



Anti-Bullying Policy

Head teacher.....

Chair of Governors.....

Anti Bullying Policy “Inspire, Achieve, Dream, Succeed”

Definition

Bullying is a subjective experience, and is thus hard to define. Children, young people and adults in Torfaen have developed the following definition of bullying:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Greenmeadow Primary is considered to be,

“unacceptable behaviour which occurs ‘lots of times, on purpose’.”

Bullying may take many forms:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or using any violence
Racist bullying	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic bullying	Because of or focussing on the issue of sexuality
Verbal – direct or indirect	Name calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, such as email, internet chat, Facebook, twitter Mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites and texts.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to respond to Bullying?

As a School we have a responsibility to respond promptly and effectively to issues of bullying. Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Why is it Important to Respond to Bullying?

Signs and Symptoms For Parents and Staff

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 or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell someone on the School Council
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Ring Childline and follow the advice given

Outcomes

All known/reported incidences of bullying will be investigated by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) other consequences may take place. For example, a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions or restorative justice that it takes (See Relationship policy).

Wherever possible, the pupils will be reconciled. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. For example, Police or Torfaen counselling service. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from PRU behaviour outreach, Educational Psychologist Service, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Torfaen Anti Bullying Log and monitored to ensure repeated bullying does not take place.

Parents are made aware of the definition of bullying. Both sets of parents will be informed if an allegation of bullying has been made.

Prevention

Bullying is dealt with as a whole school issue as well as in each individual class. The aim is for prevention. Bullying is tackled through 'Values' sessions, The Jigsaw curriculum and Anti-bullying week.

Clear details of how to report bullying will be given to pupils during lessons and in assemblies. Children must be aware of the disciplinary procedures for those involved in bullying incidents, which are:

- Pupils are made aware that their behaviour has consequences
- Parents involved
- Removal of bully away from the victim
- If all above, fail, it may be necessary to exclude pupil for a fixed period

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the Head Teacher, Class Teacher or Health and Wellbeing Lead
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents 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 behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Anti Bullying Charter

As a school we have devised an anti-bullying charter that is on display in classrooms and around the school, we all work hard to work towards this charter and ensure all children who experience bullying are dealt with fairly and continue to celebrate that all people are different but equal.

Greenmeadow Primary School

Anti Bullying Charter



In our community, we will...

Work together to prevent bullying

Celebrate diversity

Respect difference

Be friendly to one another

Always report bullying

Deal with bullying seriously

Accept others for who they are

All Different

All Equal