

Glenboi Community Primary School

YSGOL GYNRADD GYMUNEDOL
GLENBOI
COMMUNITY PRIMARY SCHOOL



Glenboi Community Primary School Anti-Bullying Policy Rights, Respect, Equality

Date : June 2024

Next review: June 2026

Glenboi Community Primary School is a nurturing and caring school community, where all children supported to thrive. We have developed an anti-bullying policy which places positive relationships as the basis for our learners to succeed both academically and in terms of well-being.

We recognise that bullying can occur in any school regardless of size, academic phase or geographical location. We understand our duty of care to protect pupils from all forms of bullying, and our responsibility to provide a safe, secure, caring and friendly school environment. This policy has been written in collaboration with pupils, all staff, parents, Governors and members of our wider school community.

Aims & Objectives

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

Our school Vision and values

Our Vision

Glenboi Community Primary School is a caring, community focused school. We nurture positive relationships, and value and respect our pupils and families. We form strong partnerships with our wider community which enhance our pupils' learning experiences.

Together we create a happy, safe, inclusive school, where every child accesses exciting and engaging pupil led learning opportunities. We encourage challenge, and build ambitious capable learners who are resilient and have high aspirations for a successful future.

As a nurturing school, we prioritise the wellbeing of all members of our community. We encourage our learners to be ethical citizens, who are aware of

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Our Values

*Respect, Happiness, Well-being and safety,
Kindness, Community, Aspiration and ambition, Equality,
Honesty, Empathy, Resilience, gratitude*

Nurture UK

As a nurturing school we also work hard to embed the six principles of nurture.

These principles are:

- Children's learning is understood developmentally
- The importance of nurture for the development of wellbeing
- All behaviour is communication
- The classroom offers a safe base
- Language is a vital means of communication
- The importance of transition in children's lives

The law

This policy has been written in accordance with Welsh Government Guidance 'Challenging Bullying: Rights, Respect Equality:' March 2020 and the law relating to bullying;

Human Rights Act 1998

United Nations Convention on the Rights of the Child (UNCRC)

Rights of Children and Young Persons (Wales) Measure 2011

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Education Act 2002

Education and Inspections Act 2006

Learner Travel (Wales) Measure 2008

The Equality Act 2010

Criminal offences legislation

Malicious Communications Act 1988

Protection from Harassment Act 1997

Counter-Terrorism and Security Act 2015

Definition of bullying

Although there is no legal definition of bullying in Wales, for the purpose of this policy, bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.'

This definition will be used consistently to ensure a shared understanding of what is meant by 'bullying'

There are a number of distinctive elements associated with bullying. These include

Intention to harm – bullying is deliberate with the intention to cause harm.

Harmful outcome – someone or a group is hurt physically or emotionally.

Direct or indirect acts – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours or revealing private information

Repetition – bullying usually involves repeated acts of negative behaviour

Unequal power – bullying involves the abuse of power by one person or a group who are more powerful, due to their age, physical strength, or psychological resilience.

Bullying can take many different forms, all of which have equal importance.

Physical – kicking, injuring someone, damaging their belongings

Verbal – taunts and name-calling, insults, threats, humiliation or intimidation

Emotional – behaviour intended to isolate, hurt or humiliate someone

Indirect – sly, underhand actions behind the target's back, or rumour-spreading

Online – using mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video

Relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away

Sexual – unwanted touching, threats, suggestions, comments, jokes or innuendo.

Prejudice-related – bullying of a learner or a group of learners because of prejudice. E.g.

- stigmatising a learner with a disability or SEN
- using homophobic, biphobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban
- using sexist comments or unwanted touching
- commenting on someone's appearance such as their weight or hair colour, social status or background.

All forms of prejudice should be challenged equally.

Equally, it is important that everyone in our school community understands that bullying IS NOT:

- Falling out between friends
- an argument or disagreement
- a one-off fight
- a one-off physical assault
- A one-off incident of teasing, swapping insults or name calling.

When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, one-off name calling or pranks. We have a duty to equip our pupils with the skills to deal with these situations and develop the ability to repair relationships.

However, whilst one incident of any of the above would not be considered 'bullying' they would all be treated seriously, and dealt with in accordance with our positive behaviour and nurture policy. We also acknowledge that further incidents could escalate into bullying and should be carefully monitored.

What are the signs a child or young person might be experiencing bullying?

We support and encourage any child who is experiencing, or knows of a child experiencing bullying to report it to an adult. All pupils in our school have a trusted adult. This might be their teacher, teaching assistant, Mrs Lewis or any other member of staff.

However, we understand that bullying can have a negative impact on pupil confidence and self-esteem, and that pupils who are being bullied might not feel able to speak to an adult for fear of the repercussions.

As a team we are vigilant about looking out for signs of bullying, and have identified the following changes in pupil behaviour that could indicate a child is being bullied;

- Withdrawn/ quiet
- Decline in attendance
- Change in attitude and mood
- Physical signs e.g. bruising
- Change in relationships/ friendship groups
- More sensitive than usual
- Acting out – all behaviour is a form of communication.
- Clothes / body unkempt
- Overly attached to an adult or attached to an unfamiliar adult.
- Shies away from adults
- Reluctant to leave parent at the classroom door

Raising awareness

Bullying will not be tolerated in Glenboi. We have agreed an on-going programme of activities that promote our vision and values as a nurturing school, and that consistently challenge bullying behaviour.

