**Anti-Bullying Policy**

**Current Version**

**Reviewed \_\_\_ December 2017\_\_**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors)

**Mission Statement**

Working together, learning together on our journey to success.

**Anti-Bullying Policy**

The Caerleon Lodge Hill Primary School Anti Bullying Policy has been compiled in consultation with the school’s governing body, staff and pupils. This policy will be reviewed by the Caerleon Lodge Hill Governing Body every two years.

**Statement Rationale**

Everyone at Caerleon Lodge Hill Primary School has the right to work in a welcoming, secure and happy environment. Only if this is the case will all members of the school community be able to achieve their full potential. Bullying of any kind breaks down the school ethos and prevents equality of opportunity. Staff and pupils see it as our responsibility to prevent this happening and the purpose of this policy is to provide guidelines to support this ethos.

Fortunately, bullying is very rare in Caerleon Lodge Hill Primary School and is considered so unacceptable that it is dealt with by the Headteacher or, in his/her absence, the Deputy Headteacher.

Definition of bullying:

Bullying is when a person or group:

* threatens, frightens or uses physical aggression against another person
* uses taunts to demean another orally or using social media
* consistently denies opportunities to participate in a group without just cause
* or a combination of the above

The anti-Bullying Alliance defines bullying as behaviour that is:

* Repetitive, wilful or persistent
* Intentionally harmful, carried out by an individual or group
* An imbalance of power leaving the victim feeling defenceless

Therefore, bullying is deliberately hurtful behaviour, repeated over a period of time, making it difficult to defend oneself.

Bullying takes many forms, including face to face, and via third parties, and increasingly via inappropriate use of social media. The hurt endured can be either physical or psychological, or both.

**Principal Categories Include**:

* Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
* 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
* Verbal – name calling, sarcasm, spreading rumours, teasing
* Disability – because of, or focusing on, the issue of learning needs or disability
* Cyber bullying – misuse of digital technology
* Image based - stereotyping, gender pressure
* Religious and Ethnic prejudices
* Targeting minority groups – such as travellers, looked after children and children with long term health conditions.

**ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING**

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school’s work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyles. It may dwell upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

**STRATEGIES FOR THE SCHOOL**

Bullying should be dealt with as a whole-school issue. Measures to tackle bullying in schools are more effective when a multi-faceted whole school approach is adopted. This includes: awareness-raising, actively involving pupils in agreeing definitions and seeking solutions, embedding inclusivity within the curriculum and the school environment and categorising acceptable and unacceptable behaviours.

Bullying and its effects may be illustrated and explored in many areas of the school’s curriculum, including:

* PSE/SEAL – whole school ‘Say No to Bullying’ topic
* Creative writing in English/Welsh lessons
* Drama
* History
* Religious Education
* Art
* Role play and drama in Drama lessons in Key Stage 2
* Specific work on self-esteem and assertiveness
* Specific work on problem-solving games which can be used to teach non-conflict resolutions
* Books and videos on bullying (both factual and fictional).
* A budget to finance anti-bullying strategies, e.g. anti-bullying week and poster competitions

While opportunities to engage in bullying cannot be completely eliminated this is mitigated via appropriate supervision arrangements with midday supervisors in corridors and playgrounds as well as classrooms. The school ethos, school handbooks, and communication both within the school and with parents and governors all play a part in discouraging and preventing bullying.

The following are some of the key strategies and techniques used within the school to prevent or reduce bullying incidents:

* Co-operative group work
* Circle time
* Buddying (or befriending) – from age 9 onward
* School councils
* Mediation by adults
* Transition groups and projects
* Pastoral Mentoring

Details of bullying incidents are recorded in the Incident Book, including:

* Names of those involved, including the victim, bully and any witnesses
* Dates of incidents
* Details of incidents
* Action taken
* Monitoring of situation and review

**SCHOOL PROCEDURES FOR DEALING WITH ISSUE OF BULLYING**

Once bullying concerns have been expressed, these should be dealt with by either the class teacher, the Deputy Headteacher or Headteacher. Measures taken will include:

* Talking to victim of bullying
* Talking to alleged bully
* Writing an incident report/log of the incident
* Designing coping strategies for the victim to avoid the situation
* Alerting teachers , parents and relevant others as to the issue
* Agreeing a management plan for intervention and support to the victim and alleged bully
* Encouraging the victim and bully to meet in a safe environment to discuss issues with a view to resolving sources of conflict
* Agreeing a review/monitoring time for reflection and further support

Every case is different and will require appropriate solutions. However, procedures should be enacted such that so that those involved, and their families, can see that the issue is being dealt with and resolved.

Following new legislation, the school is now required to report all bullying incidents to the Local Authority termly using the management information tool SIMS.

