



*Dring yn uchel, dring yn uwch  
Climb high, climb higher*

# Anti- Bullying Policy

## Statement of Intent

At Pontyclun Primary School children and adults are working together to recognise and act upon the rights of the child and become a Rights Respecting School. They will learn about the rights of the child by studying the United Nations Conventions on the right of the child (UNCRC). This is a comprehensive human rights treaty that enshrines specific children's rights in international law. It consists of 42 articles.

When children are taught to understand their own rights we believe that they will then appreciate and respect the rights of others.

All staff and pupils have agreed to uphold the following principles as part of our developing school ethos.

Pupils have

- a right to learn,
- a right to be heard,
- a right to a childhood,
- a right to be treated fairly,
- a right to be healthy.

These rights will be reflected in all school policies and the articles they refer to will be stated clearly throughout.

## Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy reflects the Welsh Assembly Government, in its guidance to schools on tackling bullying.

The school and RCT defines bullying as:

**'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.'**

***(Outlined in the Right Respect Equality Guidance WAG 2019)***

## Aims and objectives

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.

### **Article 19**

You have the right to be protected from being hurt.

### **Article 2**

You have the right not to be discriminated against in any way.





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## **Prevention**

The school will use appropriate approaches and methodologies for helping children to prevent bullying. Approaches already used include:

- Zero tolerance of any form of bullying
- Developing and following a school and class rights and responsibilities charter, (yearly).
- Regular anti bullying awareness through assemblies and class work, Antibullying leaflets, including working with Childline.
- Carrying out research in the form of questionnaires to children
- Restorative Practice
- ELSA/ Nurture
- Drama/role-play activities.
- SEAL/ PSHE activities focussing on aspects of bullying.
- Having discussions about bullying, how to stop it and why it matters to tell if it is seen or experienced.

## **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. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher/ all staff set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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## **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

## **Responses to dealing with Bullying –School**

- Pupils will be encouraged to report all incidents
- When an incident is reported to a member of staff a discussion can then be organised between the victim and the bully. The teacher should note down who was involved in the incident, when it happened, when it occurred and how the victim was bullied).
- Teachers note any particular pattern in situations which might occur.
- An attempt will be made to work with the bully/bullies to change their behaviour.
- Restorative practices may be used if the victim wishes to be involved in the resolution process
- Parents to be contacted and offered advice. For parents of children who are doing the bullying they need to be made aware of the school's attitude towards bullying and the consequences.
- Involvement of other agencies may be necessary such as Attendance Welfare Officer, Schools Psychological Service and Behaviour Support.
- Exclusion: the school will work hard to prevent exclusions. However, in extreme cases the LEA guidelines on exclusion of pupils, will be followed.

## **Teachers will**

- Use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. SEAL/ Circle time is used to praise, reward and celebrate the success of all children, and thus help to create a positive atmosphere.
- Investigate incidences of bullying themselves or refer it to key stage leader/ deputy/ the headteacher.
- Keep their own records of all incidents that happen in their class, and that they are aware of in the school.
- Do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

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- Talk to the child who has carried out the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the ALN coordinator.
- Invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as Social Services and Behavioural Support.

### **The role of governors**

The governing body supports the headteacher in all attempts to 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, 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 ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of parents and carers**

We recognise the importance of parental support in achieving anti-bullying initiatives and aim to ensure optimum methods of communication in order to maintain and support the ethos of the school and the promotion of positive behaviour.

Our Home /School Agreement sets out the aims of our partnership approach and all parents and pupils are encouraged to adhere to its principles. Parents who are concerned that their child might be being bullied, or who suspect that their child may be bullying, should contact their child's class teacher immediately.

If parents are not satisfied with the response from the school, they should contact the deputy head/ headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

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

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## **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, in an

The issue of bullying is discussed regularly during school council meetings and pupil views are taken into consideration.

## **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion with the headteacher. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years.

