



## **ANTI BULLYING POLICY**

Published on: School Intranet  
School Website

Created: June 2009  
Due for Review: June 2012

## 1. Introduction

The Bassaleg School Anti Bullying Policy has been compiled in consultation with the school's governing body, staff, pupils and the Bassaleg Primary and Secondary Cluster Schools, (Bassaleg Comprehensive and Mount Pleasant, Pentrepoeth, High Cross, Rogerstone and Marshfield Primary Schools). This policy will be reviewed by the governing body every two years. We will continue to collaborate and monitor the practices and events annually.

## 2. Rationale

Everyone at Bassaleg School has the right to work in a welcoming, secure and happy environment. Only if this is the case will all members of the school community be able to achieve their full potential. Bullying of any kind breaks down the school ethos and prevents equality of opportunity. Staff and pupils see it as our responsibility to prevent this happening and the purpose of this policy is to provide guidelines to support this ethos.

Evidence shows that bullying is rare in Bassaleg School and is considered so unacceptable that it is dealt with swiftly by the Head of Year, Assistant Headteacher and Headteacher, where relevant.

## 3. Definition of Bullying

Bullying is when a person or group:

- threatens, frightens or uses physical aggression against another person.
- uses taunts to demean another.
- never allows one particular child to participate in a group.
- or a combination of them all.

The Anti-Bullying Alliance defines bullying as behaviour that is:

- repetitive, wilful or persistent.
- intentionally harmful, carried out by an individual or group.
- an imbalance of power leaving the victim feeling defenceless.

**Therefore, bullying is deliberately hurtful behaviour, repeated over a period of time, making it difficult for a person to defend themselves.**

Bullying takes many forms, face to face or through third parties. The hurt can be physical and/or emotional.

#### **4. Principal Categories**

(Please refer to the school's Harassment Policy)

- 4.1 Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- 4.2 Physical – pushing, kicking, hitting, punching or any use of violence.
- 4.3 Racist – racial taunts, graffiti, gestures.
- 4.4 Sexual – unwanted physical contact or sexually abusive comments.
- 4.5 Homophobic – because of, or focusing on, the issue of sexuality.
- 4.6 Verbal – name calling, sarcasm, spreading rumours, teasing.
- 4.7 Disability – because of, or focusing on, the issue of learning needs or disability.
- 4.8 Cyber bullying – misuse of digital technology.
- 4.9 Image based- stereotyping, gender pressure.
- 4.10 Religious and Ethnic prejudices.
- 4.11 Minority groups, travellers, looked after children and children with long term health conditions.

#### **5. Ability to Identify Behaviour as Bullying**

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

#### **6. Strategies for the School**

- 6.1 Bullying is dealt with as a whole-school issue. Reducing bullying in schools is more effective when a multi-faceted whole school approach is adopted. This includes awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours.
- 6.2 Bullying and its effects may be exemplified and reinforced through many areas of the school's curriculum:
  - PSCE/SEAL.
  - Tutor groups.
  - Creative writing in English/Welsh lessons.
  - Drama.
  - History.

- Religious Education.
  - Art.
  - Work on bullying using role play and drama in Drama lessons in Key Stage 2 and 3.
  - Specific work on self-esteem and assertiveness.
  - Specific work on problem-solving games which can be used to teach non-conflict resolutions.
  - Books on bullying (both fact and fiction). Videos available
  - A budget to finance anti-bullying strategies, e.g. anti-bullying week and poster competitions.
- 6.3 Consideration in Bassaleg School is given to the environment, including supervision arrangements with midday supervisors in corridors and playgrounds as well as classrooms, the school ethos, school handbooks and communication within the school and with parents and governors.
- 6.4 The following are some of the key strategies in use within our school to prevent or reduce bullying incidents:
- Co-operative group work.
  - Buddying (or befriending).
  - School, Year and Form Councils.
  - Mediation by adults.
  - Mediation by peers.
  - Peer Support.
  - Assertiveness training groups.
  - Pastoral Mentoring.
  - Counselling work for victim and bully with Youth Work in Schools Councillor.
  - Support work to address issues with Learning Support Centre teacher (LSC teacher).
- 6.5 Details are recorded on the SIMS behaviour record:
- Names of those involved, including the victim, bully and any witnesses.
  - Dates of incidents.
  - Details of incidents.
  - Action taken.
  - Monitoring of situation and review.

## **7. School Procedures For Dealing With The Issue Of Bullying**

(Please refer to the school's Positive Behaviour Programme)

- 7.1 Once bullying concerns have been expressed, these should be dealt with by either the form teacher, the Head of Year or Assistant Head (PSG).
- 7.2 The strategies will include:

- Talk to victim of bullying.
- Talk to alleged bully.
- Write an incident report/log of the incident.
- Design coping strategies for the victim to avoid the situation.
- Alert teachers, parents and relevant others as to the issue.
- Agree a management plan for intervention and support to the victim and alleged bully.
- Allow, where appropriate, the victim and bully to meet and discuss issues leading to conflict resolution.
- Agree a review/monitoring time for reflection and further support.

