**RUMNEY PRIMARY SCHOOL**

**ANTI**-**BULLYING POLICY**

**Introduction**

It is a government requirement that all schools have an anti-bullying policy (School

Standards and Framework Act 1998). This policy reflects the Department for

Education and Skills (DfES) guidance for schools under two headings: 'Don’t Suffer in Silence and Bullying – A Charter for Action' and the principles enshrined in ‘Every

Child Matters’. We believe all our safeguarding procedures are in line with Sections

3(5) and 87(1) of the Children Act 2002 and that we promote the welfare of all

children in our care.

**Bullying in Schools**

Research findings suggest that between 10% and 25% of all school children are

directly affected by bullying, either as victims or bullies. The Institute of Education in

2004 noted that one in two exclusions and 46% of non-attendance are in some way

related to bullying (cited in the House of Commons Education and Skills Report on

Bullying 2006/07). It is important to note the significance of these findings for the

educational attainment of pupils involved in bullying incidents. Incidents not only

affect the victim and bully, but also impact on the well-being of individuals who

witness them. All pupils have a right to an education, and failure to safeguard them

from bullying may prevent them from accessing education. Historically, bullying has been thought by many to be a ‘necessary’ part of growing up and an ‘inevitable’ part of school life. It was also perceived as so ‘secretive’ as to defy the vigilance of teachers and other adults working in schools. If bullying happened to adults, it would be called malicious gossip, stealing, harassment, assault, mental cruelty, criminal damage, coercion, racial abuse, sexual abuse and so on, and is unacceptable for children.

**What is Bullying?**

It is important to have a clear and consistent definition of bullying and for

professionals to be able to distinguish bullying from other forms of misbehaviour. It is

very easy to label an incident as ‘bullying’ and it is crucial that a distinction can be

made between relational conflicts and bullying.

We consider bullying to be “a deliberate intent to hurt, frighten, intimidate, mock,

humiliate or coerce, usually repeated over a sustained period of time, where a sense of powerlessness can make it difficult for a victim to defend himself or herself.”

Bullying usually happens again and again with one or more people targeting the same person(s). The various hurts typically make victim(s) feel scared and unhappy.

Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not

spoken to). Typical examples are:-

* **Physical bullying –** punching, kicking, fights and pushing, stealing, damaging

or hiding belongings, sexual assault

* **Verbal bullying –** name calling, teasing, taunts, offensive or sexual remarks,

threatening language about the pupil, their family or friends

* **Indirect bullying –** intimidation, dirty looks, starting/spreading rumours,

falling out of friendship groups, isolation, writing on books, bags, walls, displaying literature or materials of a racist, sexist or pornographic

nature

Bullying incidents include bullying as described above, but also include incidents

where someone is subject to physical, verbal or indirect assault on a one off basis. The monitoring system referred to later in this policy is intended to capture both types of incident.

**Bullying is not…**

* Mutual arguments and disagreements
* Single episodes of social rejection or dislike
* Single acts of nastiness or spite
* Random acts of aggression or intimidation

**Cyber Bullying**

Cyber bullying is when a young person is targeted, humiliated or harassed using the

Internet, interactive technologies, or mobile phones. Cyber bullying can continue long after school hours. Typical examples are:-

Text message bullying (Sending threatening or bullying text messages is now deemed a criminal offence.)

* Phone call bullying
* Picture/video clip bullying (via mobile phone cameras)
* Chat room bullying
* Bullying through instant messaging
* Bullying via websites
* E-mail

Any incidents occurring outside school hours need to be reported to the police.

**Identity Based Bullying**

It is important to recognise that bullying often occurs where there is a perceived

difference between the bully and the victim, which can include disability, race,

sexuality, faith and gender; as identified through research by Stonewall and Barnardos Cymru. Consideration needs to be given to identifying and supporting vulnerable groups when developing anti bullying policies and procedures.

**Racist and Religious Bullying**

This may take many forms and be based on skin colour, dress, accent, cultural

identity, way of life, stereotyping, religious observances or inability to participate in

certain activities.

**Homophobic and Transgender Bullying**

This may take many forms motivated by the perpetrator's ignorance, prejudice or fear and can have a serious impact upon the victim’s quality of life. Children can be

victims whether or not they self-identify as being Lesbian, Gay, Bisexual or

Transgender (LGBT) or because of their parents/carers.

**Aims and Objectives**

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. We aim, as a school:

* To produce a caring, friendly and safe environment where all can learn in a

relaxed and secure atmosphere without anxiety, and measures are in place to

reduce the likelihood of bullying.

* To have in place established systems to deal with incidents of bullying
* To develop confident children who will notify staff of any incident of bullying
* To make the whole school community aware of our opposition to bullying and

that incidents will be dealt with promptly and effectively.

* To make clear each person’s responsibilities with regard to its eradication in

our school.

If bullying does occur, all pupils should be able to tell and know. We are a **TELLING**

school. This means that anyone who knows bullying is happening is expected to tell

the staff.

**RESPONSES TO BULLYING**

When incidents of teasing or name calling occur, children should be encouraged to

follow this 4 STEP approach.

**1.** **IGNORE** the individual or group who are teasing. This is often difficult, but

usually very effective if it can be sustained.

**2.** If ignoring fails, **ASK** the individual or group to stop being unkind to others.

**3.** If teasing continues, **WARN** the participants that if they continue you **WILL**

report it to a member of staff. This now has the potential to become a bullying

incident.

