

# Ysgol Llanilar

## Anti-bullying Policy

The Welsh Government's *Respecting Others: Anti-bullying Guidelines 2011* note that although there are a number of different definitions of bullying, the majority of people consider that bullying:

Is deliberately hurtful (including aggression);

Repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence;

Is difficult for victims to defend themselves against.

*Individual learners' perspectives on what constitutes bullying is also a key element to take into account.*

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

Physical – hitting, kicking, taking others' belongings, sexual harassment or aggression;

Verbal – name-calling, insulting, making offensive remarks;

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages.

Following consultation with the pupils, our School Council has defined bullying as follows:

Being unkind to others;

Laughing at something which is not funny;

Making unkind comments (for example: "I don't like you!") or name-calling;

Hitting, pushing or unnecessary touching;

Excluding others from activities;

Ignoring others;

Making fun of someone's personality;  
Telling tales;  
Behaving as if you were superior to others;  
Being unwilling to let bygones be bygones.

### **Why are we opposed to bullying?**

'Every learner in every school has the right to learn, free from the fear of bullying, whatever form that bullying may take. Everyone involved in a learner's education needs to work together to ensure that this is the case. Schools need to take an active approach to tackle all forms of bullying, and should be taking action to prevent bullying behaviour as well as responding to incidents when they occur.' From: Respecting others: Anti-bullying overview – Welsh Government September 2011 doc. No. 050/2011

Our School Council has noted that we are against bullying because bullying makes children:

- feel sad;
- be hurt;
- afraid to come to school;
- unable to concentrate in class;
- keep feelings to themselves;
- feel that they do not fit in.

### **What are the different forms of bullying?**

Examples of good practice in the Cardiff University Evaluation of Anti-bullying Policies in Schools in Wales (2006) note that:

*"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.”*

The Welsh Government’s Respecting Others 2011 document outlines additional guidelines for the following categories of bullying on the basis of identity:

- bullying around race, religion or culture
- bullying around special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying
- cyberbullying

Our School Council has categorised the different types of bullying into four main kinds:

- *Physical bullying*
- *Verbal bullying*
- *Bullying by exclusion*
- *Damage to property.*

### **What are the signs and symptoms of bullying?**

An individual’s behaviour, and other indications, may suggest that he/she is being bullied.

*Our School Council has decided that everyone should be aware of these signs, and should investigate if someone:*

- *has bruises or marks on his/her body;*
- *is sad;*
- *does not want to attend school activities;*
- *is lonely;*
- *does not concentrate/is in his/her own little world;*

- *is scared;*
- *avoids the company of other people;*
- *does not want to eat;*
- *cannot talk to anyone/keeps things to his/her self;*
- *has had a change of attitude;*
- *has difficulty sleeping;*
- *is unable to make decisions.*

Investigation is also needed if an individual shows the following symptoms:

- is too scared to walk to school;
- changes his/her usual routine;
- is unwilling to attend school;
- starts playing truant;
- becomes introspective, anxious and loses confidence;
- becomes aggressive and unreasonable, disruptive and abusive;
- starts stammering;
- threatens to kill him/her self or attempts to do so;
- threatens to self-harm or attempts to do so;
- threatens to run away or attempts to do so;
- cries when falling asleep, or has nightmares;
- feels ill in the morning.

### **What causes bullying?**

People bully for different reasons.

*Our School Council thinks that the reasons may include:*

- *wanting to be like you/be the same as you;*
- *feeling different because of skin colour or disability;*
- *wanting control/to feel important/to get their own way;*
- *wanting to be popular;*
- *to get things they do not have;*
- *due to wild behaviour;*
- *jealousy;*
- *showing off.*

### **The school unites to prevent bullying/ What are we doing to prevent bullying?**

At Ysgol Llanilar we try to foster a clear understanding that bullying in any form is unacceptable. We have a clear, effective responsive policy in place, and it is well promoted. We encourage positive behaviour, self respect and respect towards others, by:

#### **The whole school:**

- ensuring that the whole school is involved in drawing up this Anti-bullying policy;
- working to increase awareness and include pupils in drawing up definitions and seeking answers;
- making clear to pupils how they can report incidents to the school, e.g. via a specific member of staff or the Anti-bullying Ambassadors' display;
- using posters to remind pupils of the school's policy and the support available;
- all staff to praise positive, supportive behaviour on a regular basis ;
- planning to ensure that the school's work promotes empathy and emotional intelligence, e.g. circle time;
- including pupils in the process of developing school and class rules.

