

## **The Twyn School Anti Bullying Policy**

### **Our School's values and beliefs**

All pupils and staff have the right to feel happy, safe and included.  
Pupils and staff have the right to work in an environment without harassment, intimidation or fear.

All bullying, of any sort, is therefore unacceptable.

Pupils who experience bullying will be supported.

We recognise the effects that bullying can have on a pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

### **Our Intentions in producing this policy are:**

An expression of our belief that all pupils should be included fully in the life of the school.

To provide a learning environment free from any threat of fear, which is conducive to the achievement of individual aspirations.

To reduce and to eradicate wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.

To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying.

To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.

To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.

To meet any legal obligations which rest with the school.

### **Our Definition of Bullying:**

Bullying involves dominance of one person by another, or a group of others, it is behaviour which is premeditated and usually forms a pattern.

Bullying is therefore:

- Deliberately hurtful
- Repeated, over a period of time
- Difficult for victims to defend themselves against it

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being the subject of malicious rumours
- Cyber bullying and texting of hurtful messages

Some form of bullying are attacks not only on the individual, but also on the group to which he/she may belong. Within school we may pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying

- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities

### **Creating an Anti- Bullying Climate in School**

Our school's behaviour and PSE Policies explain how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

We aim to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum will be used to:

- Raise awareness about bullying and our anti- bullying policy
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how to constructively manage their relationships with others

Circle Time, role play and stories will be used to show what pupils can do to prevent bullying and to create an anti-bullying climate in school.

Bullying will not be tolerated and we make this clear in the information we give pupils and parents when they join our school.

We will use school assemblies and collective worship to reinforce our message that bullying will not be tolerated.

National poster campaigns on the school notice boards and classrooms will be used to remind pupils that bullying is not acceptable, and to tell them what to do if they are bullied.

Posters will tell pupils about Childline and other useful sources of confidential help.

We have a School Council which offers a forum in which concerns about bullying can be discussed on a regular basis.

We continue to improve our environment in order to reduce bullying. We aim to:

- provide seating and a "Friendship stop" which should enhance social skills
- provide areas for increased imaginative play
- introduce a system of "Playtime Friends"
- improve the buildings to provide a more stimulating environment for pupils at playtime

We will provide written guidance to all our pupils in KS2 and verbal guidance in the Foundation Phase to explain what they should do if they are being bullied, or if they see another person being bullied.

We will provide written guidance for parents on the signs of bullying and what to do if they suspect their child is being bullied at school.

We will ask pupils where and when bullying occurs in school and we will supervise and try to eliminate any unsafe areas which they report to us.

We will provide regular training for teachers and non-teaching staff (including Midday supervisors) on spotting the signs of bullying and how to respond.

### **The School's Strategies for Dealing with Bullying Responding to incidents as they occur**

Pupils who have been bullied or who see others being bullied should report this to their class teacher on duty, if the bullying occurs at playtime. If the bullying occurs at lunch time they must report it to the Midday supervisor.

Members of staff who receive reports that a pupil has been bullied should deal with the situation. Make notes of actions and report the incident to the Head teacher.

All incidents of bullying will be logged and reported to the Local Authority on the appropriate form.

Where bullying is of a racist nature, it is reported to the Local Education Authority using the Racial Incident Report Form.

Written guidance on bullying for teaching and non-teaching staff is provided in the Staff Handbook.

### **All reports will be taken seriously and the Head will monitor incidents and follow up as appropriate:**

- We will provide support to the pupils who are bullied
- They will be re-assured that they do not deserve to be bullied and this is not their fault. We will reassure them that it was right to report the incident
- We will encourage them to talk about how they feel
- We will try to ascertain the extent of the problem
- We will engage them in making choices about how the matter may be resolved
- We will try to ensure that they feel safe
- We will discuss strategies for being safe and staying safe
- We will ask them to report immediately any further incidents to us
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does
- We will interview the pupil (pupils) involved in bullying separately
- We will listen to their version of events
- We will talk to anyone else who may have witnessed the bullying

