



## Anti-Bullying Policy

*To be read in conjunction with the Pupil Discipline and Behaviour and Physical Intervention Policies*

Bullying takes many forms. It is the wilful, conscious desire to hurt, threaten or frighten someone else. All bullying is aggressive whether it be physical, verbal or psychological aggression, which is generally less visible than physical bullying. It must involve an imbalance of power. The bully will have some sort of power over the victim, a power that is not always recognisable to the teacher or other adults.

The victim may just be a child who is in the wrong place at the wrong time. Vulnerability is not always visible to adults; the victim may look and behave like any other child.

We wish the children to become trustworthy people and so we avoid a guard-like attitude. Instead we trust them and challenge them to live up to our trust. We must however be vigilant and observant so that incidents of serious misbehaviour, especially any form of bullying, can be dealt with effectively.

Bullying may take place between pupil and pupil, staff and pupil, between members of staff, between management and staff or between parents and staff.

We wish to tackle bullying at all levels and ensure support is available for all pupils and staff who may experience bullying.

### **Aims:**

- To do all we can to prevent bullying from taking place. If bullying is unchecked or ignored, it affects the whole school not only those directly involved. To create a situation where good behaviour, self-discipline and no bullying are the norm, all pupils and staff involved in the school must consistently apply the aims highlighted in this policy.
- To maintain a culture and ethos based on Christian values in which bullying is not condoned but is directly challenged at all times. We attempt to develop in all areas of school life a positive and caring ethos where bullying is not given a chance to occur. Collective Worship is obviously a good time to approach the topic but other areas of the curriculum such as R.E., PHSE, circle time activities and incidental opportunities can be used wherever appropriate.
- To actively promote respect for individual differences in every sense.
- To develop in the children an awareness and respect for the rights of others.
- To take reports of bullying seriously. Always assume it is likely to be true; if it is found not to be, the child's real problem comes to light and help can be given. Emphasise that the children should express their worries or fears freely.
- To ensure that details of incidents are confirmed by staff so that children are not labelled bullies incorrectly.
- To be aware of the opportunities which arise throughout the curriculum for presenting the right attitude to:
  - personal relationships
  - responsibility for the well-being of others
  - when and how to seek help for themselves
  - when and how to seek help for others
- When bullying is identified, to deal with it effectively and be seen to be doing so.

- To never ignore any situation in which bullying may be taking place. Investigate and deal with it if you can. The Headteacher should always be informed.
- Be alert for any changed behaviour in children, especially if they become quiet and/or withdrawn, sullen or more aggressive.
- Undertake spot checks of any 'danger' areas within the school, eg. Toilet areas.
- To provide regular monthly opportunities (Talktime) for pupils to speak privately with their House Captains about issues which concern them.
- To provide training for older children to become peer-mentors and help with friendship problems and minor disputes at playtimes.
- To make children aware of people they can speak to through the display of posters such as Childline and Meic.
- To raise awareness of the dangers of cyber bullying with children, parents and staff.

## **School Ethos**

We believe that the atmosphere in the school should reflect the Christian character, values and qualities that we encourage within the children.

The adults the children interact with at school therefore have an important responsibility to model high standards of behaviour, based on Christian principles, both in their dealings with pupils and with each other, as their example has an important influence on the children.

As a Church in Wales School we seek to promote standards of behaviour based on the basic Christian principles of honesty, respect, courtesy, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **Immediate Responses to Incidents:**

### **We will:**

- Remain calm
- Take the incident seriously
- Reassure the victim(s), offer concrete help, advice and support. We will not make them feel inadequate and foolish
- Take time to investigate the incident by talking to the victim, the aggressor and any bystanders
- Make it plain to the aggressor that we disapprove
- Encourage the aggressor to see the victim's point of view
- Take action immediately and think hard about whether the action needs to be private or public
- Clearly explain the punishment and why it is being taken
- Punish the aggressor in accordance with the sanctions section of the behaviour policy
- Report incidents where a child has been physically injured or psychologically harmed, to the Headteacher and record them.
- If it is considered that the matter is important for parental reinforcement to be brought to bear then contact will be made either in person or by telephone at the end of the day or as soon as possible thereafter.
- The class teacher or Headteacher will inform both sets of parents where appropriate and reassure the parents that the incident will not linger on or be held against anyone
- Inform the staff concerned of both the victim and the aggressor
- Try to think ahead to prevent a recurrence of the incident

In conclusion, our whole approach to bullying is governed by the following words:

***“In everything, do to others as you would have them do to you.” Matthew 7: 12***

**Approved by the Chair of Governors**

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Reviewed by the Governing Body - Signed by Chair of Governors and the Headteacher**

Signed		
Date		