

# **ADAMSDOWN PRIMARY SCHOOL**



**Aim High Be Kind Show Respect**

**Anti-Bullying Policy**

**Emma Thomas – Head Teacher**

**February 2016**

**Reviewed January 2018**

**Reviewed March 2021**

## **Introduction**

It is a Welsh Government requirement that all schools have an anti-bullying policy. This policy follows guidance in National Assembly for Wales Circular No. 21/2003 Respecting Others: Anti-Bullying Guidance. Guidance defines bullying as actions that are meant to be hurtful, and which happen on a regularly recurring basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to, made fun of). A further definition is detailed in this document.

## **Aims and Objectives**

At Adamsdown Primary School we do all we can to prevent bullying, by developing a school ethos in which bullying is regarded as unacceptable. We aim to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Our Vision and Aims provide the 'touchstone' to ensure this.

This policy aims to produce a consistent school procedure for the prevention of and response to any bullying incidents that may occur. 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. At Adamsdown Primary school we take bullying seriously. Pupils and parents are assured that they will be supported when bullying is reported, and that bullying will not be tolerated.

## **Bullying**

Bullying is deliberate, offensive, intimidating, malicious, abusive or insulting behaviour which makes the individual feel upset, threatened, humiliated or vulnerable.

Bullying can be:

- emotional – being unfriendly, excluding, tormenting (e.g., taking another's belongings, threatening gestures, abusive notes or graffiti)
- 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 focusing on the issue of sexuality
- discriminatory – about disability, gender, age or other differences
- verbal – name-calling, sarcasm, spreading rumours, teasing
- cyber – all areas of internet, such as email and internet chat room misuse
- mobile - threats by text messaging and calls
- misuse of associated technology i.e., camera and video facilities.

## **Signs and Symptoms**

A child or young person may indicate by signs of behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child;

- Is frightened walking to and from school alone

- Begs to be driven to school
- Changes their usual routine
- Becomes out of character- withdrawn, anxious or lacking in confidence
- Starts stammering (Unusually)
- Attempts or threatens suicide
- Runs away
- Cries themselves to sleep at night or have nightmares
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Stops eating
- Is frightened to say what's wrong
- Starts bullying other pupils
- Is nervous or jumpy when at sounds.

These signs are not exhaustive and could actually indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Cyber Bullying**

Cyber bullying is the term used to define bullying behaviour via mobile phone or over the internet through emails, instant messaging and social network sites. Texts, messages or images are sent or posted on sites which hurt, intimidate or embarrass another person.

Cyber bullying has been covered within the ICT policy with the aim of using it alongside this policy if an incident occurs.

### **Reporting and recording Bullying**

Procedure for dealing with allegations of bullying at Adamsdown Primary School is explained in the process chart in Appendix A.

### **Responding to Bullying**

Bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). We respond to all bullying incidents following the procedures outlined above, and ensure that;

1. Pupils are aware they can report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents /carers should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behavior or threats of bullying must be investigated and the bullying stopped quickly.
6. Attempts will be made to help the bully (bullies) change their behavior.

## **The Role of Governors**

The governing body supports the Headteacher in all attempts to prevent and 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.

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; that have been reported in accordance with the incidence response procedure (appendix A), and to report to the governors on request about the effectiveness of school anti-bullying strategies.

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 twenty days maximum, excluding school holidays, to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher, to ask for an investigation into the case to be conducted, and to report back to a representative of the governing body.

## **The Role of the Headteacher**

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. They follow the bullying incidence response procedure. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy, as highlighted in the monitoring process for Anti- Bullying (Appendix B)

The Headteacher ensures that all pupils and staff know that bullying is wrong, and that it is unacceptable behaviour at Adamsdown Primary.

Staff will encourage pupils to reduce incidences of bullying behaviors by:

- role modeling acceptable behavior
- teaching appropriate methods of communication
- offering motivation for the individual to work with others
- building tolerance of group situations
- offering rewards for appropriate behavior
- developing appropriate assertiveness skills
- ensuring each child is aware of the complaints procedure and how to access support
- having adults or peer mentors who are someone to turn to, and can be trusted to take action ('helping hands')

Any child who has been subjected to bullying-type behavior will be supported, and staff will undertake a risk assessment to ensure that the victim, other pupils and the perpetrator are kept safe.

The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify, prevent and deal with all incidents of bullying efficiently.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. This is detailed in the school Positive Behaviour Management Policy. When pupils feel they are respected and important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Our vision and Aims outline the school climate we wish to foster.

The Headteacher keeps the records of bullying incident forms (previously bullying behavior log) in the office and reviews it regularly to observe any trends and action any necessary intervention according to the incident response procedure.