- We will reinforce the message that bullying is not acceptable and that we expect the bullying to stop
- We will seek a commitment to this end
- We will affirm that it is right for pupils to let us know when they are being bullied
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others
- We will consider the use of specific strategies for reducing bullying (see Appendix 3)
- We will consider sanctions under our school's Behaviour and Discipline Policy
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops
- We will ensure that those involved know that we have done so
- When bullying occurs, we will contact the parents of the pupils involved at an early stage
- We will keep a record of incidents that we become aware of and how we responded to them
- We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following half term

### **When Tougher Measures are Required:**

If necessary, we will invoke the full range of sanctions that are detailed in the schools Behaviour and Discipline Policy. These include:

- Removal from a group
- Withdrawal of break and lunch time privileges and play
- Withholding participation in school events that are not an essential part of the curriculum

It also includes fixed term and permanent exclusion from school

### **Our Responsibilities**

Everyone within the school is expected to:

- Act in a respectful and supportive way towards one another and
- Adhere to and promote the objectives of this policy

Pupils are expected to:

- Report all incidents of bullying
- Report all suspected incidents that victims may be afraid to report
- Support each other and seek help to ensure that everyone feels safe and no-one feels excluded or afraid in school

Parents can help by:

- Supporting the anti-bullying policy and procedures

- Discussing with their child's teacher any concerns that their child may be experiencing i.e. bullying or in some other way
- Helping to establish an anti-bullying culture outside of school

### **Bullying out-side the School Premises**

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur beyond the gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools, or by people who are not at the school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to the pupils about how to handle/ avoid bullying outside school
- Talk to the Head teacher of another school whose pupils are bullying
- Talk to the transport company about bullying on the buses
- Suggest the parent involves the police and talk to the police as required

### **Concerns, Complaints and Compliments**

We recognise that there may be times when parents feel that we have not dealt well enough with an incident of bullying. We ask that this is brought to the attention of the Head teacher. If the Head teacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure. Parents who wish to take the matter further can do so by writing to the Chair of Governors. If parents are not satisfied with the governors investigation then a written complaint can be made to the Caerphilly LA.

We would also be pleased to receive Compliments – feedback from parents when things have gone well.

### **Evaluating our Policy**

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given period.
- Pupils' perceptions of bullying in school through structured discussions in class time
- The number of complaints and compliments that we receive from parents
- PASS survey analysis
- Parent questionnaires

### **Ownership of the Policy**

The Head teacher is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

Governors will ask for regular briefings on bullying within the school and they will expect an annual report on the operation of this policy.

The governors who takes a special interest in bullying within the schools:  
Mrs Amanda Davies

This policy was agreed and adopted at the Governors Meeting.

Signed Chair of Governors.....

Signed Head Teacher.....

Date.....

**Related Policies:**

- Code of Conduct
- Behaviour and Discipline
- Home School Agreement
- Equal Opportunities
- Racial Harassment
- Physical control and Restraint
- Child Protection
- Complaints

## Appendix 1

### BULLYING INFORMATION FOR PARENTS AND FAMILIES

#### Don't Suffer in Silence

Every school and institution is likely to have some problem with bullying at one time or another. Your child's school must by law have an Anti-Bullying Policy, and use this to reduce and prevent bullying. In our school this is already successfully being used.

Bullying behaviour includes repetition of the following:

- Name calling and nasty teasing
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

**First**, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using aggression or violence.

**Second**, ask to see our school's Anti- Bullying Policy. We have one which sets out how we deal with incidents of bullying. You have a right to know about this policy. It is as much for parents and pupils as it is for the staff. The policy can be found on our school website or you can request a copy from the school office.

**Third**, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may suspect that a child is being bullied. Common symptoms include: Head aches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunch times are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried and speak with the class teacher.

