GRIFFITHSTOWN PRIMARY SCHOOL

Title	**Anti Bullying Policy**
Date	**Autumn 2016**
Author	**N Blackburn**

INSPIRE CHALLENGE ACHIEVE

Anti-Bullying Policy 2016
GRIFFITHSTOWN PRIMARY SCHOOL

Values and ethos statement
Objectives
Griffithstown Primary School is committed to providing a safe and supportive environment for all pupils. Every pupil has the right to work and learn in an environment where they feel safe, supported and free from victimisation and fear.
Desired Outcomes of the policy

- reduce the frequency of bullying incidents, including for pupils with protected characteristics;
- increase the likelihood that incidents will be reported to a responsible adult;
- intervene effectively when incidents occur;
- improve pupil attendance;
- equip pupils with strategies to respond to bullying behaviour;
- reinforce the anti bullying ethos with whole school inset, staff meetings etc;
- ensure all stake holders understand what bullying is and how to recognise it;
- listen and act on pupil opinion;
- provide peer support and reinforce the anti-bullying message through SEAL /PSE;
- make school a safer and more enjoyable place.

Named Person: N Blackburn

Context
Links to:

- Behaviour Policy
- Positive Handling Policy
- E – Safety Policy
- Acceptable Use Policy

Consultation
In the development of this policy we have consulted with:

- Pupils – e.g. through school council
- Parents/carers – e.g. through PTA
- Teachers
- School staff
- Governors
- Lunchtime supervisors
- School nurses
- Community
- Educational and child psychologist
- Social workers
- External agencies such as Childline, the NSPCC etc.
- Local authority; Inclusion Manager or Education Inclusion Service
- Teachers unions

- Community police officers
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Young People's Partnerships
- Torfaen Youth Forum.

Definition of Bullying
Griffithstown Primary School believes:
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 Behaviour Types and Motivation for
Types of bullying behaviour; technology; important categories e.g. race, gender, sexual orientation, special educational needs or disabilities
At Griffithstown we understand that bullying can take a number of forms:

- **Physical**
  Physical bullying is any unwanted physical contact between the bully and the victim. This is one of the most easily identifiable forms of bullying. Examples include: Jostling, punching, pushing, shoving, kicking, inappropriate touching, tickling, headlocks, use of available objects as weapons, damage to property and belongings (accompanied by the threat of violence). It is a criminal offence where it involves assault or wounding, or actual bodily harm.

- **Verbal**
  Verbal bullying is any slanderous statements or accusations that cause the victim undue emotional distress. Examples include: directing foul language (profanity) at the target; using perceived derogatory homophobic terms such as "You're so gay!"; playing with the person's name; commenting negatively on someone's looks, clothes, body etc.; personal abuse; tormenting; harassment; laughing at someone; teasing; taunting; threatening; intimidating, teasing related to the family of the target.

- **Emotional**
  Emotional bullying is any form of bullying that causes damage to a victim's emotional well-being. Examples include: spreading malicious rumours about people; exclusion from a group; "ganging up" on someone; making fun of someone; ignoring someone on purpose; harassment; provocation; saying hurtful things; mocking; humiliating; using inappropriate non-verbal gestures etc.

- **Cyber-bullying**
  Cyber-bullying is defined as actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another or others. It is the use of communication technologies, the internet service and mobile technologies such as web pages and discussion groups as well

as instant messaging or SMS text messaging with the intention of harming another person.

Reasons and motivations for bullying

Bullying frequently focuses on individual differences or anything that is considered to be different from the majority. Aspects of body shape or appearance and parental, cultural or ethnically based lifestyles may all be the focus of bullying. It may also be based on race, gender, religion or nationality and schools need to be mindful of the protected characteristics that can give rise to bullying. Such behaviours can spring from parental ignorance or community divisions. In this respect bullying undermines the work of the school work in promoting equal opportunities and teaching social and moral principles

Protected Characteristics

At Griffithstown we:

- raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff, and governors and take a more proactive approach to preventing and mitigating its effects. The nine protected characteristics are:
    - age
    - disability
    - gender reassignment
    - marriage and civil partnership
    - pregnancy and maternity
    - race
    - religion or belief
    - sex
    - sexual orientation

- consult pupils, parents, and others, to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans;

- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;

- ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying.

Prevention – reducing the frequency of bullying

At Griffithstown we believe that bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: 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 (Sharp and Smith, 1994).

We provide SEAL activities, anti-bullying week, posters competitions re: anti bullying etc.

An understanding of bullying and its effects may be explored and developed through many areas of the curriculum.

We promote SEAL as a whole school strategy (in line with Welsh Government policy) which underpins the creation of a safe environment that does not tolerate bullying behaviour of any kind. Learners are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. They are encouraged to build a learning community where they feel responsible for including their peers, and can develop and practice the skills associated with building positive relationships. They are supported to learn and practice the skills of assertiveness so that they become more able to resist negative peer pressure, and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.

Whole school assemblies and discrete curriculum lessons are provided to all schools, focusing specially on bullying, as well as ideas for reinforcing and embedding the skills across the curriculum. The SEAL materials also provide training materials for staff groups, and information and activities for parents/carers.

We have established strong foundations to work to prevent bullying. The SEAL approach offers a whole-school framework.

Feedback from school council identified some strategies that they consider need to be in place to deal with bullying more effectively:

- pupil friendly anti-bullying policy;
- more posters about bullying around the school;
- bully box (as a way of reporting incidents);
- raise awareness of bullying, make people realise how bad it is (SEAL);
- anti-bullying weeks;
- support the victims to feel more confident in themselves;
- making sure people know they can talk to anybody about the problem;
- more lessons on how to deal with bullying (SEAL);
- provide support for bullies so that he or she can learn from their behaviour.

Does the policy lay out an effective system for keeping records of bullying incidents?
Bullying incidents are recorded on SIMS

Reaction – responding effectively to reported incidents
Clear guidelines for parents and pupils; support available; disciplinary procedures; procedures for reporting and responding to incidents of bullying; induction into the policy; training needs.
We have annual pupil/staff reminders on the policy. A low profile policy can be easily forgotten, and in subsequent years, new pupils need to be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy's effectiveness, the views of pupils should be sought on how well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

Development and review

The policy is reviewed annually by the Head and Chair of Governors, whole staff, sub-committee, and finally full governors.

Head Teacher's signature: N Blackburn **Date:** Autumn 2016

Chair of Governor's signature: A Peploe **Date:** Autumn 2016

Chair of School Council signature: C Pugh **Date**: Autumn 2016