**Signed:**

**Head Teacher Mr H Roberts**

**Chair of governors Mrs K Liddiard**

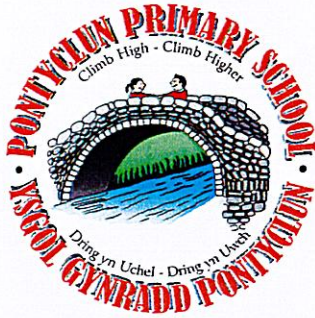
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This Anti-Bullying Policy/ Plan was ratified by:

The Policy Committee 20/11/23

Full Governors 22/11/23

Signed [Signature] Head Teacher Date 22/11/23

Signed [Signature] Chair of Governors Date 22/11/23







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## **Appendix**

### **Signs of Bullying**

It is important that staff and parents be aware of the signs of bullying so that it can be halted at the earliest possible opportunity. These may be:

- not wanting to go to school
- avoiding lessons all day
- taking long/different routes to school
- very late for school
- avoiding friends and other children
- having mystery illnesses - non -specific pain, tummy upsets, headaches
- unexplained cuts and bruises
- torn or damaged clothing
- mislaid books and equipment
- underachieving
- personality changes
- temper outbursts
- lack of confidence
- nightmares
- bed wetting

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

A listening and supportive response is required from the school and parents if any of these signs are noticed in a pupil.

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It is crucial that pupils understand that bullying is an unacceptable form of behaviour and that everyone assists in its identification and our attempts to suppress it.

### **Types of Bullying:**

#### ***Verbal bullying:***

Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist homophobic and racist comments] are all included in this type of bullying.

#### ***Physical bullying:***

Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying.

#### ***Social bullying:***

Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person.

#### ***Online bullying:***

Online bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Online bullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for online bullying is huge. Several types of online bullying have been identified:

#### ***Text message bullying:***

Involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of online bullying and is now a criminal offence.

#### ***E-mail bullying:***

Involves sending threatening messages often under a false name or using someone else's name on which to pin the blame.

#### ***Social media and on line bullying:***

Involves sending menacing or upsetting responses to children when they are in a web-based chat room.

#### ***Bullying via websites:***

Includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in **social networking sites** for young people such as Snapchat, Facebook, Ask.FM, KIK and X (formally known as Twitter) which provide further opportunities for online bullying.

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***Damage to Property:***

Intentionally damaging other people's property; graffiti.

***Disability / Special Needs / Medical condition:***

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

***Gender Identity (Transphobic Bullying):***

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

***Race / Ethnicity:***

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

***Religion / Belief:***

Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

***Sexual Orientation:***

Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

***Sex (Gender):***

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

**To eliminate bullying it is important to have a strong behavioural policy and one, which enforces a positive approach to the issue. If pupils behave well and see the need to do so, then bullying will not flourish in a caring school environment.**

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### **Procedures:**

1. *Report bullying incident to a member of staff.*
2. *In cases of bullying, the incident will be recorded in the class incident book.*
3. *In serious cases parents will be informed and will be asked to come to a meeting to discuss the problem.*
4. *If necessary and appropriate, the police will be informed.*
5. *The bullying behaviour or threats of bullying must be investigated and the bullying stopped immediately.*
6. *An attempt will be made to work with the bully/bullies to change their behaviour.*

### **Outcomes:**

1. *The bully/bullies may be asked to genuinely apologise. Other consequences will be considered if the bullying is serious, or if it is not the first instance.*
2. *Restorative practices may be used if the victim wishes to be involved in the resolution process.*
3. *In serious cases, suspension or even exclusion will be considered.*
4. *If possible, the pupils will be reconciled.*
5. *After the incident/incidents have been investigated and dealt with, each case will be very closely monitored to ensure repeated bullying does not take place.*

### **Prevention:**

*The school will use appropriate approaches and methodologies for helping children to prevent bullying.*

*Approaches already used include:*

- *Zero tolerance of any form of bullying*
- *Developing and following a school and class rights and responsibilities charter, (yearly)*
- *Regular anti bullying awareness through assemblies and class work, Antibullying leaflets, including working with Childline*
- *Carrying out research in the form of questionnaires to children*
- *Restorative Practice*

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- *Counselling*
- *Drama/role-play activities*
- *P4C activities focussing on aspects of bullying*
- *Having discussions about bullying, how to stop it and why it matters to tell if it is seen or experienced*

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