### **If your child has been bullied:**

- *Calmly* talk to your child about it
- *Make a note* of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *Reassure your child* that telling you about the bullying was the right thing to do
- Explain that *any further incidents should be reported to the teacher immediately*
- *Make an appointment* to see your child's class teacher
- Explain to the teacher the problem that your child is experiencing

### **Talking to Teachers about Bullying**

- *Try and stay calm* – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *Be as specific as possible* about what your child says has happened – give dates, places and names of other children involved
- *Make a note* of what action the school intends to take
- *Ask if there is anything you can do to help* your child, or the school
- *Stay in touch* with the school – let them know if things improve as well as if problems continue

### **If you think your concerns are not being addressed:**

- *Check the school's Anti- Bullying Policy* to see if agreed procedures are being followed
- *Discuss your concerns* with a parent governor or Chair of Governors
- *Make an appointment to meet with the Head teacher*, keep a record of the meeting
- If this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- Contact local or national parent support groups for further advice
- *Contact the Director of Education for your Authority*, who will be able to ensure that the governors respond to your concerns
- *Contact the Parentline Plus helpline for support and information* at any of these stages
- In the last resort write to the Secretary of State for Education and Employment



### **If your child is bullying other children:**

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully because:

- They don't know it's wrong
- They are copying older brothers or sisters or other people in the family they admire
- They haven't learnt other, better ways of mixing with their school friends
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

### **To stop your child from bullying others:**

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying
- Make an appointment to see your child's class teacher and explain to them the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly check with your child how things are going at school and how they are feeling
- Give your child lots of praise and encouragement when they are co-operative or kind to other people

### **Organisations which can help:**

**Family live**, 520, Highgate Studios, 53-79 Highgate Road Kentish Town, London NW5 1TL Tel: 0808 800 2222

National helpline for parents (lines open 24/7: 7am-12midnight then the line is transferred to the Samaritans)

**Advisory Centre for Education**, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Answer message Tel: 0207 704 9822 Tel helpline: 0808 800 0327(Mon-Fri 2-5pm)

Advice line for parents on all matters concerning schools

**Beat Bullying Campaign**, Unit 1-4 Rochester House, 4, Belevdere Rd, London SE19 280

Website: [Cybermentors.org.uk](http://Cybermentors.org.uk)

Tel: 0208 771 3377 (10.00am-6.00pm)

Advice for parents and children

**Child Law Advice Centre (Wales area Community legal advice),**

Website: [www.childlawadvicecentre.com](http://www.childlawadvicecentre.com)

Tel: 0845 345 4345

(Mon-Fri 9am-8.00pm, Sat 9-12.30)

Publications and free advice line on legal issues

**Kidscape**, 2, Grosvenor Gardens, London SW1W 0DH

Tel: 0207 730 3300 fax: 0207 730 7081

Parents helpline no: 08451 205204 (Mon- Thurs 10am-4.00pm)

Has a wide range of publications for young people, parents and teachers.

Bullying counsellor available Monday to Friday 10am to 4.00pm

**Resources for parents and families about bullying:**

ALEXANDER, J. **Your child bullying: Practical and easy to follow advice**

Element Books, 1998.

ELLIOTT, M. **101 Ways to deal with Bullying- a guide for parents.**

Hodder and Stoughton, 1997

KIDSCAPE. **Keeping Safe: A practical guide to talking with children.**

Kidscape, 2, Grosvenor Gardens, London SW1W 0DH, 1990

LAWSN, S. **Helping children cope with bullying.**

Sheldon Press, 1994.

LINDENFIELD, G. **Confident children: A parents' guide to helping children feel good.**

Thorsens, 1994.

MELLOR, A. **Bullying and how to fight it: A guide for families.**

Scottish Council for Research in Education, 15 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE, J. **Fighting, teasing and bullying: Simple and effective ways to help your child.**

Wellingborough: Thorsons. 1989.

TRAIN, A. **The bullying problem: How to deal with difficult children.**

Condor Book, Souvenir Press, 1995.

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This information sheet was prepared by the Department for Education and Employment and has been adapted with their permission. Their full anti-bullying pack can be found at [www.dfes.gov.uk/bullying/index.shtml](http://www.dfes.gov.uk/bullying/index.shtml)

## Appendix 2

### Bullying Information for Pupils

Don't Suffer in Silence.

