Pembroke Dock Community School

Anti-bullying Policy
Updated March 2019
Reviewed by Governing Body March 2019

Rights Respecting Schools

Pembroke Dock Community School is a Rights Respecting School. We put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in relationships between all adults and pupils.

The policy relates to the following articles:

**Article 3**: All organisations concerned with children should work towards what is best for each child.

**Article 12**: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 13**: Children have the right to get and to share information as long as the information is not damaging to them or others.

**Article 15**: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 19**: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

**Article 23**: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

**Article 28**: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29**: Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

**Article 39**: Children who have been neglected or abused should receive special help to restore their self-respect.

In order to create an environment where bullying is not acceptable, we educate our children and staff about the rights of children and appropriate ways of behaving. This includes the creation and review of charters based on the UNCRC.
Anti-Bullying Policy

This school believes that bullying is unacceptable and should not be tolerated. All members of the school community share a collective responsibility for reporting and tackling bullying should it occur and in working together to promote positive behaviour.

All children, whatever their race, sex, beliefs and abilities have the right to be safe and to be free from oppression, humiliation and abuse (The Children’s Act 2004).

Aims of the policy: Our Policy is a working framework to support our whole school ethos which is to ensure that children feel safe, secure, confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children’s health and well-being is of paramount importance.

Prevention includes sending out a clear message that negative behaviour is anti-social, unacceptable and will not be tolerated here. This school policy is based on the Welsh Government initiative and Guidance “Respecting Others: Anti-Bullying Guidance”. It can be accessed from www.wales.gov.uk/respectingothers

What is Bullying behaviour?
“Bullying is when someone hurts, threatens or frightens you regularly” Definition used by SCPO Police Liaison Officers in Workshops in schools in Pembrokeshire.

Bullying is deliberately hurtful and designed to cause distress. It is usually repeated over a period of time and is difficult for the person being bullied to defend themselves against. It involves an imbalance and abuse of power and is not age dependent. It may have a racist or discriminatory motivation and can focus on ethnicity, culture, class, religion, learning difficulties, sexuality, long term health conditions and disability. It may be based on small differences between children which are not always clear to us and may shift and develop as relationships change. Bullying behaviour may be shown by individuals or groups. It may not always be clear who is manipulating the behaviour we see. Some children can be ‘provocative victims’ e.g. by behaving in a tiresome way which eventually triggers a response which may then be seen to be bullying.

Bullying is not falling out with friends, choosing not to play with someone, disliking someone, one off aggressive behaviour such as a fight between children who disagree, accidental physical contact, or the normal rough and tumble of playground life.
Bullying can take many forms, but the main types are:

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<tr>
<th>Type</th>
<th>Examples</th>
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<tr>
<td>Physical</td>
<td>Hitting; kicking; punching; spitting; biting; sexual harassment; having belongings damaged, stolen or removed.</td>
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<tr>
<td>Verbal</td>
<td>Name calling; teasing; insulting; sarcasm; threats; offensive remarks; sexual/racial comments.</td>
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<tr>
<td>Emotional / Psychological</td>
<td>Exclusion, humiliation, dirty looks; making distressing comments about family members, spreading stories/malicious rumours</td>
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<tr>
<td>Cyber or Hi-Tech</td>
<td>Malicious e-mails or comments in internet chatrooms, text messages on mobile phones, gaming devices or any other communicative technology; distressing comments about family members; posting stories, photos and pictures etc. on the internet; silent phone calls; using someone else's name to spread unpleasant gossip and rumours; happy slapping; accessing other peoples digital folders, documents or communication accounts such as email or messenger services to do any of the above.</td>
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There are also specific types of bullying relating to identities that should be part of these existing strategies. Schools may benefit from some additional support when devising preventative and responsive measures to different types of identity-based bullying. To this end, the Welsh Government has produced a set of type-specific anti-bullying guidance for schools.

The set includes:
- bullying around race, religion and culture
- bullying involving learners with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying.
- Cyberbullying.

These specific types of bullying should be tackled by the school using the guidance materials on the Welsh Government’s website at: [www.wales.gov.uk/respectingothers](http://www.wales.gov.uk/respectingothers)

Bullying affects everyone, not simply the victims and the instigators. It has an influence on other children who may witness violence, aggression and the distress of the victim.

Why should we be concerned?

Someone who is experiencing bullying will be upset and distressed and find it hard to concentrate on work or learning. There may be signs such as poor attendance, truancy, being late, being off school sick, becoming withdrawn and anxious, losing possessions and money, having mood swings, and showing untypical behaviour.

Our whole school approach to preventing bullying:

All members of the school community have a responsibility for preventing and addressing bullying. As a school community we will endeavour to eliminate this problem.

