



Anti-Bullying Policy

1. Aims

This policy aims:

- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to set out measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- to promote an environment where it is **not** an offence to tell someone about bullying; and
- to promote positive attitudes in pupils.

2. The School's Commitment

The school is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school, whether it is on site or on off-site activities.

If bullying does occur, all pupils should be able to tell someone, and know that incidents will be dealt with promptly and effectively.

This means that *anyone* who knows that bullying is happening is expected to tell the staff.

All governors, staff, students and parents should have an understanding of what bullying is and what the school's procedures are for responding to bullying.

The school takes bullying seriously. Students and parents should be assured that bullying will not be tolerated and that students will be supported when bullying is reported.

3. What Is Bullying?

Bullying is defined as the use of deliberate aggression with the intention of hurting another person. Bullying is persistent and results in pain and distress to 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 because of size etc.
- Cyber all areas of internet ,such as email & internet chat room misuse, social networking
- Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

4. 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. Students who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

5. Signs and Symptoms



A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that 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 to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts 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 which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Training

The Head Teacher is responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for education support staff and governors as well as teachers. The school will also arrange training for students (including assertiveness training) where the Head considers it appropriate.

7. Criteria for Success

The governing body will:

- from time to time determine the criteria for success;
- require the Head to report annually on the success of the policies and actions taken;
- Within the school self evaluation report, indicate how the school is progressing in determining 'How well are learners cared for, guided and supported?'
- The school is committed to the Welsh Assembly Government's policy which adopts the United Nations' Convention on the Rights of the Child as the basis of its dealings with young people.
- The school will adhere to adopting those seven core aims to ensure that all young people will:
 - have a flying start in life.
 - have a comprehensive range of education and learning opportunities.
 - enjoy the best possible health and are free from abuse victimisation and exploitation.
 - have access to play, leisure, sporting and cultural activities.
 - are listened to with respect and have their own race and cultural identity recognised.
 - have a safe home and a community which supports physical and emotional well-being
 - are not disadvantaged by poverty.

8. Responsibilities

Governing Body

Legal requirements

The law requires that governing bodies must:



- Make, and from time to time review, a written statement of general principles to guide the Head in determining measures to promote good behaviour;
- Consult the Head, other appropriate members of staff, parents and all students on this statement of principles;
- Promote the well-being of students;
- Exercise their functions with a view to safeguarding and promoting the welfare of students;
- Have a race-equality policy;
- Assess and monitor the impact of their policies (including the race-equality policy) on students, staff and parents, with particular reference to the impact on students' attainment;
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled;
- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures;

In order to discharge these legal duties the governing body will:

- appoint a 'nominated governor' to liaise with the Chair, the Head and 'designated teacher for child protection' over all anti-bullying strategies, and individual cases where appropriate. This governor is Mrs A James.
- discuss, review and endorse agreed strategies on the initiative of the 'nominated governor', and in any case will discuss the Head's annual report on the working of this policy;
- make and implement the following policies:
 - race equality;
 - disability equality;
 - equal opportunities;
 - behaviour and discipline.

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils. The law requires that the Head must:

Determine the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing.

The policy determined by the school must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

In order to discharge the legal duty the Head will:

- Determine measures to be taken to prevent bullying, taking into account any advice given by the governing body;
- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures for developing positive attitudes and relationships, encouraging good behaviour and respect for others;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the governing body.

The Designated Teacher Mrs J Thomas will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- ensure appropriate teaching and learning of anti-bullying strategies;
- keep the Head informed of incidents;
- liaise with the Nominated Governor;
- arrange relevant staff training in the teaching of anti-bullying strategies and developing staff and student skills in countering bullying;
- determine how best to involve parents in the solution of individual problems

Class teachers will:

- be responsible for liaising with the Senior Leadership Team over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution; and
- take part in any anti-bullying programme through PSE.

All Staff will:

- know the policy and procedures;
- be observant and to ask students what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- apply any disciplinary penalties fairly and in accordance with the school's policies; and
- participate in PSE courses.



Pupils are responsible for:

- reporting instances of bullying as soon as possible;
- participating in any investigation; and
- taking any action determined by the staff of the school for combating any bullying.

