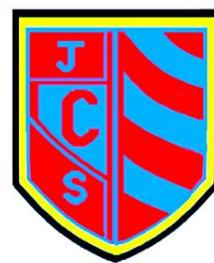


CWMABER JUNIOR SCHOOL



Anti-bullying Policy

(Compiled by Staff, Learners, Parents/Carers, Governors)

UNCRC - Article 3: Everyone who works with children should always do what is best for the child

Article 12: The right to say what you think should happen and be listened to

Article 28: The right to learn and go to school

Article 29: The right to become the best that you can be

Definition

We the Cwmaber Junior School family agree with the Government definition of bullying as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. - Bullying can be carried out physically, verbally, emotionally or through cyberspace”.

Vision

Our vision is that every child, including those who are vulnerable or disadvantaged, has the best possible start in life and develops to their full potential. Our aim is for all children to be able to grow and develop in safety and free from prejudice and discrimination. They should:

- be listened to and have their views taken into account;
- be treated with respect;
- belong to and be valued in their community;
- see their needs and interests at the heart of everything we all do.

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 safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school 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.

Introduction

Bullying affects everyone, not just the perpetrators and the targets. It also affects those other children who witness it, and possibly more passive pupils who can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out – positive intervention is needed.

It is clearly evident that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our everyday society. No one person or group, whether staff or pupil,

should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available.

Why is an Anti-bullying Policy necessary?

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, contain some pupils with the potential for displaying bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of any bullying. Cwmaber has a clear policy on the promotion of good behaviour and bullying is seen as a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore that the written policy promotes this belief, where both pupils and parents/guardians are aware that any bullying complaints will be dealt with firmly, fairly and promptly.

Different forms of Bullying

Bullying can occur through several types of anti-social behaviour. It can be:

- a). PHYSICAL
A child can be physically punched, kicked, hit, spat at, etc.
- b). VERBAL
Verbal abuse can take the form of name-calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c). EXCLUSION
A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- d). DAMAGE TO PROPERTY OR THEFT
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil handover property to them.
- e). CYBERBULLYING

Cyberbullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset someone else. Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions can be harder to control and curtail.

Cyberbullying can take many forms such as: Threats and intimidation; Harassment or stalking; Vilification and defamation; Peer rejection and exclusion; Identity theft; Unauthorised access and impersonation; publicly posting, sending or forwarding personal or private information or images; Manipulation

The reasons why people may be a target of cyberbullying are the same and the reasons for other types of bullying (noted above), for example for reasons related to their protected characteristic, their appearance or their personal hygiene.

The following technologies can be used as vehicles for cyberbullying: Mobile phones; Instant messenger and Voice over Internet Protocol (VoIP) Chatrooms and message boards E-mail Webcams Social network sites Video-hosting sites Virtual learning environments (VLEs) Gaming sites, consoles and virtual worlds.

It is recognised that in the case of cyberbullying, the target and perpetrator may not be on the school premises at the time when the incidents occur. However, the school recognises its responsibility to address the problem where possible and will take action to prevent incidents of this kind. It is also recognised that 'bystanders' can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions. Pupils, parents and staff should also refer to the School's E-learning/IT Policy for further information and details on how cyberbullying is discouraged.

Anti-bullying Curriculum Practices and Procedures

How Anti-bullying is embedded into the Cwmaber Curriculum:

A number of strategies have been implemented at our school to help prevent incidents of bullying. These strategies include:

- Raising awareness about bullying and the Anti-bullying Policy
- Taking part in Anti-Bullying Week
- AOLE - Health and Wellbeing
- SEAL/Circle Time
- Rights Respecting Schools
- Internet Safety Lessons
- Police Liaison Officer and School Beat Lessons
- Pupil/Parent Questionnaires
- Nurture Ninjas Council Group
- Buddy Bench
- Worry Box for pupils to express any concerns or worries they have
- Pupil Self check –ins (emotions)
- Promoting positive relationships between pupils and providing opportunities for pupils to share and discuss their feelings with others through initiatives, such as Restorative Practice, calm boxes, nurture nooks/cwtch corners
- Making children aware that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- All staff watch for early signs of distress in pupils

