MILFORD HAVEN SCHOOL

ANTI-BULLYING POLICY

REVIEWED
September 2016

Anti-Bullying Policy agreed by Governors:

.... (YVONNE EVANS) ....(Signed by Chair)

.... 6/12/16 .... Date

This policy will be reviewed on or before the following date: September 2017

Statement of intent

All pupils have the right to receive their education in a friendly, safe and secure environment, free from humiliation, oppression and abuse; the Governing Body, staff and pupils at Milford Haven School are committed to achieving this goal. Bullying of any kind will not be tolerated. If bullying occurs, all pupils, parents and staff should be confident in the belief that all incidents will be investigated fairly and dealt with promptly and effectively.

Aims of Milford Haven School's policy

We have adopted the Local Authority 'Respecting Others: Anti-Bullying Policy'. Our Policy is a working framework to support our whole school ethos and to prevent bullying behaviour wherever possible. Our key aims are:

- To reduce and stop, wherever possible, instances in which pupils are subjected to bullying.
- To establish appropriate and consistent systems and routines for dealing effectively with any incidents of bullying and to provide support to those involved as appropriate, which are reviewed and reflected upon by all members of the school community on a regular basis.
- To promote and further develop an effective anti-bullying culture in Milford Haven School which values all members of the school community by working collaboratively and consultatively with pupils, staff, parents and other external agencies (e.g. Police, counselling services).
- To meet all legal obligations.

Bullying and the impact of bullying

Bullying as defined by **Welsh Government** 'Respecting Others: Anti-Bullying Overview (2011)' is

- deliberately hurtful (including aggression);
- repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and
- difficult for victims to defend themselves against.

Individual learners' perspectives on what constitutes bullying are also a key element to take into account. Bullying can take many forms, but the three main types are:

- physical – hitting, kicking, taking belongings, sexual harassment or aggression;
- verbal – name-calling, insulting, making offensive remarks; and
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.'

Bullying can also be driven by prejudice, based on race, gender, sexuality or disability (See protected characteristics under the Equality Act 2010).

Bullying can be viewed on a continuum with behaviour such as teasing, put-downs at the lower end and actions such as threats and anti-social behaviour at the upper end. If behaviours at the lower end are left unchallenged they can escalate, leading to the need for external intervention.

Schools have a statutory duty to record Bullying incidents related to:

Race	Sexual orientation (Homophobic)
SEN or disabilities	Religion or culture
Gender	Pregnancy or maternity
Gender Reassignment	Age

Recording Bullying Incidents

Bullying incidents are recorded on the Schools Management Information System (SIMs). Bullying incidents should be recorded as a negative behaviour type on the record of the perpetrator and should be selected from the Welsh Government list of Behaviour Types, including Protected Characteristics.

The list includes:

- Race
- SEN or disabilities
- Gender
- Gender Reassignment
- Sexual orientation (Homophobic)
- Religion or culture
- Pregnancy or maternity
- Age
- Other

Schools should also consider recording the bullying incident as a neutral behaviour incident on the record of the victim, so that patterns and trends can be monitored and it would be useful if the description of the bullying incident showed if the incident was Physical, Verbal or Cyber bullying.

Schools would be requested to submit their number of bullying incidents to the Local Authority on a half termly basis so that training needs can be identified.

Respecting Others: 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 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 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, gender, sexuality, long term health conditions and disability. It may be based on small differences between children which are not always clear to adults 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' *eg* 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:

- Physical – eg. hitting; kicking; punching; spitting; biting; sexual harassment; having belongings damaged, stolen or removed.
- Verbal – eg. name calling; teasing; insulting; sarcasm; threats; offensive remarks; sexual/racial comments.
- Emotional / Psychological – eg. excluding, humiliating, dirty looks; making distressing comments about family members, spreading stories/malicious rumours;
- Bullying around race, religion and culture
- Bullying involving learners with special educational needs and disabilities
- Homophobic bullying
- Sexist, sexual and transphobic bullying.
- Cyberbullying/Hi-Tech e.g. malicious emails or comments on social media or text messages on mobile phones; distressing comments about family members; posting stories, pictures,

etc. on the internet; silent phone calls; using someone else's name to spread unpleasant gossip and rumours; happy slapping.

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.

Our whole school approach to preventing bullying includes:

- 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;
- Supporting the development of emotional literacy, self esteem and resilience through assemblies, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies (eg. with Dr Emily Lovegrove), School Council involvement, Buddy schemes and Peer Mentoring;
- Active involvement of our designated Police SCPO in the delivery of the All Wales School Liaison Core Programme and applying the SchoolBeat Policy where appropriate;
- 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.

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.

Encouraging reporting of incidents if bullying occurs:

- 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 problem 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.

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

- We will take all incidents seriously and record their occurrence on a Bullying Log.
- Investigate the incident / establish facts by independently talking to all involved;
- 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;
- Involve parents as early as possible where incidents merit it;
- Apply guidelines from the all Wales Police "School Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible;
- 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;
- Implement a 'Restorative Practice' 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.

Sanctions will be in accordance with Milford Haven School's positive Behaviour Policy.

SUMMARY: Strategies and preventative measures to reduce the likelihood of bullying in this school:
- A whole-school approach involving everyone (staff, students, parents & governors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, eg. 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;
- Having a system in place for students to inform staff in confidence when bullying occurs; ensuring staff are appropriately trained and supported to respond to this.
- Developing our understanding of collective responsibility through Support Groups, Circle Time, School Council, Peer Mentoring/ Support, appropriate curricular work (*eg* PSE and our Healthy Schools initiative; sessions with School Community Police Officers);
- Having a whole school 'Restorative Practice' approach – this encourages both parties to discuss issues that cause distress. Specific questions are followed to try to achieve reconciliation and encouragers the perpetrator to think about their actions as well as the feelings of others involved.
- Having a clear, explicit link with the school's Behaviour and Child Protection & Safeguarding Policies;
- Including bullying in our home-school agreement.
- 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 council. It will be discussed, reviewed and revised annually.

Additional information
WAG Anti-Bullying Toolkit / Checklist which informs this policy.
Reference documents and useful links:
- 'Respecting Others : Anti-Bullying Guidance' Sept 03 National Assembly for Wales Circular No: 23/2003
- '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 'SchoolBeat' guidelines for schools. www.schoolbeat.org for links to Police School Liaison Programme outline and documents.