



ANTI-BULLYING POLICY

Reviewed September 2021

1.0- A. Mills

Chair of Governors: _____(Signature)

Date signed: _____



Anti-Bullying Policy

Twynyrodyn Community School

Purpose

The United Nations Convention for the Rights of the Child (UNCRC) states that every child is entitled to a safe, happy and fulfilled childhood. Every child must be part of a school community which enables them to feel safe, supported and free from victimisation if we are to achieve this. At Twynyrodyn Community School we are committed to providing this environment for all of our pupils and staff.

Aims

This policy has been developed to:

- Make the school a welcoming place where our pupils feel safe
- Reduce the number of bullying incidents
- Increase the likelihood of incidents being reported
- Ensure any incidents are dealt with effectively.

As a school, we will:

- Make it clear that bullying will not be tolerated
- Educate pupils about the types of bullying and the impact of this on others
- Look for signs which may indicate bullying
- Treat all reports of bullying with attention and concern
- Provide victims of bullying with the support they need
- Acting swiftly to stop and prevent the reoccurrence of bullying
- Communicate clearly the steps that have been taken following a report of bullying.

Person with Responsibility

The Headteacher, Alec Mills, is the person with overall responsibility for overseeing the Anti-Bullying Policy.

Definitions of Bullying



Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It makes the victims feel powerless to defend themselves.

The Anti-Bullying Strategy for Merthyr Tydfil states, "Bullying is the constant, wilful, conscious desire to hurt, threaten or frighten someone else and such behaviour may take place in an obvious way or through subtle intimidation."

Welsh Government statutory guidance uses the following definition, "Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally."

The definitions make clear that bullying is more than just a disagreement or fight, and school has a responsibility to educate the pupils as to the difference in order to ensure understanding and help them to know what to do if they are a victim or witness such behaviour.

Bullying Behaviour

Verbal	Name-calling, teasing, taunting, humiliating, intimidating.
Physical	Hitting, kicking, pushing, pinching, biting, etc.
Emotional	Isolating and humiliating.
Online/Cyberbullying	Using any form of technology to bully, through the use of messages, images and audio.
Prejudicial	Bullying because of a prejudice. This may be related to gender, race, religion or other protected characteristics.
Relational	Bullying intended to harm the victim's relationships or social status. This may include isolating, exploiting or deliberately getting the victim into trouble.
Sexual	Unwanted touching, threats, suggestions, comments, jokes or innuendo.

Whole School Approach

All members of the school community are responsible for preventing and addressing bullying. An emphasis on positive behaviour and the following strategies form our whole school approach to this:



- Focus on wellbeing throughout the school
- Use of Motional Snapshots to help identify and address where rage is a barrier to learning and where pupils have pro-social difficulties
- Promote virtues of tolerance and acceptance through modelled behaviours and teaching opportunities
- Effective use of assemblies and PSHE activities
- Supporting Anti-Bullying Week to raise awareness
- Encourage opportunities for older pupils to support and care for younger pupils
- Foster an ethos of belonging
- Liaise with PC Rogers to deliver an educational programme
- Work with families to address any issues which may arise

The Headteacher records incidents of bullying and reports information to the Local Authority on a termly basis, which may include the following information:

- Names of those involved;
- Dates of incidents;
- Details of incidents;
- Action taken.

Procedures for Dealing with Reported Incidents

The exact course of action will vary depending on the individual case, with the objective that alleged incidents become open, are discussed and strategies are agreed to resolve the situation. We will always make it clear that:

- The behaviour is unacceptable and must stop;
- The victim will be supported to recover;
- The perpetrator will be supported to stop the behaviours;
- Sanctions will depend on the individual circumstances.

Our response to alleged incidents will involve investigation which may follow a graduated response.

Stage One

- Child reports to teacher;
- Behaviours are discussed with the alleged perpetrator and recorded;
- Apology to victim;
- Opportunity for both parties to discuss support with teacher;
- Possible loss of privileges;
- Parents may be informed.



Stage Two

- Incident is reported to member of SLT;
- Behaviours are discussed with the alleged perpetrator and recorded;
- Parents/carers are involved in the discussions;
- Loss of privileges for an agreed period.

Stage Three

- Incident is reported to the Headteacher;
- Headteacher/ outside agencies implement strategies to correct behaviour;
- Parents/ carers work cooperatively with school;
- Individual plans for the perpetrator and victim are put in place;
- Possible separation of perpetrator and victim;
- Chair of Governors informed and a meeting of all parties takes place. Fixed term or permanent exclusion may be considered.

If all steps fail, or where serious violence is involved, the Headteacher has the option to permanently exclude the perpetrator.

Each case must be considered separately and can begin on any of the stages above.