Identifying Signs of Bullying

A child may indicate by signs or behaviour 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 of walking to and from school.
- Is reluctant to go to school or regularly complaining of feeling unwell.
- Is coming home with damaged or missing clothing, without money they should have.
- Has unexplained scratches and bruises.
- Begins to do poorly in school work.
- Decides to change his or her route from school.
- Becomes withdrawn, anxious or lack the usual confidence.
- Cries herself/himself to sleep or has nightmares.
- Becomes aggressive or disruptive.
- Begins to bully younger brothers or sisters.
- Stops eating.

- Is nervous to go on the Internet at home.
- Appears 'jumpy' if he /she receives a text message.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!**
- Be proud of who you are. It is good to be individual.**
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.**
- Stay with a group of friends/people. There is safety in numbers.**
- Be assertive – shout, "No!" Walk confidently away. Go straight to a teacher or member of staff.**
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.**
- Generally it is best to tell an adult you trust straight away. You will get immediate support.**

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

Talking about bullying / general support

- **Use the Worry Box if you are worried about bullying – Worry Boxes in the classroom.**
- **Use Buddy Bench - if you are feeling left out then a member of the School Council will approach you and befriend you.**
- **If you attend the Wellbeing/Nurture Room or Talkabout – during special group activities share your concerns with your fellow group members.**

Responding to Bullying off the School Premises

Cwmaber Junior School is not directly responsible for bullying off the school premises; however, where possible, we will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken:

- ◆ **Talk to the pupil(s) and parents involved from the other school.**
- ◆ **Talk to the Head Teacher of another school whose pupils are bullying off school premises.**
- ◆ **Talk to the Police about problems on the local streets.**
- ◆ **Talk to the local transport company, if bullying is occurring on school buses.**
- ◆ **Talk to pupils about how to avoid or handle bullying situations.**

IF YOU KNOW SOMEONE IS BEING BULLIED

- a) **TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the target feel more unhappy and on their own.**
- b) **If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the perpetrator without getting you into trouble.**
- c) **Do not be, or pretend to be, friends with a perpetrator.**

AS A PARENT

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the school's policy concerning bullying, and that they will not be afraid to ask for help.

AS A SCHOOL

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision where necessary.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSE programme.
- c) Deal quickly, firmly and fairly with any complaints raised by parents.
- d) Routinely review the School Policy and its degree of success.
- e) Staff should operate within a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- f) Not use teaching materials or equipment, which give a bad or negative view of any group because of their ethnic origin, gender, etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.
- i) Treat bullying as a serious offence and take every possible action to eradicate it.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected – a teacher will talk to the suspected target, the suspected perpetrator and any witnesses. If any degree of bullying is identified, the following action will be taken. Help, support and counselling will be given as is appropriate to both the target and the perpetrator:

The school will support the **target** in the following ways:

- by offering him/her an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the target's parents/guardians.
- by offering continuing support when they feel they need it.

- by taking one or more of the disciplinary steps described below to prevent any further bullying.

Discipline, yet also try to help the **perpetrator/s** in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the respective parents/guardians.
- by continuing to work with the perpetrator/s in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of disciplinary steps described below to prevent any further bullying.

DISCIPLINARY STEPS

1. He/She/They will be officially warned to stop offending.
2. The respective parents/guardians will be informed.
3. Removal of sanctions and privileges will take place.
4. Be excluded from the school premises at break and/or lunch times.
5. Be excluded for a fixed period initially.
6. Any reoccurrence – be excluded for an extended period of time.
7. Inability to cease such behaviour - recommended for permanent exclusion.