#### If you are being bullied:

- *Try to stay calm* and look as confident as you can
- *Be firm and clear* – look them in the eye and tell them to stop
- *Get away* from the situation as quickly as possible
- ***Tell an adult*** what has ***happened straight away***

#### After you have been bullied:

- *Tell a teacher or another adult* in your school
- *Tell your family*
- *If you are scared* to tell an adult by yourself, ask a friend to come with you
- *Keep speaking up* until someone listens and does something to stop the bullying
- Use our *peer supporters*
- *Don't blame yourself* for what has happened

#### When you are talking to an adult about bullying, be clear about:

- *What* has happened to you
- *How often* it has happened to you
- *Who* was involved
- *Who saw* what was happening
- *Where* it happened
- *What* you have done about it already

If you find it difficult to talk to anyone in school or at home, ring:

**CHILDLINE, freephone 0800 1111**

**Or write, Freepost 1111, London N1 0BR**

**The phone call or the letter is FREE. It is a confidential helpline**

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## **Appendix 3**

### **Choosing Strategies for Reducing Bullying**

Staff may consider the use of the following strategies. Usually a combination of strategies that can be adapted to the particular incident is the best. A single strategy is unlikely to provide a complete solution on its own, to the problem.

#### **Co-operative Group Work**

When this is integrated into normal classroom practice pupils can:

- Explore issues and controversies by considering different points of view
- Be more tolerant of others and more willing to listen and learn to trust others
- Become better integrated into the peer group

Children work together on shared tasks, involving co-operation and individual accountability. E.g. groups in 'expert' groups research aspects of a topic. The 'experts' then return to the 'home' group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both.

Other activities include trust building exercises, co-operative games. Problem solving activities, discussion groups, role-play and simulations.

#### **Circle Time**

Time is set aside during PSE, for the teacher and pupils to sit in a circle and take part in enjoyable activities, games and discussions. The positive atmosphere generated, in the well managed circle, usually spreads into other areas of class activities.

Circle time may last for 20-30mins (depending on the age of the pupils), and usually takes place at the beginning or end of a session. The teacher and pupils agree on simple, positive rules, which encourage the group to:

- Focus on their own feelings and those of others
- Listen to one another and tolerate other's views
- Learn to take turns
- Discuss difficult issues using a problem solving approach

#### **Circle of Friends**

This method aims to build relationships around a vulnerable pupil. This method must first be explained to the pupil and their parents, whose agreement and support are essential. Circle of Friends aims to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour

The class meet with the trained counsellor or Educational Psychologist, who explains that it is unusual to talk in this way about a pupil who is not present, but makes it clear that the pupil has agreed to the discussion. The class then:

- describe the pupil – only positive things may be said
- list things about the pupil that they find difficult
- discuss how they would feel and behave if they were isolated or socially excluded
- consider how they might help – pupils typically produce two clear solutions
- offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupils changing
- volunteer to form the pupil's Circle of Friends (between 6-8 pupils)

Soon afterwards the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change negative behaviour. In turn circle members explain why they volunteered. The leader asks 'What do we like and value about this person?' and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil, which are recorded and then prioritised. Finally, circle members come up with a name for their group, and subsequently weekly meetings of 30-40 minutes are set up.

### **Befriending – From age 9**

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. 'Befrienders':

- need friendly personal qualities
- give support with emotional and social problems – newness to a school, difficulty making friends, upset at separation/loss, being bullied or socially excluded
- may share a common difficulty

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring.

### **The Support Group Approach – from age 9**

A support group is formed for the bullied pupil, made up of those involved in the bullying and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- The group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friend of the victim can take part.
- With the victim's agreement, their own feelings are communicated to the group. The facilitator makes it clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action.
- Each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members may not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

### **Mediation by Adults – from age 9**

This method focuses on pupils who have been bullying others regularly for some time. As well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist in the school.

- Hold brief, non-confrontational, individual 'chats' with each child, in a quiet room, without interruptions – the bullying pupil first
- Get agreement with each other that the bullied pupil is unhappy and that they will help to improve the situation – if they cannot suggest ways to do this be prescriptive
- Chat supportively with the bullied pupil – helping them to understand how to change, if thought to have provoked the bullying
- Check progress a week later, then meet all involved to reach an agreement on reasonable, long-term behaviour
- Check whether bullying has started again, or is targeting another pupil
- If bullying persists, combine the method with another action, such as parental involvement or a change of situation