalf.
- 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.

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

- If the pupil being bullied is in any danger, fetch help. If you are outside school phone 999. If he or she is not in danger, your presence may ease the situation so remain together.
- Show that you and your friends disapprove of any bullying behaviour.
- Give sympathy and support to other pupil/s who may be bullied.
- Be careful about teasing or making personal remarks. If you think individuals might not find your comments funny don't say them.
- If you know of bullying, tell someone. The target 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, take screenshots. Copies should be printed and given to or information forwarded electronically to a member of staff.

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

The school is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

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 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 and investigated thoroughly. 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. Ensure you keep records of all incidents your child shares. (Who? Where? When? Why? What form of bullying behaviour?) This helps to track events should the bullying behaviour continue.

If your child is involved in the bullying:

It is very upsetting when your child is involved in bullying behaviour. 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 learned satisfactory ways for making firm relationships

To stop your child from being involved in bullying behaviour:

- Talk with your child and help them to understand that what they are 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. They need to have a good relationship with this person.

Please note that the school will want to and need to act 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 Positive Relationships Policy. Where identified adjustments need to be made for learners with additional needs, the Additional Learning Needs Coordinator (Additional Learning Needs Coordinator (ALNCo)) will be involved in decision making.

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.

- The School Council provide a forum where our children 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 and Emotional Literacy Support (ELSA) exists to support individuals in need.
- Staff within school respond to all incidents of unkind words and behaviour in a restorative manner. We regard this as an important prevention strategy.
- We work with a variety of other outside agencies who may help in bullying related incidents including Families First, Counsellors, Educational Psychologists, local Police force, Welsh Government Guidelines and documentation - Respecting Others – WG Anti-Bullying Guidance, 2011

Procedures for investigating a case of suspected bullying

Bullying events may be identified in several ways:

- Disclosure to a member of staff by the individual being bullied
- Disclosure to another pupil by the individual being bullied
- Witnesses to specific bullying events
- Suspicion of bullying based upon the indicators listed above.

In all cases an allegation of bullying should be treated seriously, open, fairly and investigated thoroughly. Clear procedures will be followed to stop the bullying. All learners will be supported if they have been bullied. Regular check-ins will ensure the bullying has stopped. We will work hard to ensure no learner has to move schools as a result of bullying.

All members of staff have a duty to respond straight away if they suspect, or are made aware of, a case of discrimination and/or bullying. It may be possible for the staff involved to carry out an initial investigation; however, the preferred route is for staff to make a note of the date, time and nature of the incident and pass evidence onto the relevant class teacher for investigation of the matter, in conjunction with a Senior Member of Staff.

An investigation of bullying will take time: there are no instant solutions. However, the member of staff investigating should take the following steps:

- Target(s), perpetrator(s) and Witness (es) will be interviewed by the member of staff investigating. All parties will be reassured of the discretion of the school in dealing with such matters within the limits of our confidentiality policy. The target(s) in particular should be reassured that the matter will be dealt with and is being treated seriously.
- If the target reports the matter, they should be spoken to first. If not, any witnesses should be interviewed, followed by the accused pupil and finally any bystanders.
- All pupils involved in the situation should be given a fair hearing and be permitted to tell their version of events without comment upon the nature of the behaviour described.
- A written summary of the information gathered should be made, and agreed by the individuals involved. This is important as it will enable the victim and witnesses to feel reassured that action is being taken, and for the accused party to feel that they have had a fair hearing.
- Remember that it can be hard to establish the facts.
- A problem-solving approach which avoids blame can be more effective in clarifying the situation and achieving change.

- All incidents of discrimination and bullying related to the protected characteristics, ALN, appearance and personal hygiene will be recorded and reported using the SIMS behaviour management system.

However, the school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, thus:

- If it emerges that a pupil is responsible for bullying other children outside school, then this matter will be addressed and (if appropriate) the perpetrator's parents informed.
- If a child is found to be the victim of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will be informed.
- If there are more general concerns about children's safety outside school, then the local police will be contacted and their help sought in making the area around the school premises more secure.
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to the Social Services Department (see Child Protection Procedures).
- If children are being bullied by pupils of another school, the Head of that school will be informed and invited to deal with the matter.

Action by the school:

If it is felt that bullying has taken place, the victim will be told that action will be taken to prevent bullying from continuing in line with the School's Positive Relationships Policy. The school may respond to incidents of bullying which take place outside of the immediate authority of the school. The perpetrator needs to understand the effects of their actions upon the target, and will be given support in order to modify their behaviour, including, if appropriate, ELSA or counselling. If, in spite of support, the bullying behaviour continues, there are a number of possible sanctions available to the school. These may include:

- A verbal warning, recorded in the perpetrator's file
- A letter of apology to the target, with a copy to be kept on file. This letter can be scribed if appropriate. A verbal apology would be appropriate for children at foundation phase
- Referral to the Head teacher for action in the case of persistent or severe bullying (in cases of severe and persistent bullying this may include exclusion).

The target of the bullying will receive support from the school ELSA, School Counsellor or other supportive adults as required and their recovery will be closely monitored by a nominated adult who works closely in partnership with the target's parents.

Partnership with Parents

Whenever a serious case of bullying is uncovered the parents or guardian of both the target and the perpetrator will be informed either in writing or by personal contact. This contact may involve class teachers, Deputy Head or Head teacher.

Follow Up

Learner follow up check-ins will take place periodically to ensure the bullying behaviour has stopped and that the learner feels safe. If there are any further incidents, the appropriate senior leader will be informed immediately and appropriate action in line with the school behaviour policy will be implemented. Where identified adjustments need to be made for learners with additional needs, the Additional Learning Needs Coordinator (ALNCO) will be involved in decision making.

No learner in our school will have to move schools to escape bullying behaviour.

Should we receive a new learner to our school, we will discuss with parents/carers the reasons why the child has moved from their previous school. If parents/carers provide information that suggest that the learner has experienced bullying we will monitor the learner in order to determine their emotional needs. We will support the learner through ELSA/school-based counselling should they need support

Recording Incidents of discrimination and/or bullying and analysing the information

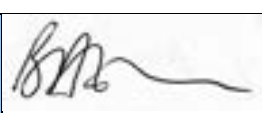
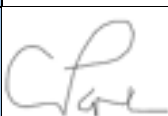
The Headteacher will maintain an electronic record of incidents of discrimination and bullying and will prepare internal reports in order to analyse any specific patterns or trends. This information will inform in-school strategic planning and partnership work where appropriate. The Headteacher will forward termly reports to the Local Authority in order for the Local Authority to analyse any specific trends at school and local level. Local Authority patterns of behaviour will be shared with schools regularly in order that the school can respond appropriately to locally identified needs.

This series of guidance materials offers further information and advice around developing anti-bullying policies and strategies and for responding to incidents of bullying. The guidance materials cover bullying around race, religion and culture; bullying around special education needs and disabilities; homophobic bullying; sexist, sexual and transphobic bullying; and cyberbullying. There is specific guidance for Governors, Parents and children.

<https://gov.wales/rights-respect-equality-guidance-schools>

<https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

<https://gov.wales/rights-respect-equality-guide-children>

Headteacher		Date:	Autumn 2024
Chair of Governing Body:		Date:	Autumn 2024