Every case is different and will require different solutions, however, this policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

**The school reserves the right to identify and move directly onto any given stage of the process depending on the severity of the incident.**

- **Stage 1 Initial Concern**
  - School made aware of the information regarding an incident.
  - Head of Year to take written statement from the victim. This will be thoroughly investigated in a one-to-one discussion and dealt with sensitively, calmly and quietly.
  - Written statements from witnesses to be taken.
  - Head of Year to speak to the bully and to take a written statement.
  - Verbal warning to the bully, appropriate sanctions put in place, detentions where appropriate.
  - Incident recorded, including date and description of incident.
  - Apology to the victim – verbal/written.
  - Victim to receive support and regular checks by Head of Year, post incident monitoring period.
  - Victim asked to report any further incidents to the Head of Year.
  - Parents and form tutors will be informed.
  
- **Stage 2 Repeated Incident**
  - School aware of the information regarding an incident.
  - Incident report to Head of Year and Assistant Headteacher (PSG) involvement if necessary.
  - Pupil is given notice that “bullying” and other inappropriate behaviour is being recorded.
  - Incident record updated.
  - Support strategies for the victim are agreed and planned, counselling provided where appropriate.
  - Sanctions put into place. Detention/inclusion, where appropriate.
  - Parents are informed and encouraged to support the school and their child in the process.

- Agree a management plan for intervention and support to the victim and alleged bully.
  - Allow the victim and bully to meet and discuss issues leading to conflict resolution.
  - Agree a review/monitoring time for reflection and further support.
  - Staff informed on internal confidential information sheet.
  - Counselling for the bully to change behaviour and question why they are bullying other people. (Bully to attend these sessions in their own time).
- **Stage 3 Sustained/Prolonged Incidents**
    - Headteacher involvement if necessary.
    - Head of Year, Counselling, AENCO, Anger Management, Youth Work in Schools etc. Implement strategies to support, manage and correct behaviour.
    - LSC teacher counselling to aid in managing behaviour.
    - Possible inclusion, fixed term exclusion, or both.
    - Agree a review/monitoring time for reflection and further support.
    - Parents involvement and to work in tandem with the school.
- **Stage 4**
    - Headteacher involvement.
    - Possible fixed term exclusion.
    - Possible permanent exclusion.
    - Follow guidance in school exclusion policy and LEA guidelines.

## **8. Actions To Tackle Bullying**

- 8.1 Prevention is always better than cure, so vigilance is a key element. Pupils are aware that they should report incidents of bullying/arguments to an adult within the school. They are aware that the Headteacher will be immediately involved. They are also aware of their duty to report incidents of potential bullying.
- 8.2 All reported incidents of bullying are taken seriously and investigated by the Head of Year and/or Assistant Headteacher (PSG) and are taken very seriously. Any racist incidents of bullying are documented in line with the school's Harassment Policy and LEA policy.
- 8.3 Our children have the right to freedom from all types of harassment, not forgetting the needs of those children who are the aggressors. Few children that display aggressive behaviour understand the damage they cause. It is the responsibility of Bassaleg School, as a caring school, to work towards ensuring that the needs of both sides are addressed.

- 8.4 Parents and staff, working in close partnership, are essential to the success of this programme. These strategies will ensure that incidents of bullying continue to be rare.

## 9. Strategies For Pupils

- 9.1 Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support.

### **Example:**

As a “Telling School”, victims of bullying have clear routes to voice their concerns:

- Mentors/Peer Mediators.
  - Class/form teacher and support staff, pastoral mentor. The class/form teacher is the member of staff who is primarily entrusted with the well-being of the child in their class/form. Phase co-coordinators/pupils are encouraged to talk to their teachers.
  - Key Stage co-coordinator/Head of Year. Some people feel more comfortable telling their Head of Year.
  - Assistant Head (PSG) and Senior Leadership Team lead the anti-bullying procedures in the school but are happy to deal directly with the victims of bullying.
- 9.2 If all efforts to help pupils stop bullying fails, our schools will need to take tougher action to deal with persistent and violent bullying, and will need to make sure that the whole school community knows that sanctions will be used. These sanctions will be fairly and consistently applied.

### 9.2.1 The Perpetrator:

- Logical consequences. Students need to be made aware that their behaviour is related to an outcome and has consequences for themselves and others.
- Time out. Removing the student from the group, where he or she can think about their behaviour and a solution.
- Loss of privileges, with the opportunity to redeem one’s self.
- Individual student support/ management plan (reference: pastoral support programme).
- Parental involvement.
- Counselling.
- Removal of bully away from the victim (e.g. into another class)

### 9.2.2 The Victim

- Reassurances that the action will be stopped and support strategies for the victim are agreed and planned.
- Where bullying has taken place, reassure the victim that it is not his/her fault, they were right to report it, that all bullies are responsible for their own actions and the consequences to follow.
- Victims may require support to develop assertive behaviour and to avoid further problems and a supervised meeting with the alleged bully to discuss the issues face to face will be arranged i.e. apologies made to the victim.
- Victim is linked to a network of adults and pupils who will support them.
- All incidents will be monitored and reviewed over an agreed period of time to ensure that the bullying has stopped.
- Parents/carers are informed and encouraged to support the school and their child.