- Anti-bullying week/events
- Curriculum for Wales, promoting health and well-being
- Daily well-being activities in class
- Circle time
- Assemblies that promote our whole school values
- Citizenship strand of DCF
- RE curriculum
- Open door policy with class teacher/TA/ Mrs Lewis (FEO)
- Playground leaders and peer mediator training
- Mindfulness sessions
- Access to well-being books in the library
- Partnership work with outside agencies e.g. Bullies Out, NSPCC, and our community policy liaison officer.

Roles and responsibilities

We believe that to be effective our Anti-Bullying Policy is the responsibility of everyone in our school community, and that everyone in our school community should have opportunity to contribute to the policy. We have written the policy in collaboration with pupils, staff, parents and Governors.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Role of the Governing Body

- The Governing Body will not condone any bullying
- They will ensure funding is in place to support this policy;
- They will ensure the policy is made available to parents
- They will nominate a link governor to visit the school regularly, to liaise with the Headteacher
- They will support the effective implementation, monitoring and evaluation of this policy

Role of the Nominated link Governor:

- Work closely with the Headteacher and the coordinator;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils. Therefore, the Headteacher will:

- Implement this policy;
- Ensure that all school staff are aware of the policy;
- Work to create a safe, secure, caring and friendly school environment for all the children;

- Ensure school staff have a clear understanding of the extent and nature of bullying that may take place in school through training
- Ensure that personal and social education curriculum, religious education and Curriculum for Wales planning all helps to deal with anti-bullying;
- Investigate all reported incidents of bullying;
- Ensure that all pupils understand that bullying is wrong;
- Ensure that all parents aware of this policy and that we do not tolerate bullying;
- Raise awareness of bullying with pupils, parents, school staff and governors on the grounds of protected characteristics;
- Consult with pupils and parents to identify the extent and nature of bullying in the school;
- Inform parents of any incident of bullying and how it has been dealt with;
- Ensure school staff report and record incidents of bullying;
- Keep records of all incidents of bullying;
- Use records of incidents effectively to track pupils through school;
- Keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour using 'My Concern'
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by monitoring:
 - The number of recorded incidents in an academic year;
 - The types of bullying that occur in an academic year;
 - How swiftly incidents of bullying are dealt with
- Report termly the number of incidents of bullying and the outcomes to the Governing Body and the Local Authority.

Role of staff

- To plan and deliver lessons, circle time, PSE lessons, assemblies and enrichment weeks which challenge bullying in all its forms.
- Quickly identify any symptoms of bullying amongst pupils
- Support any pupil who has been bullied;
- Encourage any bully to change their behaviour;
- Impose sanctions on any pupil who continues to bully;
- Support pupils who experience bullying and refer to FEO/ HT/External agencies if necessary
- Ensure effective supervision is in place at all times;

Recording

- Records will be kept in a uniform and systematic way.
- All reported incidents of bullying are investigated, dealt with and recorded.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes.

- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

Reporting incidents of bullying

School procedures outlining the steps to take for addressing bullying must be understood by all staff and applied in a consistent and fair manner. This will help to ensure that when a learner reports an issue of bullying to staff, irrespective of which staff member the learner approaches, the same procedure is followed.

Reports of bullying can be made by the child experiencing bullying, any child who knows of a child experiencing bullying, a parent, or a member of staff.

When an incident of bullying is reported the member of staff will accurately record what the child has said on SIMS or 'My Concern'

Depending on the nature or seriousness of the report the matter will be referred to the class teacher, family engagement officer, Head of School or Executive Head teacher to fully investigate the allegation.

Parents of pupils involved will be informed , and appropriate follow- up actions will be agreed.

This could include;

Mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution

Restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation Our aim is to give support and opportunities for children to change their choices and show what they have learned through our 'Shine a Light' post incident reflection.

Peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways

School sanctions – schools can use disciplinary sanctions, as set out in our nurture and positive behaviour policy. The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.

What learners can expect

- Trusted adult and a safe environment to share their worries and concerns
- To know that they will be taken seriously and listened to compassionately
- Adults will demonstrate consistency with all children in regards to bullying
- To be taught the differences between an unkind incident and being bullied

What parents/carers can expect

- To be able to choose an adult to share their concerns with
- Appropriate measures will be taken
- To be kept informed, both as the parent of the target and the perpetrator
- For their children to be listened to and respected

How learners and/or parents/carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously

If parents do not feel the incident of bullying has been dealt with adequately they can escalate the matter to the Chair of Governors by following our complaints procedure which can be accessed on the school website or by requesting a copy from the school office.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises

by the coordinator, the Headteacher and the nominated governor.

The governing body reviews this policy every year. They may however, review the policy

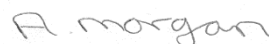
earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy is reviewed annually by staff and governors during the Summer Term.



Mrs Gemma Powell
Head teacher Glenboi Community Primary School

Councillor Andrew Morgan



Chair of Governors Glenboi Community Primary School

Policy Reviewed June 2024

Approved