Parents are responsible for:

- reporting any concerns they may have over possible bullying;
- encouraging the student to report incidents and to participate in any action determined by the school;
- cooperating with the school in any action the school decides to take; and
- if a parent of a bully, to cooperate with the school in changing the student's behaviour.

9. Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through a PSE, school assemblies, the School Council, use of other curriculum time.

- the PSE co-ordinator is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSE; and
- Subject leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

10. Anti-bullying Procedures

Parents

If parents suspect their child is being bullied they should contact the school. Parents should be prepared with the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves will inevitably make the matter worse. Parents should encourage their child to talk to their class teacher or other member of staff.

Pupils

If a pupil feels they are being bullied they must tell an adult, parent, or other member of staff. Pupils who witness bullying must tell an adult, parent, or a member of staff.

Staff

If bullying is reported to a member of staff they will record the details as presented to them and pass on to the class teacher in the first instance.

Teachers will initiate the 3Rs process, with the support of other members of staff as appropriate:

- Reflection – What has happened? Could it have been different?
- Resolution – How can we try to ensure this doesn't happen again?
- Reconciliation – How we put things right between those involved?

In cases of serious bullying, staff will record the incidents and report it to a member of the Senior Leadership Team. In serious cases STAFF should be informed and will be asked to come in to a meeting to discuss the problem.

If necessary and appropriate, police will be consulted.

Time out may be used if deemed appropriate. The level of time out will be determined by the success of the 3Rs process and the students' records.

11. Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- Reassuring the student;
- Offering continuous support with a designated member of staff;
- Restoring self-esteem and self-confidence;
- Referral to a counsellor; or
- Offering continuous support and advice to parents.

12. Pupils who have been bullied will be helped by:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the pupil; or
- Referral to a counsellor/ behaviour support.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.



13. Counselling

The school is prepared in appropriate cases to arrange counselling for both bullies and the bullied. This will be in most cases with the behaviour support teacher.

Kidscape gives advice on child safety policy It runs a Helpline for parents and children - Tel: 0845 1 205204. It also organises free one-day sessions for bullied children. **Wales – Childline etc**

14. Sanctions

Pupils who have bullied will be punished appropriately according to their behaviour, in accordance with the school's disciplinary procedures. For persistent offenders or incidents considered as gross acts of aggression, a student may be permanently excluded.

15. Complaints

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance from the school's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken in accordance with the Complaints policy procedures.

The Complaints procedure is set out in Appendix 1.

16. Equal Opportunities

In implementing this policy the governing body, Head and staff will take into account the school's equal opportunity policies.

17. Monitoring and Review

The Head will keep and consider reports on serious incidents, and make a report, with statistics, to the LA when necessary. The Head will consider the reports with the Senior Leadership Team to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.

The Head will inform the governing body annually of any bullying related issues.

The governing body will review the policy every three years, or earlier if the governing body considers it is necessary.



Appendix 1.

Procedure for Handling Complaints

1. Formal Procedure

Every attempt will be made to resolve complaints informally, but if this fails then this procedure will be followed:

- - Stage 1 complaint heard by staff member (who is not subject of the complaint);
- - Stage 2 complaint heard by Head; and
- - Stage 3 complaint heard by the governing body's complaints appeals panel.

Stage 1

All staff should listen carefully and patiently to parents' and students' complaints, recognising that however ill-founded the complaint might be it is a matter of great concern to the parent or student.

If the matter is within the competence of the member of staff to resolve quickly this should be done. Otherwise the complainant should be reassured that the complaint will be passed to the relevant member of staff, and the relevant person should be informed by the member of staff as soon as possible.

The member of staff receiving the complaint should, if deemed relevant, pass the information to a member of the Senior Leadership Team as soon as possible this does not prevent the member of staff also speaking to the senior colleague about the matter at the earliest opportunity.

If the teacher or a relevant senior member of staff considers that he/she can deal with the complaint he/she should attempt to do so. If a resolution cannot be found the teacher should inform the complainant of their right of appeal to the Head (Stage 2) or Governing Body (Stage 3), and inform the Head/Governing Body of the action taken.

If the complaint concerns a child protection issue or involves an allegation of abuse by a member of the school staff the 'named person' (M. Harries) responsible for child protection complaint should be informed by the member of staff.