9.3 If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the Headteacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

## 10. Strategies For Parents

Useful approaches include:

- Regular consultation and communication.
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of surveys, anti-bullying week.
- Advising parents/carers of possible consequences of their children bringing valuable items to school.

Parents/carers can also be kept informed through:

- Leaflets and newsletters.
- Parent/carer consultations.
- Anti-bullying weeks.
- The school prospectus.
- The school website.

If you have concerns, please contact the school where an appropriate appointment can be made to discuss the issues.

- Try to stay calm.
- Be as specific as possible about what your child says has happened.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child at school.
- Stay in touch with the school.

If your concerns are not being addressed it is important to follow the appropriate process in the order of stages listed below:

1. Check the school anti-bullying policy to see if agreed procedures are being followed.
2. Make an appointment to meet the Head of year to discuss and resolve the issue.
3. Write to the Headteacher/Chair of Governors explaining your concerns.
4. Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns.
5. Contact local or national parent support groups for advice.

## **11. Timetable For Development And Review**

Policies are renewed and updated on a regular basis every 2 years. In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

## **12. Equal Opportunities**

Bassaleg School is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate racial harassment of any kind.

Ratified by the Governing body on 11 June 2009.

Policy Review date: June 2012

## **Appendices**

### **Appendix 1**

## **Anti-Bullying – Information for all**

### **Bullying by text messages on mobile phones**

- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails sent by other pupils.

## **Appendix 2**

### **Anti-bullying – information for pupils**

What to do if you are feeling bullied:

- Remember that no one has the right to make you feel unhappy within the school
- The school values you and you must value yourself
- Tell someone about the problems you are having

### **In school you can tell:**

- A Parent/ friend
- Your class or form teacher
- Your school mentor/Peer Mediator
- Your Head teacher or Deputy Head teacher
- The Education Social Worker
- Any teacher you feel confident with including
- Senior staff
- Any trusted adult- Support staff Mid day Supervisors

All school pupils have a duty to report bullying if they see it happening to another pupil.

The school will do all it can to support victims and deal effectively with bullies.

### **Remember:**

- If you don't report incidents, you only increase the power of the bully

- Your silence is the bully's greatest weapon
- Be proud of who you are; it's great to be an individual
- Watching and doing nothing makes it look like you are on the side of the bully. It makes the victim feel more unhappy and alone
- Do not be, or pretend to be, friendly with someone who is bullying another person – this can be seen as supporting and accepting these actions.

## **Appendix 3**

### **Anti-bullying – information for staff**

Bassaleg School has an anti-bullying policy. All staff contribute by ensuring that the policy is carried out and that the school is a safe place for our students.

#### **For ALL staff**

If a pupil is being bullied, or an incident is reported to you, you should:

- Talk to the pupil about what has happened and listen to their concerns.
- Offer support by making it clear to the victim that the school will take their concerns seriously and that the matter will be investigated and dealt with.
- If the bully is to hand, make it clear that bullying is unacceptable both inside school and out.
- Report the matter to either the class teacher if they are available, or to a senior member of staff if they are not.

#### **For senior member of staff dealing with an incident**

- Take all incidents of bullying seriously.
- Investigate the matter appropriately, seeing the victim and bully separately, and taking other witness statements as required.
- Keep a record of the incident.
- Where bullying has taken place, reassure the victim that it is not his/her fault, they were right to report it, that all bullies are responsible for their own actions and the consequences to follow.
- Victims may require support to develop assertive behaviour and to avoid further problems.
- All incidents should be monitored over an agreed period of time to ensure that the bullying has stopped.
- If bullying has been shown to have taken place, the class teacher or senior member of staff will agree sanctions that are commensurate with the incident and previous record of the perpetrator.

## **Appendix 4**

### **Anti-bullying – information for parents**

You can help your child at school by following the advice contained here.

- Try to encourage your child to talk to you about their life at school
- Feel free to discuss any concerns you have with members of staff, even minor problems can be distressing for a child. It is a help to start by contacting the Head of Year, who will know your child well.
- Watch for any signs of distress or changes on mood/behaviour
- If your child reports that he or she is being bullied, then take this seriously and report it to the school

#### If your child is the victim of bullying:

- Do contact the school and report the matter to either the class teacher or a senior member of staff
- Be as sure of the facts as you can when you report the matter
- Afterwards, work with the school to develop ways to support your child

#### If your child is responsible for bullying:

- Do not ignore it
- Make it clear that such behaviour is unacceptable, both inside school and out
- Work with the school to develop ways to change behaviour