



# Ysgol Bro Gwaun

## Polisi Atal Bwlian Anti-Bullying Policy

*Mae copi caled o bob polisi ar gael yn swyddfa'r Ysgol, gyda dyddiad dechrau, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o greu'r polisi. Cysylltwch a'r swyddfa am fwy o fanylion.*

A hard copy of all policies are held in the School office, they include a start date, a review date and signatures of all stakeholders involved in the creation of the policy. Please contact the School Office for more information.

# Ysgol Bro Gwaun

## Respecting Others: Anti-Bullying Policy

**This school believes that bullying is unacceptable and should not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour.**

All children, whatever their race, sex, beliefs and abilities have the right to be safe and to be free from oppression, humiliation and abuse (The Children's Act 2004).

**Aims of the policy:** Our Policy is a working framework to support our whole school ethos which is to ensure that children feel safe, secure confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children's health and well-being is of paramount importance.

Prevention includes sending out a clear message that negative behaviour is anti-social, unacceptable and will not be tolerated here.

### **What is Bullying behaviour?**

Bullying is deliberately hurtful and designed to cause distress. It is usually repeated over a period of time and is difficult for the person being bullied to defend themselves against. It involves an imbalance and abuse of power and is not age dependent. It may have a racist or discriminatory motivation and can focus on ethnicity, culture, class, religion, learning difficulties, sexuality, long term health conditions and disability. It may be based on small differences between children which are not always clear to us and may shift and develop as relationships change. Bullying behaviour may be shown by individuals or groups. It may not always be clear who is manipulating the behaviour we see. Some children can be 'provocative victims' e.g. by behaving in a tiresome way which eventually triggers a response which may then be seen to be bullying.

Bullying is not falling out with friends, choosing not to play with someone, disliking someone, one off aggressive behaviour such as a fight between children who disagree, accidental physical contact, or the normal rough and tumble of playground life.

### **Bullying can take many forms, but the main types are:**

- Physical – e.g. hitting; kicking; punching; spitting; biting; sexual harassment; having belongings damaged, stolen or removed.
- Verbal – e.g. name calling; teasing; insulting; sarcasm; threats; offensive remarks; sexual/racial comments.

- Emotional / Psychological – e.g. excluding, humiliating, dirty looks; making distressing comments about family members, spreading stories/malicious rumours;
- Cyber / Hi-Tech e.g. malicious e-mails or comments in internet chatrooms or text messages on mobile phones; distressing comments about family members; posting stories, pictures etc. on the internet; silent phone calls; using someone else's name to spread unpleasant gossip and rumours; happy slapping.

Bullying affects everyone, not simply the victims and the instigators. It has an influence on other children who may witness violence, aggression and the distress of the victim.

### **Our whole school approach to preventing bullying includes:**

- Developing a positive ethos which includes knowing bullying is unacceptable here;
- Expecting positive behaviour which helps and supports learning and development;
- Promoting co-operation and expecting socially responsible behaviour;
- Encouraging those who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter the bullies;
- Valuing and celebrating everyone's differences, skills and talents;
- Supporting the development of emotional literacy, self esteem and resilience through assemblies, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies (e.g. with Dr Emily Lovegrove), School Council involvement, Buddy schemes and Peer Mentoring;
- Showing respect for others;
- Making the information in this policy available to all stakeholders;
- Involving all members of the school community in designing / implementing policy.

### **Why should we be concerned?**

Someone who is experiencing bullying will be upset and distressed and find it hard to concentrate on work or learning. There may be signs such as poor attendance, truancy, being late, being off school sick, becoming withdrawn and anxious, losing possessions and money, having mood swings, and showing untypical behaviour.

### **Encouraging reporting of incidents if bullying occurs:**

- Pupils in this school can be assured that their concerns will be responded to with sensitivity. All reports will be taken seriously and investigated;
- Confidentiality for anyone who shares information will be respected;
- Opportunities for children to communicate concerns include access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

### **If bullying occurs we will implement the following procedures, as appropriate:**

- We will take all incidents seriously and record their occurrence on a referral sheet;
- Investigate the incident / establish facts by independently talking to all involved;
- Use appropriate intervention techniques to manage difficulties between bullies & victims; encourage reconciliation where this is possible / feasible;
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents;
- Involve parents as early as possible where incidents merit it;
- Apply guidelines from the all Wales Police "School Crime Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible;

- Keep accurate, factual records of all reported incidents and the school's response to them;
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary.

### **Depending on the type of incident, if sanctions are used, these may include:**

- Withdrawing privileges/free time; preventing access to parts of school; lunchtime exclusion; short term exclusion; involving parents as / when necessary; involving appropriate outside agencies; including details on the bully's school record; exclusion.

### **Restorative Practice**

- This is a county based strategy which encourages both parties to discuss issues that cause distress. Staff at Ysgol Bro Gwaun have been trained by experts to deliver Restorative Practice and we have seen many achievements and positive results from using the practice. Staff follow specific questions to try to achieve reconciliation. The questions asked provoke the aggressor to think about his/her actions but also the feelings of others involved.