RECORDING INCIDENTS OF BULLYING

When an allegation of bullying has been made, the following procedure and follow up actions must take place;

- staff(s) name who is dealing with incident
- time and date of incident
- location of incident, plus names of all of those students involved (where known)
- the type of incident must be recorded. For example, race or religion related
- the facts of the incident, plus any witness statements
- action taken – including action taken to punish or prevent further bullying behaviour from the perpetrator and support for the victim
- a record must also be made regarding any additional outside agency use or referral, or involvement of parents / other appropriate adults
- finally, details of the 'follow up' conversation / meeting to ensure the incident has been fully resolved.

This information is critical to ensure not only a thorough response to the allegation, but also to inform future developmental improvement plans for Cwmaber Junior School to continue to develop and progress. The information is recorded on our 'Bullying Incident Recording Form'/'Online Bullying Incident Recording Form' – Appendix A and B.

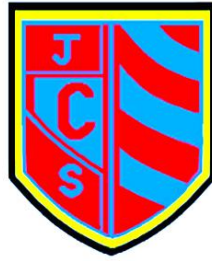
Conclusion

This policy should be read in conjunction with other relevant policies for our school -

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- ICT/e-Safety Policy
- Welsh Government: Respecting Others: Anti Bullying Guidance 2011 - This series of guidance materials offers further information and advice around developing antibullying policies and strategies and for responding to incidents of bullying. The guidance materials cover bullying around race, religion and culture; bullying around special education needs and disabilities; homophobic bullying; sexist, sexual and transphobic bullying; and cyberbullying <http://wales.gov.uk/topics/educationandskills/publications/circulars/antibullying>

Copies of this policy and the policies mentioned above can be found on our School Website.

Policy updated September 2023



A message from our

Governing Body

Dear Parents,

As Governors, along with the Head and Staff of the school, we seek to provide the best possible education for all the children in our school. The ethos of our school is one of care and consideration towards others. The school has been commended by inspectors for its approach towards positive behaviour management. A system of rewards is operational within the school in order to reinforce good behaviour. However, we have identified 3 areas that can hinder the development of the overall ethos and directly affect the quality of your child's education.

Firstly - Disruption to the learning environment.

Every child attending our school has the right to be educated within a peaceful and positive learning environment. If a pupil disturbs this environment to such an extent that it hinders the education of other children, then the Head Teacher must take appropriate action. This action could ultimately lead to the exclusion of a child for a fixed period of time. Clearly, if the disruption continued the Governors would support a permanent exclusion but would hope that this action would not be necessary.

Secondly - Aggressive behaviour and bullying.

Behaviour of this nature quite clearly does not foster consideration for others. We believe that every pupil should be able to come to school knowing that they will be welcomed into a happy and caring learning environment where they will be neither verbally or physically abused. Any pupil failing to respect these basic rights of others can expect action to be taken against him/her. This kind of behaviour could lead to a temporary exclusion and ultimately if necessary to a permanent exclusion.

Thirdly - Attendance

The Governors and the Head have a responsibility to ensure that no pupils truant, or are away from school due to unauthorised absences. Children who do not attend school on a regular basis or are continually late impact detrimentally on teaching groups. Late arrival by a child can have an inhibiting effect on teaching and learning as the rest of the class have invariably commenced on the day's work.

Your support in ensuring that the school continues to provide an environment of care and consideration for all children is appreciated.

CWMABER JUNIOR SCHOOL
Governing Body

Appendix A - Bullying incident recording form

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Type of bullying incident (please tick all that apply):

Physical	☐	Relational	☐
Verbal	☐	Prejudice-related	☐
Indirect	☐	Exclusion and isolation	☐
Online or via mobile	☐	Face to face	☐
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	☐	Related to gender identity	☐
Homophobic (LGBT+)	☐	Related to SEN or disability	☐
Sexual	☐	Related to family status or looked after child (LAC) status	☐
Transphobic	☐	Related to disadvantage	☐
Sexist	☐	Focused on appearance	☐
Other (please state):			

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

Brief summary of incident:

Name of alleged target:			
Class/form/age:		Year group/ house:	

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Name of alleged perpetrator(s) (if known):			
Class/form/age:		Year group/ house:	

Date(s) of incident(s):	Day		Month		Year	
Approximate time(s):	Before school	Morning	Afternoon		After school	

Is this incident linked to previous incidents of victimisation of the target?	Yes ☐	No ☐
If yes, how long has victimisation of this person being going on? Please provide details		

What occurred?