#### **The curriculum:**

- Discussing bullying as part of the curriculum (provision is recorded in the PSE/ESDGC stocktake, the Welsh Curriculum).
- specific work on bullying during PSE sessions;
- specific work on self-confidence and assertiveness;
- regular circle time;
- frequent sessions with the Police Liaison Officer to discuss Bullying.

### **The School environment:**

- ensuring that all school staff (including non-teaching staff) are aware of the school's policy and agree on strategies to prevent and to deal with any matter which may arise;
- the Faithful Friends (*Ffrindiau Ffyddlon*) scheme which ensures that pupils are happy during playtime;
- constant monitoring of any problems/problematic areas within the school grounds;
- ensuring clear procedures for reporting incidents.

### **Strategies for pupils:**

At Ysgol Llanilar we give pupils clear details of the various ways they can report bullying, including important indirect methods, and information about the support available for both victims and bullies. These include:

- *Ffrindiau Fyddlon* ("Faithful Friends"). This system ensures that pupils discuss feelings together and ensures a happy playtime;
- Regular Circle Time. This system allows teachers to monitor the effectiveness of the playtime arrangements;
- Class teacher. This member of staff has chief responsibility for the wellbeing of the children in his/her class. Pupils are encouraged to talk to their class teachers. However, they are also encouraged to speak to any other member of staff.
- Parents are welcome to contact staff to express any concerns about bullying.

If every attempt to help pupils to prevent bullying fails, we will act with greater severity to deal with persistent, violent bullying. We will ensure that the whole

school community is aware of the consequences of negative behaviour. These consequences are implemented in a fair and consistent manner.

We follow the gradual method suggested by Suckling and Temple in their publication *Bullying: a whole school approach* (Jessica Kingsley, 2001). The following steps will be taken:

- Logical consequences. Pupils must be made aware that their behaviour leads to a consequence, and that this affects both themselves and others.
- Time out. The pupil is removed from the group – not as a punishment but so that s/he has time to reflect on his/her behaviour and respond to the problem.
- Loss of privileges, with the opportunity to regain them.
- Individual Behaviour Plan.
- Including parents.
- Counselling.
- Moving the bully away from the victim (e.g. to another class).

If every one of these steps fails it may be necessary to exclude the pupil for a specific period or, especially in the event of seriously violent behaviour, the Head teacher may choose to exclude the pupil permanently. This is a last resort and each case is dealt with on an individual basis.

### **Response to bullying**

Our school will respond swiftly and effectively to alleged cases of bullying.

At Llanilar School we follow certain key steps:

- Never taking it for granted that bullying is not happening at the school;
- Never ignoring suspected bullying;
- Listening carefully to all sides of the story – the fact that several pupils all say the same thing does not mean that they are telling the truth;
- Adopting a problem-solving approach which leads pupils to do more than simply justify themselves;
- Revisiting the case several times, to ensure that the bullying has not restarted.

- The following pages offer an overview of the action steps to be taken when dealing with bullying.