**The school reserves the right to identify and move directly onto any given stage of the process depending on the severity of the incident.**

* **Stage 1 Initial Concern**
	+ School aware of the information regarding an incident
	+ Incident investigated by school staff members concerned e.g. Teacher, Senior Management etc. Incident log started, including date and description of incident
	+ Apology to victim – verbal/written
	+ Children involved are counselled by class teacher (and Headteacher if necessary)
	+ Appropriate sanctions put into place
	+ Monitoring of incident time indicated
	+ Parents may be informed
* **Stage 2 Repeated Incident**
	+ School aware of the information regarding an incident
* Incident report to Senior Leaders Deputy Headteacher/ Headteacher
* Child given notice that “bullying” and other inappropriate behaviour is being recorded
* Incident log updated
* Support strategies for the victim are agreed and planned
* Appropriate sanctions put into place
* Parents informed and encouraged to support the school and their child in the process
* Management plan agreed for intervention and support to the victim and alleged bully
* Victim and bully encouraged to meet and discuss issues with a view to resolving sources of conflict
* Review/monitoring time agreed for reflection and further support
* Monitoring and review of incident time indicated
* **Stage 3 Sustained/Prolonged Incidents**
	+ Headteacher takes control
	+ Headteacher / external agency Additional Educational Needs Co-ordinator (AENCO) implement strategies to manage and correct behaviour
	+ Possible fixed term exclusion
	+ Parents work in tandem with the school to resolve issues
	+ Chair of Governors informed.
* **Stage 4**
* Permanent exclusion
* Follow guidance in school exclusion policy guidelines.

**ACTIONS TO TACKLE BULLYING**

Prevention is always better than cure, so vigilance is a key element.

Pupils are aware that they should report incidents of bullying/arguments to an adult within the school. They are made aware that the Headteacher will be immediately involved. They are also aware of their duty to report incidents of potential bullying.

All reported incidents of bullying are taken seriously and investigated by the Headteacher or Deputy Headteacher Any racist incidents of bullying are documented in accordance with LA policies.

Our children have the right to freedom from all types of harassment, while acknowledging the needs of those children who are the aggressors. Few children who display aggressive behaviour understand the damage they may cause. It is the responsibility of Caerleon Lodge Hill Primary School, as a caring school, to ensure that the needs of both sides are addressed.

Parents and staff involvement, working in close partnership, is essential to the success of this programme. These policies and strategies should ensure that incidents of bullying remain rare.

**STRATEGIES FOR PUPILS**

Clear details will be given about a range of ways for pupils to report bullying, including important indirect ways, and information provided regarding support for both victims and perpetrators. For example, provision of peer support.

Example:

* As a “Telling School” (this is always emphasised in assemblies – pupils must ‘tell’ someone in authority), victims of bullying have clear routes to voice their concerns to:
	+ Mentors/Peer Mediators
	+ Class/form teacher and support staff. The class teacher is the member of staff who is primarily entrusted with the well-being of the child in their class/form. Phase co-ordinators/pupils are encouraged to talk to their teachers
	+ Headteacher / Deputy Headteacher, Senior Leadership Team, who lead the anti-bullying procedures in the school, but are prepared to deal directly with the victims of bullying.

If initial efforts to prevent bullying fail, the school will take tough measures to deal with persistent and/or violent bullying, and will ensure that the whole school community knows that sanctions will be used. These sanctions will be fairly and consistently applied:

The Perpetrator:

* Logical consequences: pupils need to be made aware that their behaviour is related to an outcome and has consequences for themselves and others
* Time out: removing the student from the group, where he or she can think about their behaviour and how it needs to change
* Loss of privileges, with the opportunity to redeem oneself
* Individual student support/ management plan (pastoral support programme)
* Parental involvement
* Counselling
* Removal/distancing of bully from the victim (e.g. into another class)

The Victim

* Reassurances that the action will be stopped and support strategies for the victim are agreed and planned.
* Where bullying has taken place, reassure the victim that it is not his/her fault, they were right to report it, that all bullies are responsible for their own actions and the consequences to follow
* Victims may require support to develop assertive behaviour and to avoid further problems and a supervised meeting with the alleged bully to discuss the issues face to face will be arranged i.e. apologies made to the victim
* Victim is linked to a network of adults and pupils who will support them.
* All incidents will be monitored and reviewed over an agreed period of time to ensure that the bullying has stopped.
* Parents are informed and encouraged to support the school and their child.

If all steps fail it may be necessary to exclude the perpetrator for a fixed period. Moreover, particularly where serious violence is involved, the Headteacher also has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case will be considered separately.

**STRATEGIES AND ADVICE FOR PARENTS**

Everyone at Caerleon Lodge Hill Primary School has the right to work in a welcoming, secure and happy environment. Only if this is the case will all members of the school community be able to achieve their full potential. Bullying of any kind breaks down the school ethos and prevents equality of opportunity. Staff and pupils see it as our responsibility to prevent this happening and the purpose of this policy is to provide guidelines to support this ethos.