### **SUMMARY: Strategies and preventative measures to reduce the likelihood of bullying in this school:**

- A whole-school approach involving everyone (staff, students, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. assemblies, pastoral work, PSE, parents meetings;
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – knowing that not taking action condones the behaviour;
- Having a system in place for students to inform staff in confidence when bullying occurs; ensuring staff are appropriately trained and supported to respond to this.
- Developing our understanding of collective responsibility through Support Groups, Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (e.g. PSE and our Healthy Schools initiative; sessions with Police Liaison Officers);
- Having a clear, explicit link with the school's Behaviour and Child Protection & Safeguarding Policies;
- Including bullying in our home-school agreement.
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.

### **Reviewing the policy**

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school council. It will be discussed, reviewed and revised annually.

### **Additional information**

WAG Anti-Bullying Toolkit / Checklist which informs this policy.

Reference documents and useful links:

- "Respecting Others : Anti-Bullying Guidance" Sept 03 National Assembly for Wales Circular No: 23/2003
- "Evaluation of Anti-Bullying Policies in Schools in Wales" Cardiff University Report 2006
- "School Anti-Bullying Policy Self-Assessment Tool" Welsh Assembly Government Nov 08
- Be-SMART Resource file / Pembrokeshire County Council Internet Safety Group
- All Wales Police "School Crime Beat" guidelines for schools
- [www.schoolbeat.org](http://www.schoolbeat.org) for links to Police School Liaison Programme outline and documents.

The policy will be reviewed annually

# Pembrokeshire County Council



## Bullying Incident Report Form

Reported by: \_\_\_\_\_

Role: \_\_\_\_\_

Date(s) of incident(s): \_\_\_\_\_

Time(s) of incident(s): \_\_\_\_\_

Locations(s) of incident(s): \_\_\_\_\_

### Details of people involved.

Include names and each role, genders, ages, ethnic origin or protected characteristic.  
(See below for list of protected characteristics )  
ringleader, outsider, reinforcer, assistant, defender, victim.

### Level of involvement.

1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved

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**Bullying incident related to: tick all that apply**

- |                     |                          |                        |                          |
|---------------------|--------------------------|------------------------|--------------------------|
| Race                | <input type="checkbox"/> | Sexual orientation     | <input type="checkbox"/> |
| SEN or disabilities | <input type="checkbox"/> | Religion or culture    | <input type="checkbox"/> |
| Gender              | <input type="checkbox"/> | Pregnancy or maternity | <input type="checkbox"/> |
| Gender Reassignment | <input type="checkbox"/> | Age                    | <input type="checkbox"/> |

Forms of bullying used: tick all that apply

- |                          |                          |   |                          |
|--------------------------|--------------------------|---|--------------------------|
| Physical aggression      | <input type="checkbox"/> | Damaging or taking personal possessions | <input type="checkbox"/> |
| Deliberately excluding   | <input type="checkbox"/> | Verbal threats                          | <input type="checkbox"/> |
| Name calling and teasing | <input type="checkbox"/> | Spreading rumours                       | <input type="checkbox"/> |
| Cyber bullying           | <input type="checkbox"/> | Extortion                               | <input type="checkbox"/> |

Other \_\_\_\_\_

Frequency and duration of bullying behaviour:

- |                      |                          |                                 |                          |
|----------------------|--------------------------|---------------------------------|--------------------------|
| Once or twice        | <input type="checkbox"/> | Persisting over two months      | <input type="checkbox"/> |
| Several times a week | <input type="checkbox"/> | Persisting for more than a year | <input type="checkbox"/> |

Other notes on incident: including relevant previous behaviour

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Checklist: Tick as appropriate

- |   |                          |  |                          |
|---|--------------------------|--|--------------------------|
| Does incident involve same person?      | <input type="checkbox"/> | Has a follow up date been set?           | <input type="checkbox"/> |
| Have parents/carers been notified?      | <input type="checkbox"/> | Has action been agreed with victim?      | <input type="checkbox"/> |
| Had individual discussions with all?    | <input type="checkbox"/> | Has action been agreed with perpetrator? | <input type="checkbox"/> |
| Had group discussion with all involved? | <input type="checkbox"/> | Are notes and comments attached?         | <input type="checkbox"/> |

Other actions:

- |                             |                          |                                      |                          |
|-----------------------------|--------------------------|--------------------------------------|--------------------------|
| medical treatment required? | <input type="checkbox"/> | referral to other agencies?          | <input type="checkbox"/> |
| police involvement?         | <input type="checkbox"/> | specific report from staff attached? | <input type="checkbox"/> |
| report to governors?        | <input type="checkbox"/> | other?                               | <input type="checkbox"/> |

RESTORATIVE INTERVENTION CARRIED OUT

Details of actions agreed with everyone involved including parents and carers where appropriate:

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Follow up review dates and interventions:

Completed by: \_\_\_\_\_

Role: \_\_\_\_\_ Date: \_\_\_\_\_

Checked by: \_\_\_\_\_

Role: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome of follow up and further actions taken:

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Has the bullying stopped? Yes  No

**This Bullying Incident Report Form has been developed by the Inclusion Service System Leaders and sent to all schools. It is available online at**