### **The Role of the Teacher and Support Staff**

All the staff at Adamsdown Primary take all forms of bullying seriously, 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 a member of the SLT (most appropriate). Teachers and support staff do all they can to support the child who is being bullied. Teachers keep a record of all alleged incidents that happen with their class in their diary and transfer to the school bullying incident for (previously-bullying log), if necessary. After the incident has been reported an agreed course of action will proceed (according to procedure for dealing with bullying- Appendix A)

At the initial stages this will involve counseling and support for the victim of the bullying, and 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 pupils further stages are instigated and we inform the Headteacher and the parent/ carers. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies for advice and support; where appropriate the school Child protection/ Safeguarding process commences.

A folder is kept with the Recording of Bullying incident forms (previously- Bullying Logbook) in the Headteacher's office, in which staff record all incidents of bullying that occur both in and out of class. Incidents that occur near the school or on the children's way between school and home may be recorded, if the class teacher thinks this is appropriate. Any adult who witnesses an act of bullying should record it in the logbook.

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

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will seek to prevent bullying by;

- Reminding all pupils of the school rules and motto.

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a group
- making up role-plays
- Having discussions about bullying and why it matters.

All pupils complete a 'Helping hands' sheet at the beginning of the school year in which they highlight five different people they can turn to for a helping hand when any issues arise. R-time used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The Role of Parents**

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, who will investigate the matter according to school procedure. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **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 invited to tell us their views about a range of school issues, including bullying at regular intervals.

Our School Council will discuss and regularly review our anti-bullying policy.

### **Outcomes of Bullying**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion from the school will be considered.
3. Where possible, the pupils will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Monitoring and Evaluation**

This policy is monitored annually by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by considering the outcomes of the School's incidence response forms, where incidents of bullying are recorded, and by discussion with the Headteacher. Information is

analysed for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at pupils with disabilities or special educational needs.

Head Teacher .....

Chair of Governors .....

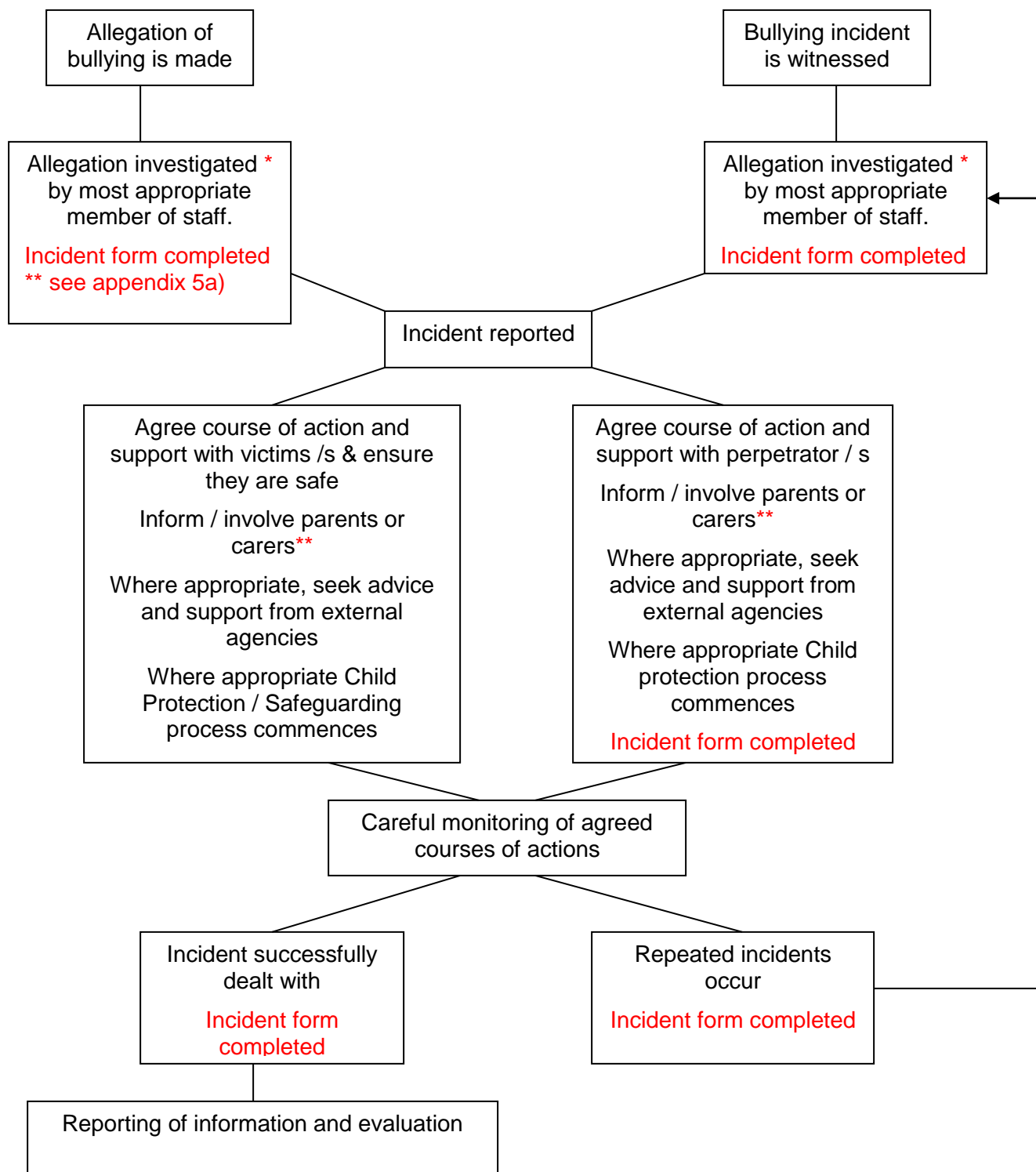
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Review Date .....