If a serious complaint is made by a pupil, the member of staff should immediately inform the Senior Leadership Team, who will immediately inform the pupil's teacher. It will be the responsibility of the teacher to determine whether he/she can deal with the issue, or in consultation with the SLT, what the next course of action should be, including referring the matter to the Head.

If a trivial/simple verbal complaint is made it might be possible in most cases to resolve it immediately. In more serious cases, or where a member of staff is uncertain, parents should always be asked to put their complaint in writing. This is to ensure that there is no conflict in determining what the complaint consists of and the action taken by the members of the staff.

In any cases of doubt members of staff should seek the advice of a member of the SLT

If the appropriate member of staff cannot resolve the complaint, the teacher must refer the matter to the Head (Stage 2).

At Stage 1 the school should aim to resolve the complaint within 24 hours of receiving it. Where this is not possible, the teacher will inform the parties of the action being taken, and when it is expected to resolve it.

No complaint should normally be left unresolved at this stage after THREE days of receipt of the complaint. In abnormal circumstances the matter will be referred to the Head who will determine the appropriate action, and will keep the parties informed.

Stage 2

The Head will decide the outcome at this stage, but may delegate the collating of information to the Deputy Head.

The Head must normally resolve the matter within THREE days of receiving notification of the complaint. In abnormal circumstances a longer time scale can be agreed, either by agreement with all parties, or by a decision of the Chair of the Governing Body if no agreement is reached.

If the Head is unable to resolve the issue it is open to the complainant to make representations to the governing body. (Stage 3)

Stage 3

Appeals to the Governing Body

Complainants who are not satisfied by the Head's decision can make representations to the governing body.

The complainant must be advised by the school to write to the chair of the Governing Body giving details of the complaint. The Chair will nominate a governor (or panel) to hear the appeal. The hearing must be within 10 days of the Chair receiving notice of the complaint. The complainant must be told of their right to be accompanied by a friend, and where relevant translations/interpreters must be arranged by the Clerk in consultation with the parties. The nominated governor/panel will make its own procedures, and will agree these with the Chair, who will report them to the next governing body meeting. The governor/panel will ensure that the complainant is heard in private, is welcomed, and as far as possible is put at ease. Careful consideration must be taken when the complainant is a pupil. The governor/panel will hear the appeal(s), consider all the views expressed and decide the outcome.

The governor/panel can:

- dismiss the complaint in whole or part;
- uphold the complaint in whole or part;
- decide on appropriate action to resolve the complaint; or
- recommend changes to the school's systems or procedures.

The governing body's decision is binding.

The decision at this stage must be communicated to the parties within THREE days of the hearing.



Appendix 2

Complaint Form

Please complete and return to Mrs J Thomas who will acknowledge receipt and explain what action will be taken.

Your name:

Student's name:

Your relationship to the student/student/student:

Address:

Postcode:

Daytime telephone number:

Evening telephone number:

Mobile number:

Please give details of your complaint.

What action, if any, have you already taken to try and resolve your complaint.
(Who did you speak to and what was the response)?

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:



Appendix 3

Advice on Strategies for Dealing with Bullying

Safe to Learn: embedding anti-bullying work in schools is the new over-arching anti-bullying guidance for schools. It can be viewed on the [TeacherNet website](#) or ordered from [TeacherNet's online publications site](#).

The *Safe to Learn* package of guidance also includes specialist advice on **cyberbullying, homophobic bullying and bullying involving children with SEN and disabilities**. This is in addition to the existing guidance on **tackling bullying related to race, religion and culture** which was issued in 2006.

Schools can also sign up to the **Anti-bullying Charter** to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.

Other sources of information:

Advice for young people who are concerned about bullying is available on the [DirectGov](#) website. You can also find further information on cyberbullying on this site.

The **Anti-Bullying Alliance**, an umbrella group of over 60 charitable and other organisations working in the anti-bullying field, has a range of information and resources for practitioners on their website.

Advice for parents on dealing with the bullying of their child is available on the [Parentline Plus](#) website.

A complete list of organisations that can provide help or support on bullying issues is provided in annex I of the overarching *Safe to Learn* guidance.