

Ysgol y Parc



Anti-Bullying Policy 2024 - 2025

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Anti-Bullying Policy

1 Introduction

- 1.1** It is a WG requirement that all schools have an anti-bullying policy.
- 1.2** WG guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).
- 1.3** 'One off' incidents of negative behaviour (either physical or verbal) from one child towards another can happen, especially in an **younger children** who are still developing their personal and social skills. This does not constitute bullying.
- 1.4** We expect our **younger children** to respond negatively and inappropriately towards each other on occasion, as this is part of their early development. This is NOT bullying. We are helping them to understand what is appropriate and what is not appropriate when reacting to situations with their peers.
- 1.5** **Bullying** is the use of force, coercion or threat, to abuse, aggressively dominate or intimidate. The behaviour is often repeated and habitual. One essential characteristic is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behaviour characterised by the following three minimum criteria: (1) hostile intent, (2) imbalance of power and (3) repetition over a period of time. Bullying is the activity of repeated, aggressive behaviour intended to hurt another individual, physically, mentally, or emotionally.

2 Aims and objectives

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

- 2.4** We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5** We use the Jigsaw Framework for Personal and Social Development. This aims to teach children to manage their feelings and emotions. Pupils learn about bullying and the effects.

3 The role of governors

- 3.1** The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

4.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

4.5 The headteacher will report all incidents of bullying to the Local Authority.

5 The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied.

5.3 The school has an on-going incident record, kept on the CPOMS electronic system. All staff are expected to inform the Headteacher should an incident of bullying occur. The Headteacher must record all incidents of bullying on SIMS for the Authority to access. The Authority has to provide data on incidents of bullying to the WG.

5.4 When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and consequences for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, staff inform the head teacher and the SLT. The child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- 6.3** Parents must understand the term 'bullying' as described in paragraph 1.2 and 1.5 of this policy. 'One off' incidents should not be described as 'bullying'.

7 The role of pupils

- 7.1** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 7.2** Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, circle time, family groups, assemblies and in meetings.

Cyber Bullying

In this age of technology, we are very aware of the need to teach children to stay safe on the Internet. Many children are exposed to social networks / instant messaging and as such can be exposed to 'cyber-bullying'. As a school, we are proactive in sending the message to pupils by engaging with the school's liaison police officer to warn pupils on the dangers that may come from technology and also to offer advice what can be done to stay safe and if something unpleasant happens.

8 Monitoring and review

Monitoring and review This policy is monitored by the head teacher, who reports to governors on request about the effectiveness of the policy. This policy is the responsibility, and they review its effectiveness annually or if the governing body receives recommendations on how the policy might be improved or if

the Government introduces new regulations. Reviews are done by examining the school's Incident Record, where incidents are recorded, and by discussion with the head teacher. Governors analyse information for patterns of people, places or groups. They look out for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in annually.