## **Reporting Procedure on Bullying at School**

### **Pathways to help for pupils**

#### **Child is being bullied**

##### **Step 1a**

*Self-referral by pupil, using the Ambassadors display*

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##### **Step 1b**

*Pupil goes to:*

Another pupil

Class teacher

Other teacher

Another member of staff

##### **Step 2**

*Pupil meets with class teacher*

Incident recorded

Talking about the facts

Suggesting ways forward

Brief review period

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**If the bullying continues**

##### **Step 3**



*Class teacher plus Anti-bullying co-ordinator or Head teacher*

Discussion/Interview with each party

Suggesting and acting on action steps/strategies

Informing parents

Short-term review

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### **If the bullying continues**

#### **Step 4**

Anti-bullying co-ordinator or Head teacher

Referral to a number of support strategies provided by trained personnel:

For example,

Counselling

Self- control and self-help training

External agencies

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### **If the bullying continues**

#### **Step 5**

Head teacher and Chair of Governors inform the LEA Head of Inclusion (Mr Aled Evans) in order to seek advice.

### **Strategies for Parents**

- We frequently consult with parents regarding whole-school matters. Parents and school Governors were consulted regarding our anti-bullying policy.
- We provide information about the nature and effect of bullying, through posters displayed at school and in our school prospectus.
- We encourage parents to join us in taking part in the Anti-bullying Week.

We advise parents to take the following steps when discussing an incident with a member of staff:

- Try to be reasonable;

- Be as specific as possible about what the child claims has happened;
- Make a note of the steps the school intends to take;
- Ask whether there is anything you can do to help your child at school;
- Keep in contact with the school.

Follow the steps on the next page if you do not feel that your concerns are being answered.

### **If you feel that your concerns are not being answered**

If you have followed the previous reporting procedures but are dissatisfied and worried that the school is not dealing effectively with your concerns, take the following steps:

#### **Step 1**

Check the school's anti-bullying policy.

Have the correct procedures been followed?

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#### **Step 2**

Discuss your concerns with a parent-governor

Record the discussion

Suggest ways forward

Brief review period

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If the problem continues

#### **Step 3**

Make an appointment to meet with the Head teacher

Short-term review

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If the problem continues

#### **Step 4**

Write to the Chair of Governors to express your concerns

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If you are still concerned

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#### **Step 5**

Contact the Director of Education for the Local Education Authority, who can ensure that the school's Governing Body is dealing with your concerns.

Contacting local and national parent support groups for advice may also be helpful.

#### **Development and Review Timetable**

Mrs Rhiannon Salisbury has responsibility for monitoring this policy. Any instances of bullying will be recorded in an Incident Folder kept in the Head teacher's office. The effectiveness of the policy is regularly reviewed and amendments are made as necessary.

We will follow the launch of the policy with regular reminder notes. A low-profile policy is easily forgettable, and we must ensure that new pupils are made aware of the policy in years to come. When monitoring the policy's effectiveness, we ask the pupils how they think the policy is working. Instances where problems remain and where further work may be needed are noted.

This policy will be reviewed/updated at least once every school year. The effectiveness of the Policy will also be reported on at the termly Governors' meetings.

#### **Support Agencies:**

**Anti-bullying Alliance** – the Alliance brings together over 60 organisations in one network, with the aim of reducing bullying. The parents' section of the website provides links to other bodies which can help with matters around bullying.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Kidscape**

[www.kidscape.org](http://www.kidscape.org)

02077303300

**Childline**- advice and stories from children who have themselves been bullied and come through the experience.

0800011111

### **Online bullying**

[www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

08088002222

### **Parents against Bullying**

01928 576152

### **Useful sources of information:**

**Stonewall** – organisation promoting gay equality set up in 1989. The founding members include Sir Ian McKellen.

[www.stonewall.org.uk](http://www.stonewall.org.uk)

**Cyberbullying.org**- one of the first websites for young people on this subject. This Canadian website offers advice on how to prevent and counter cyberbullying.

[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** – a website providing information about possible dangers on the internet (including bullying), and advice on how to chat safely.

[www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** – CEOP (the Child Exploitation and On-line Protection Centre) has produced a set of resources on internet safety for secondary schools.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT all for Parents** – a variety of resources for primary and secondary schools from Childnet International. It includes an example of a family contract.

[www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)