Who was involved?

Has any intervention been tried?	Yes ☐	No ☐
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Does this case require the serious incident protocol to be activated?	Yes ☐	No ☐
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Do the police need to be informed?	Yes ☐	No ☐
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes ☐	No ☐
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Does online material need to be taken down?	Yes ☐	No ☐
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Have parents/carers been informed?	Yes ☐	No ☐
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Who has taken responsibility for these steps?

Action taken:		
Follow-up required?:	Yes ☐	No ☐
Case resolved? If so please note date:	Yes ☐	No ☐
Outcome summary:		
Learning opportunities:		
Would you recommend any changes to approaches, policies or procedures as a result of this incident?		

Signed..... Date

Appendix B - Online bullying incident recording form

Name of person reporting the incident:	
Name of staff member recording incident:	
Date of report:	

Type of online bullying incident (please tick all that apply):

Via mobile	☐	Persistent teasing/sarcasm	☐
Via gaming device	☐	Name-calling	☐
Via social media	☐	Threats	☐
Via chatroom	☐	Spreading rumours	☐
Via photographs	☐	Unpleasant/hurtful texts/messaging/web posts combined	☐
Via messaging apps	☐	Plans to isolate someone	☐
Misuse of image or video	☐	Ridicule/humiliation	☐
Explicit photo or video	☐	Coercion, pressure to act	☐
Unwanted sexual suggestions	☐	Isolating someone	☐
Adult involved?	☐	Provocative/sexist taunts	☐
Significant risk of harm?	☐	Linked to bullying in school?	☐
Other (Please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	☐	Sexist	☐
Homophobic (focused on LGBT+)	☐	Focused on SEN or disability	☐
Sexual	☐	Focused on family status or looked after child (LAC) status	☐
Focused on gender identity	☐	Focused on appearance	☐
Other (please state):			

Name of alleged target:			
Class/form/age		Year group/house	

Name of alleged perpetrator(s) if known	1)
2)	3)
Class/form/age	Year group/house

Date(s) of incident(s)	Day		Month		Year	
Approximate time(s)	Before school	Morning	Afternoon	After school	Weekend	

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your designated safeguarding lead in school (DSL).

The school has the powers to search and confiscate a phone. (EIA 2006). Have regard for protocols on safe handling of evidence or mobiles. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

Details

How long has the bullying been going on?
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Has any intervention been tried?	Yes ☐	No ☐
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If abusive, has the incident been reported to the service provider or website?	Yes ☐	No ☐
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Has the Child Exploitation Online Protection command (CEOP) report abuse button been used?	Yes ☐	No ☐
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Does this case require the serious incident protocol to be activated?	Yes ☐	No ☐
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Do the police need to be informed?	Yes ☐	No ☐
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Does a device or evidence need to be confiscated/isolated as evidence?	Yes ☐	No ☐
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Does material need to be taken down?	Yes ☐	No ☐
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Have parents/carers been informed?	Yes ☐	No ☐
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Who has taken responsibility for these steps?

Follow-up

Has the online bullying stopped? Does the learner (target) feel safe?	Yes ☐	No ☐
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Is further action required?	Yes ☐	No ☐
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Have those involved changed their behaviour/acknowledged the harm caused?	Yes ☐	No ☐
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Has the case contributed to the learning of the class/year group in some way?	Yes ☐	No ☐
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