Useful mechanisms include:

* Regular consultation and communication…………….
* Providing information about the nature and effects of bullying; by means of posters displayed in the school and information packs presenting the findings of surveys, and staging an anti-bullying week.
* Advising parents of possible consequences of their children bringing valuable items to school.

Parents are also be kept informed via:

* Leaflets and newsletters
* Open days, parent consultations
* Promotion of Anti-bullying week
* The school prospectus
* The school website

Parents with concerns should contact the school to make an appointment to discuss the issue(s). They should:

* Try to stay calm
* Be as specific as possible about what their child says has happened
* Make a note of what action the school intends to take
* Ask if there is anything they can do to help their child at school
* Stay in touch with the school

If your concerns are not being addressed it is important to follow the appropriate process in the order of stages listed below:

1. Check the school anti-bullying policy to see if agreed procedures are being followed.
2. Make an appointment to meet the Headteacher to discuss and resolve the issue.
3. Write to the Chair of Governors explaining your concerns.
4. Contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
5. Contact local or national parent support groups for advice

**TIMETABLE FOR DEVELOPMENT AND REVIEW**

This policy will be renewed and updated on a regular basis every 2 years. In monitoring the policy, a key member of staff identifies progress and enables follow-up, gauging whether the policy is really effective, making clear under what circumstances records should be used for monitoring, for how long they will be kept, and who should have access to them.

**EQUAL OPPORTUNITIES**

**Equal Opportunities**

At Caerleon Lodge Hill Primary School we aim to foster an ethos which encourages a positive attitude towards ourselves and others, and the inclusion of all. We promote equality of opportunity, we do not discriminate, and we aim for good community relations in all aspects of school life.

**Appendix 1**

**Anti-bullying – information for pupils**

What to do if you are feeling bullied:

* Remember that no one has the right to make you feel unhappy within the school
* Keep in mind that the school values you and you must value yourself
* And most important, tell someone about the problems you are having

**In school you can tell:**

* A parent/ friend
* Your class or form teacher
* Your school mentor/Peer Mediator / School Council mentor
* Your Headteacher, or Deputy Headteacher
* Any teacher you feel confident with
* Any trusted adult, including support staff such as Mid-day Supervisors

All school pupils have a duty to report bullying if they see it happening to another pupil.

The school will do all it can to support victims and deal effectively with bullies.

**Remember:**

* If you don’t report incidents, you only increase the power of the bully
* Your silence is the bully’s greatest weapon
* Be proud of who you are; it’s great to be an individual
* Watching and doing nothing makes it look like you are on the side of the bully. It makes the victim feel more unhappy and alone
* Do not be, or pretend to be, friends with a bully

**Appendix 2**

**Anti-bullying – information for staff**

Caerleon Lodge Hill Primary School has an anti-bullying policy. All staff contribute by ensuring that the policy is understood and implemented, and that the school is a safe place for our students.

**For ALL staff**

If a pupil is being bullied, or an incident is reported to you, you must:

* Talk to the pupil about what has happened and listen to their concerns
* Offer support by making it clear to the victim that the school will take their concerns seriously and that the matter will be investigated and dealt with
* If the bully is to hand, make it clear that bullying is unacceptable both inside school and out
* Report the matter to either the class teacher if they are available, or to a senior member of staff if they are not

**For senior member of staff dealing with an incident**

* Take all incidents of bullying seriously
* Investigate the matter appropriately, seeing the victim and bully separately, and taking other witness statements as appropriate
* Keep a written record of the incident
* Where bullying has taken place, reassure the victim that it is not his/her fault, they were right to report it, and that all bullies are responsible for their own actions and the consequences that follow
* Assess whether victims require support to develop assertive behaviour and to avoid further problems, and make provision for this where appropriate.
* All incidents should be monitored over an agreed period of time to ensure that the bullying has ceased.
* If bullying has been shown to have taken place, the class teacher or senior member of staff will agree sanctions that are commensurate with the incident and the previous record of the perpetrator.

**Appendix 3**

**Anti-bullying – information for parents**

You can help your child at school by following the advice contained here.

* Try to encourage your child to talk to you about their life at school
* Feel free to discuss any concerns you have with members of staff; even minor problems can be distressing for a child. It is advisable to start by contacting the class teacher, who will know your child well
* Watch for any signs of distress or changes of mood and/or behaviour
* If your child reports that he or she is being bullied, take this seriously and report it to the school

If your child is the victim of bullying:

* Do contact the school and report the matter to either the class teacher or a senior member of staff
* Be as sure of the facts as you can when you report the matter
* Afterwards, work with the school to develop ways to support your child

If your child is responsible for bullying:

* Do not ignore it
* Make it clear that such behaviour is unacceptable, whether it is within or outside the school
* Work with the school to develop ways to change your child’s behaviour