**4. If steps one to three have not been effective and teasing continues,**

**REPORT the incident to a member of staff.**

**When bullying is more serious eg. Racist, particularly hurtful comments or**

**physical injury, reporting should be IMMEDIATE.**

All children should be familiar with this procedure, reinforced through class

discussion, assemblies, etc. Any act that may be construed as bullying must be

reported by the victim and by anyone who has seen or heard the event. Children must be helped to understand that failing to report bullying out of misplaced loyalty to

group or friend(s) is a serious mistake.

It should be remembered that bullies often bully because they are sad, hurt or have

been bullied themselves.

Staff Response to Bullying

All complaints of bullying MUST be taken seriously and appropriate action taken. The alleged bully and the victim must be brought together and the incident thoroughly investigated.

Two things should be noted

1) There is a difference between a fight when both (or more) parties are equally

to blame – and bullying.

2) Sometimes the use of the tongue can provoke a physical attack and the

apportioning of cause and effect must be taken into account.

If bullying has occurred, disapproval of the act must be made clear and promises

made by both parties to report any repeated incidents. Sanctions imposed will be as

set out in the sanctions section of the school’s Behaviour Policy.

Procedures and Consequences

* Report bullying incidents to Head Teacher and staff immediately and sensitively.
* In cases of serious bullying, those involved will attend a meeting to discuss the problem with the Head Teacher.
* Parent are informed (if serious) and will be asked to come to a meeting to discuss the issues.
* The bullying behaviour and threats of bullying must stop immediately.
* Set up a Buddy (Buddy system) for the victim.
* An attempt will be made to help the bully (bullies) change their behaviour.
* The bully will offer an apology.
* In serious cases, suspension or even exclusion will be considered.
* Whenever possible, the pupils will be reconciled.
* Parents should inform the school whenever they have concerns about their child’s wellbeing.
* There will be occasions where an external agency may provide support and help to the school, pupils and parents, the Headteacher may contact external support agencies, such as Cardiff Against Bullying (CAB)

.

Reporting and recording incidents of bullying

All staff should be aware of procedures to record incidents of bullying and the

importance of recording incidents as they occur. This will also allow for effective

planning and ensuring that a child’s welfare is at the fore front. Keeping accurate records of incidents will allow the school to recall details of enquiries made with pupils/parents/staff/governors. It is important that staff members are made aware that they should be impartial and listen to both sides of the argument. Staff should not ask leading questions to pupils regarding the incident.

* It is essential to gather evidence – listen to both sides.
* Interview 'bystanders', 'victim', 'accused'.
* Don't jump to conclusions (Pupils will attempt to exploit the situation unless you have made full enquiries)
* Keep factual notes regarding the incident(s).

If necessary, the incident will be recorded using the CAB form from the Headteachers office.

The Role of the Headteacher

The Headteacher sets the school climate of mutual support and praise for success.

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.

It is the responsibility of the Headteacher

* To implement the school anti-bullying strategy
* To ensure that all staff (both teaching and non-teaching) are aware of the

policy, receive sufficient regular training to identify and know how to deal

with incidents of bullying by taking appropriate action when it occurs.

* To report to the Governing Body about the effectiveness of the anti-bullying

policy, if necessary, making recommendations for improvements.

* To ensure that all children know that bullying is wrong, and is unacceptable

behaviour in our 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

The Role of Teachers and Support Staff

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, circle time 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. The notion of ‘grassing up’ other children in cases of bullying needs to be dispelled and responses to incidents of bullying should be likened to that of approaches by strangers and any form of abuse. At times even the bully himself or herself would report their actions, when they recognise what they have done and want to put things right. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. All staff take all forms of bullying seriously, including prejudice-motivated bullying which is reported separately and seek to prevent it from taking place.

If Teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child’s parents or carers.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Headteacher or Deputy Head must be informed. Children may also be supported through the school’s ELSA programme or through other strategies of supporting social skills following discussions with parents.

All children who are vulnerable either as bullies or victims are discussed amongst staff to be supported accordingly.

The Role of Parents and Carers

Parents and carers have a responsibility to support the school’s anti-bullying policy,

actively encouraging their child to be a positive member of the school. **Parents also have the responsibility to develop resilience in their children.**

Parents and carers 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.

The Role of Pupils

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. Pupils are also encouraged not to be bystanders, but to tell an adult if they witness bullying towards anyone in the school.

Pupils are invited to tell us their views about a range of school issues, including

bullying, in the school pupil questionnaire carried out every year during each teacher/pupil spring term consultation and through the school council.

Year 6 pupils are trained as buddies by Mrs Margetts. They are trained to respond to issues on the playground and taught how to report any issues to staff. Regular meetings throughout the year are planned to support our buddies.

The Role of Governors

The governing body does not condone any bullying in our school, and ensure that any incidents of bullying that do occur are taken very seriously, and dealt with

appropriately. The governing body supports the Headteacher in all attempts to

eliminate bullying from our school.

The governing body monitors incidents of bullying that do occur, and reviews the

effectiveness of this policy regularly. The governors require the Headteacher 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.

A parent/carer who is dissatisfied with the way the Headteacher has dealt with a bullying incident can make a formal complaint to the governing body. The governing body responds within ten working days to any request from a parent/carer to investigate incidents of bullying (see Complaints procedure)

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to

ensure that the school policy is administered fairly and consistently.

Monitoring the Effectiveness of this Policy

Annually (or when the need arises) the effectiveness of this policy will be

reviewed by the Headteacher and the nominated governor for Safeguarding/Child Protection and the necessary recommendations for improvement will be made to the Governors.

Reviewed: January 2016

Next review date: January 2017