



Ysgol Estyn

Policy for Dealing with Bullying

POLICY FOR DEALING WITH BULLYING

At Ysgol Estyn we are committed to providing a caring, friendly, safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying occurs, all pupils should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are an OPEN school. Anyone who knows that bullying is happening is expected to tell staff and it is hoped that all concerned with the school will support our positive policy on all behaviour including the issue of bullying.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person, which results in pain and distress to the victim. In general we say that a child is being bullied if they are subjected to repeated incidents of intimidation by another child or children. The bullying may be verbal or physical, or take the form of excluding a child from certain activities. It results in worry, fear and distress and interferes with his/her well being. The victim can be made to believe that telling other people will result in worse abuse. We must be clear that there is a difference between bullying and the day to day arguing and falling out. This difference is often not immediately clear to children.

Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is all right to tell.
- ◆ To heed parents and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ To monitor incidents of bullying during the school year.

Strategy for Dealing with Bullying

In dealing with bullying, staff at Ysgol Estyn follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records.

Strategies have been introduced at Ysgol Estyn to reduce bullying. These strategies cover raising awareness about bullying, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

In response to a complaint of bullying, the discipline procedures of Ysgol Estyn should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

In order to reduce incidents of bullying and recognise bullies, at Ysgol Estyn, all staff watch for early signs of distress in pupils. We listen, believe, and act.

Signs of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs and should investigate if a child

- is frightened of walking to or from school
- is unwilling to go to school or go out at playtime
- begins to do poorly in school work
- becomes withdrawn, starts stammering
- regularly has books or clothes damaged
- becomes distressed, stops eating
- cries easily
- becomes disruptive or aggressive or displays behaviour which is out of character
- has possessions going missing
- has dinner money or other moneys continually 'lost'
- starts stealing money
- attempts to harm themselves or runs away or has unexplained bruises/scratches or torn clothing
- has unlikely excuses to explain any of the above or refuses to give answers.

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

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Ysgol Estyn will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability. Any of the above forms of bullying must be reported to the LA.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Ysgol Estyn and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book and on LA forms. Ysgol Estyn has a duty to develop children's understanding of ethnic diversity

issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Ysgol Estyn guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LEA as required.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from Ysgol Estyn. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Ysgol Estyn's strategies to deal with sexual bullying include:

- ◆ recording incidents in a separate incident book
- ◆ developing understanding of gender relations
- ◆ exploring sexism and sexual bullying in PSHE lessons
- ◆ using single-sex groups to discuss sensitive issues
- ◆ ensuring the school site is well supervised, especially in areas where children might be vulnerable
- ◆ implementing appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- ◆ recording incidents in a separate incident book
- ◆ awareness by staff that homophobic bullying can occur
- ◆ challenging homophobic language and explore pupils' understanding – they might not understand the impact
- ◆ guaranteeing confidentiality and support for those being bullied
- ◆ implement discipline procedures if the bullying warrants it.

Additional Education Needs or Disabilities

Pupils with additional educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Ysgol Estyn makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend can be appointed for the pupil to confide in.

If the bullying is serious, Ysgol Estyn undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Policy in Practice

Dealing with bullying is an extension of our discipline policy and supports our Child Protection policy. We may also need to provide specific support for victims and bullies. We will endeavour to listen to all complaints and talk with the children concerned to identify the problem.

Any solutions will involve the victim. The bully will also be consulted about how they will deal with the accusation and helped to take responsibility for their actions. Problems will be dealt with as follows.

Bullying incident(s) reported to a relevant adult by victim, parent, friend, teacher etc.

Teacher discusses possible solution with the victim and practises how to make the complaint to the bully.

Teacher and victim approach the bully.

Bully defends him/herself and gives his/her version of story.

Teacher acts as mediator to help children reach solution - apologies, promises and consultation with parents.

Situation is monitored, involving other teachers and supervisors if necessary. Teachers may log details on a concern sheet and are monitored by the Headteacher.

In cases of serious or continuous bullying the Headteacher will be informed by the teacher and log incidents in a confidential file which will be kept in his office.

If above measures fail to resolve the situation, parents should become involved.

Letter of Concern sent home inviting parent(s) to school.

Teacher, Headteacher and parents will meet to discuss the problem and agree the way forward.

Sanctions

We will try never to miss an opportunity to offer praise - see school discipline policy - but pupils can expect the following sanctions to operate if they decide to bully.

Immediate

- * apology to the victim
- * report on class teachers' concern sheet
- * report to Headteacher
- * possible loss of privileges
- * parents notified

If bullying reoccurs

- * report in Headteacher's file
- * formal letter of concern to parents
- * involvement of parents to determine way forward

If no improvement

- * informal exclusion from teaching area / 'time out' period
- * internal exclusion during lesson times
 - * exclusion at lunchtimes (parents will be asked to remove their child from the premises at the end of the morning session and return them to school at the end of the lunch period.)

ULTIMATE SANCTION - exclusion for a time period.

Help for Victim

We will endeavour to ensure that the victim will be made to feel reassured that the communication system for reporting bullying behaviour and acting on incidents are effective and that support will be continually on offer. Also we will try to show the victim that the bully is being offered help to change his/her behaviour. Above all we believe it to be a priority that the victim knows his/her problem is being listened to carefully, taken seriously and that concerns over retribution will be handled sensitively.

Help for Bully

We will be aware that often messages received by pupils on the punishment of bullies are: this is what happens if we 'catch you', so the inference is 'don't get caught'. Therefore it is alright to bully if you are powerful enough to impose your will on others.

The following strategies may be used as a solution to counter such messages.

We could:-

help the bully to identify that he/she has a problem

help the bully to clarify the type of bullying. The usual perception is that physical violence is bullying but teasing is not.

realise that bullies are often unhappy, insecure, bullied by others, not allowed to show their feelings, self-hating and/or fearful.

help the bully to empathise with the victim.

monitor and record incidents and use them to positively discuss progress with the child. This would have to take into account the child's perception of how his/her behaviour has changed.

approach the victim to ensure that the bullying has ceased.

Identification/Monitoring

A record of letters to parents will be kept to allow simple monitoring procedures.

Teachers will record incidents on concern sheets.

Headteacher will monitor sheets as required.

Lunchtime supervisors will communicate relevant information to class teacher/Headteacher as appropriate. Such information will be recorded/dealt upon as is deemed necessary.

Headteacher will keep a record of major incidents in an incident book to be retained for reference.

Bullying After School

Whilst the school is not responsible for pupil behaviour outside school hours, we do feel that any pupils' behaviour reflect upon our school - good behaviour brings credit to the pupils and the school - bad behaviour, particularly bullying, disgraces both. Close liaison is maintained between ourselves and our local High School to ensure that swift action is taken when any incidents of bullying of Primary School pupils by High School pupils are reported. We are all committed to making Hope a bully -free zone!

Further information

Useful Documents and Resources

CSIE	Index for Inclusion 2000: Developing Learning and Participation in Schools
CRE	Learning for All – Standards for Racial Equality in Schools 2000
DfEE	The Use of Force to Control or Restrain Pupils (Circular 10/98)
DfEE/Home Office	Social Inclusion: Pupil Support 10/99
DfEE/ Home Office	School Security: Dealing with Troublemakers 1997
Ofsted	Raising the Attainment of Minority Ethnic Pupils 1999
Scottish Council for Education Research	Second SCRE Anti-bullying Pack 1993
The Stationery Office	Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (Reprinted 1997)

Review

Reviewed April 2015.