Staff will ensure there is an emphasis on promoting positive behaviour, creating a culture of praise, social awareness and a healthy work ethic in the school.
- Developing a positive ethos which includes knowing bullying is unacceptable here;
- Expecting positive behaviour which helps and supports learning and development;
• Promoting co-operation and expecting socially responsible behaviour;
• Encouraging those who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter the bullies;
• Valuing and celebrating everyone's differences, skills and talents and promoting the virtues of individuality, tolerance, social responsibility and consideration for others
• Supporting the development of emotional literacy, self-esteem and resilience through the Restorative Practice approach, KiVa approach, assemblies, Circle Time, PSE, the Healthy Schools programme, Nurture Groups, skills development, teaching pupils personal coping strategies, School Council involvement, Buddy schemes, Safety Action Group and Peer Mentoring.
• Restorative Practice - a framework to resolve conflict and build relationships. This approach focuses on resolving conflicts at the earliest possible stage, seeking to avoid blame and supporting people to take responsibility for finding a constructive solution to issues. It encourages effective communication and working towards positive outcomes. All pupils 'check-in' and 'check-out' and use mood boards to communicate their emotions. RP conferences are held by the RP Team to resolve conflict and build relationships. Pupil RP Teams are available to support with minor conflicts which may arise in the KS2 playground.
• KiVa Program - a framework where pupils learn about ways to reduce bullying and to increase well-being. KS2 undertake the KiVa lessons. The adult KiVa Team are available to deal with Bullying issues.
• Developing awareness and use of 'Habits of Mind' and 'Values Education'.
• Showing respect for others.
• Making the information in this policy available to all stakeholders.
• Involving all members of the school community in designing / implementing policy.
• Providing in all subjects, tasks suitable to the needs of all pupils.
• Providing throughout the school year, social, cultural and sporting activities, which encourage pupil motivation and enhance well-being.
• Understanding the social and emotional challenges pupils may face during transition between Key Stages
• Promoting care of younger pupils by older ones.
• Working in conjunction with parents to raise the profile of the School Anti-Bullying Policy to develop an understanding of the preventative measures and procedures that are implemented when bullying is reported or occurs.

See Appendix 4: Respecting Others - Anti Bullying Guidance (WAG Document) and Appendix 5: Bullying? Here? NO WAY! (Pupil guidance on bullying at PDCS)

All school staff, teaching and non-teaching, will watch out for and challenge bullying behaviour where it is seen. Effective, active supervision is one of the most important strategies in the prevention of bullying. Increased supervision at problem times will be used where appropriate, monitoring cloakrooms and toilets etc. The school will continually review general practice in order to identify any aspects that might allow or encourage bullying.

Encouraging reporting of incidents of bullying occurs:

All members of the school community share a collective responsibility for reporting and tackling bullying should it occur and in working together to promote positive behaviour.
• Pupils in this school can be assured that their concerns will be responded to with sensitivity.
• All reports will be taken seriously and investigated;
• Confidentiality for anyone who shares information will be respected;
Opportunities for children to communicate concerns include a 'listening box', access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

This school takes into account the guidance given in the All Wales Police "School Beat" guidance document.

**Procedures for taking action if bullying occurs:**

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government "Respecting Others" guidance:

- All staff are responsible for taking all incidents seriously and record their occurrence keeping accurate, factual records of all reported incidents and the school's response to them - Bullying Log (see Bullying incident form Appendix 1): **A designated person will monitor and collate information on victims and potential bullies. An electronic system, available to all staff, facilitates this process.**
- Investigate the incident / establish facts by independently talking to all involved;
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Use appropriate intervention techniques to manage difficulties between bullies & victims; encourage reconciliation where this is possible / feasible;
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents - there is flexibility in the sanction levels and each case would be considered on its own merit - e.g. the need to action a different sanction if a child had ALN and their level of understanding was limited. (See Bullying Sanctions list, Appendix 2);
- Involve parents as early as possible where incidents merit it;
- Apply guidelines from the all Wales Police "School Crime Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible (See Appendix 3);
- Keep accurate, factual records of all reported incidents and the school's response. Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary;
- Consider using a 'Restorative Justice'/KiVa approach where appropriate.

Depending on the type of incident, if sanctions are used, these may include:
- Withdrawing privileges/free time; preventing access to parts of school; detention; lunchtime exclusion; short term exclusion; involving parents as when necessary; involving appropriate outside agencies; including details on the bully's school record; exclusion. See Appendix 2 'Sanctions for Bullying Behaviour'.

**Summary:** Strategies and preventative measures to reduce the likelihood of bullying in this school:

- A whole-school approach involving everyone (staff, pupils, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. Restorative Practice, KiVA, assemblies, pastoral work, PSE, parents meetings, newsletter, website;
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – knowing that not taking action condones the behaviour;
- Using the previously stated School systems for pupils to inform staff in confidence when bullying occurs; ensuring staff are appropriately trained and supported to respond to this. Restorative Practice Team/KiVa Team.
- Developing our understanding of collective responsibility through Support Groups, Nurture Groups, Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (e.g. PSE and our Healthy Schools initiative; sessions with Police Liaison Officers);
- Having a clearly understood and implemented Playground / Safe Environment Policy;
- Having a clear, explicit link with the school's Behaviour and Child Protection & Safeguarding Policies;
- Including bullying in our home-school agreement which is signed on entry to the school;
- Providing clear information and guidance on dealing with bullying and the help which is available for students, parents and staff.

Reviewing the policy

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community.

It will be discussed, reviewed and revised annually.

Reference documents and useful links:
- Respecting Others Anti Bullying Guidance September 2011; Circular 050/2011 www.wales.gov.uk/respectingothers
- "Evaluation of Anti-Bullying Policies in Schools in Wales" Cardiff University Report 2006
- "School Anti-Bullying Policy Self-Assessment Tool” Welsh Assembly Government Nov 08
- Be-SMART Resource file / Pembrokeshire County Council Internet Safety Group
- All Wales Police School Liaison Core Programme and All Wales Police “School Beat“ guidelines for schools

Appendices
Appendix 1 Reporting a bullying incident form
Appendix 2 Sanctions for bullying incidents
Appendix 3 School Crime Beat: Supporting Schools with incidents of Crime and Disorder
Appendix 4 Respecting Others – Anti Bullying Guidance (WAG Document)
Appendix 5 Bullying? Here? NO WAY! (Pupil guidance on bullying at PDCS)
Appendix 6 WG Guidance: Cyberbullying, Homophobic bullying, Racist bullying, SEN and Disability Bullying, Sexist and Transphobic bullying