## APPENDIX A

### ADAMSDOWN PRIMARY SCHOOL

#### PROCEDURE FOR DEALING WITH ALLEGATIONS OF BULLYING



\* Investigations should ensure that all parties are involved – victim, alleged perpetrator, bystanders etc

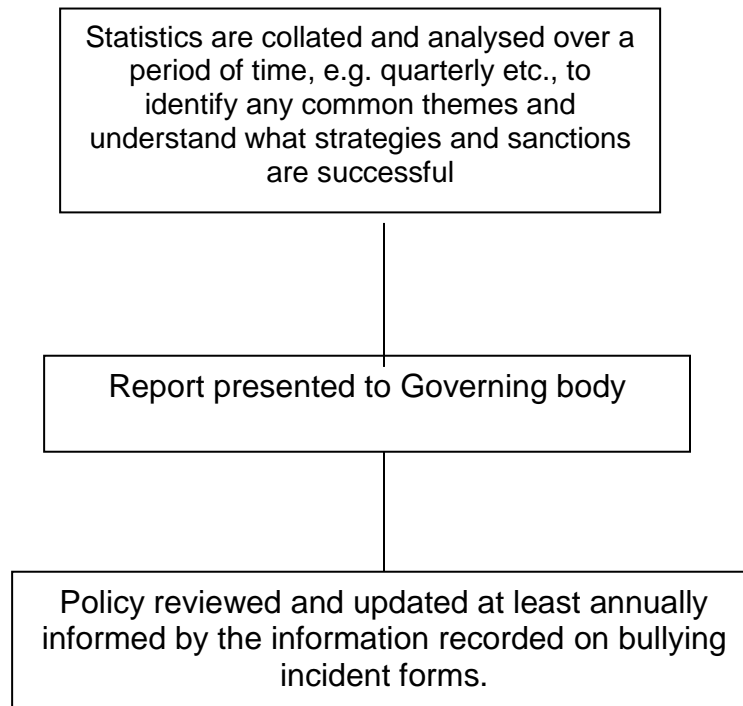
\*\* Where appropriate parent / carer and child / young person are made aware of their right to report incident to the police



## APPENDIX B

### ADAMSDOWN PRIMARY SCHOOL

#### MONITORING PROCESS FOR THE REPORTING OF BULLYING INCIDENTS



**EDUCATION & LIFELONG LEARNING**

**CARDIFF AGAINST BULLYING**

**RECORDING OF BULLYING INCIDENT FORM**



DETAILS OF VICTIM (TARGET):				DETAILS OF PERPETRATOR (AGRESSOR):			
Name:				Name			
DOB:				DOB:			
Year Group:		Class:		Year Group:		Class:	

OTHERS INVOLVED (Give Names Below):	
Witnesses:	
Participants:	
Bystanders:	

INCIDENT	TYPE OF BULLYING	TICK	INCIDENT	TYPE OF BULLYING	TICK
Verbal (Bullying)	Racist		Indirect (Bullying)	Racist	
	Gender Discrimination			Gender Discrimination	
	Homophobic			Homophobic	
	Disability Discrimination			Disability Discrimination	
	Religion or Belief Discrimination			Religion or Belief Discrimination	
	Transgender Discrimination			Transgender Discrimination	
	Other			Other	
Physical (Bullying)	Racist		Cyber (Bullying)	Racist	
	Gender Discrimination			Gender Discrimination	
	Homophobic			Homophobic	
	Disability Discrimination			Disability Discrimination	
	Religion or Belief Discrimination			Religion or Belief Discrimination	
	Transgender Discrimination			Transgender Discrimination	
	Other			Other	

Comments: (please explain what happened and harm caused)	TICK LEVEL OF INCIDENT			
	LOW		MODERATE	
<div style="text-align: right;">PLEASE CONTINUE OVERLEAF IF REQUIRED</div>				

Actions taken in respect of Victim (Target) and Perpetrator/s (Aggressor/s):			
Incident Reported To:		TICK OUTCOME	
		RESOLVED	UNRESOLVED

Signed:		Print Name:	
Role:		Date:	

Recorded in SIMS	Signed:	Print Name:	Date
(Please tick)			