UCD Ceredigion PRU

Anti-Bullying Policy

Signed: Mr Gareth Lewis

This Policy was reviewed and revised by the Governing Management Committee in: November 2019

It will be reviewed again in: September 2020

This policy is based on Welsh Government: Anti-bullying Guidance 2011 and Welsh Government: Anti-bullying Guidance 2003. It builds on Local Authority Guidance Documentation.

Aim of our Friendship, Anti-bullying and Anti-Racism Policy

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied or subjected to racist behaviour. Bullying and racist behaviour is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Ceredigion PRU. If bullying and racist behaviour does occur, all pupils (and parents/carers) should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

Within the curriculum the school will raise the awareness of the nature of bullying and racism through PSE, Class Assemblies, whole school assemblies and subject areas, as appropriate, to eradicate such behaviour. We will provide protective curriculum opportunities and help children to develop assertiveness skills and to respect themselves and others.

What is bullying?

We acknowledge that both friendship problems and bullying behaviour between pupils can be equally upsetting and unpleasant. However, it is important to distinguish between the two as responses used to resolve friendship problems will be different for those used to resolve bullying behaviour. We also recognise that repeated or on-going friendship problems can lead to bullying behaviour.

The Welsh Government: *Respecting Others* Guidance 2011 states that there are many different definitions of bullying, but most consider it to be:

> • 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*
> • 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
> • 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, abusive/offensive remarks on social networking sites (during **as well as outside of** school hours).

Why are we against bullying?

'Every learner in every school has the right to learn, free from the fear of bullying, whatever form that bullying may take. Everyone involved in a learner's education needs to work together to ensure that this is the case. Schools need to take an active approach to tackle all forms of bullying and should be taking action to prevent bullying behaviour as well as responding to incidents when they occur'.

Respecting Others Guidance, Welsh Government. Document No: 050/2011.

What types of bullying are there?

Cardiff University Report on Evaluation of School Anti-Bulling Policies 2006 – Example of good practice, states that:

> *"Bullying can be:*
>
> *- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)*
>
> *- Physical – pushing, kicking, hitting, punching or any use of violence*
>
> *- Racist – racial taunts, graffiti, gestures*
>
> *- Sexual – unwanted physical contact or sexually abusive comments*
>
> *- Homophobic – because of, or focusing on, the issue of sexuality*
>
> *- Verbal - name-calling, sarcasm, spreading rumours, teasing"*

What is Racism?

Racism is when someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin.

Racist behaviour may include:

- Physical assault and harassment
- Verbal abuse, threats, derogatory language, ridicule, stereotyped comments
- Racist propaganda eg symbols, signs, graffiti
- Incitement of others to behave in a racist manner
- Refusal to cooperate with other people because of their colour, ethnicity, religion or language

What are the signs and symptoms of bullying (including racist bullying)?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in schoolwork begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

A whole-school approach to preventing bullying / racist behaviour

At Ceredigion PRU we are a *KIVA* school. This means that *anyone* who knows that bullying / racist behaviour is happening is expected to tell the staff. We have a policy in place which is clear, effective and well-publicised. We encourage positive behaviour, self-respect and respect for others. We follow the KIVA programme for anti-bullying and also apply a whole school approach with the following strategies:

Whole-School

- Ensuring that the whole-school is involved in the formation of this Policy.
- Actively raising awareness and involving pupils in drawing up definitions and seeking solutions.
- Making it clear to pupils how they can report incidents to the school e.g. through any member of staff, School Nurse, TAF Coordinator, peers, social workers etc.
- Reminding pupils of the school's policy and the support available to them on our notice boards.
- Regularly praising positive and supportive behaviour (all staff).
- Planning to ensure that work in school develops empathy and emotional intelligence (e.g. assemblies, PSE sessions).
- Involving pupils in the development of classroom and school rules.

Curriculum

- Discussing friendships, bullying and racism as part of the curriculum
- Specific work on self-esteem and assertiveness
- Peer group mentoring sessions
- Regular sessions with Police Liaison Officer regarding Bullying / Racist behaviour

School Environment
- Have a worry box in each unit to support pupils with friendship problems or who are being bullied (if the school council representative think it would work)
- Making all staff members (including non-teaching staff) aware of the school's policy and agreeing on strategies to prevent and deal with issues that may arise.
- Ensuring that clear procedures are in place for the supervisors to report incidents (through KIVA).
- Developing outdoor areas to ensure happy playtimes (see Happy Playtimes Policy)

Restorative Approaches (RAs)

- Restorative Justice (RJ) is a process for resolving conflict that allows people to learn from their mistakes.
- It highlights the importance of relationships above rules.
- RJ is part of a larger culture also known as Restorative Approaches (RAs).
- Restorative Approaches (RAs) in schools are based on 5 key features:
RESPECT - Listening to and valuing the opinions of others;

RESPONSIBILITY - Taking responsibility for your own actions;

REPAIR - Talking with others to resolve how to repair any harm that has been caused;

RELATIONSHIPS - Being connected, having links with people that matter can help develop a sense of belonging;

REINTEGRATION - Allows all young people to remain included and involved in mainstream education/their community.

- Restorative Approaches use a variety of different circles, such as conferencing to allow everyone involved an opportunity to take turns and have their say. This method can be used for many reasons, for example to resolve an incident of bullying.
- Restorative Approaches have been proven to reduce a victim's fear of re-victimisation.

This whole-school approach will ensure that our school is a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships thus having a positive impact on learning and achievement.
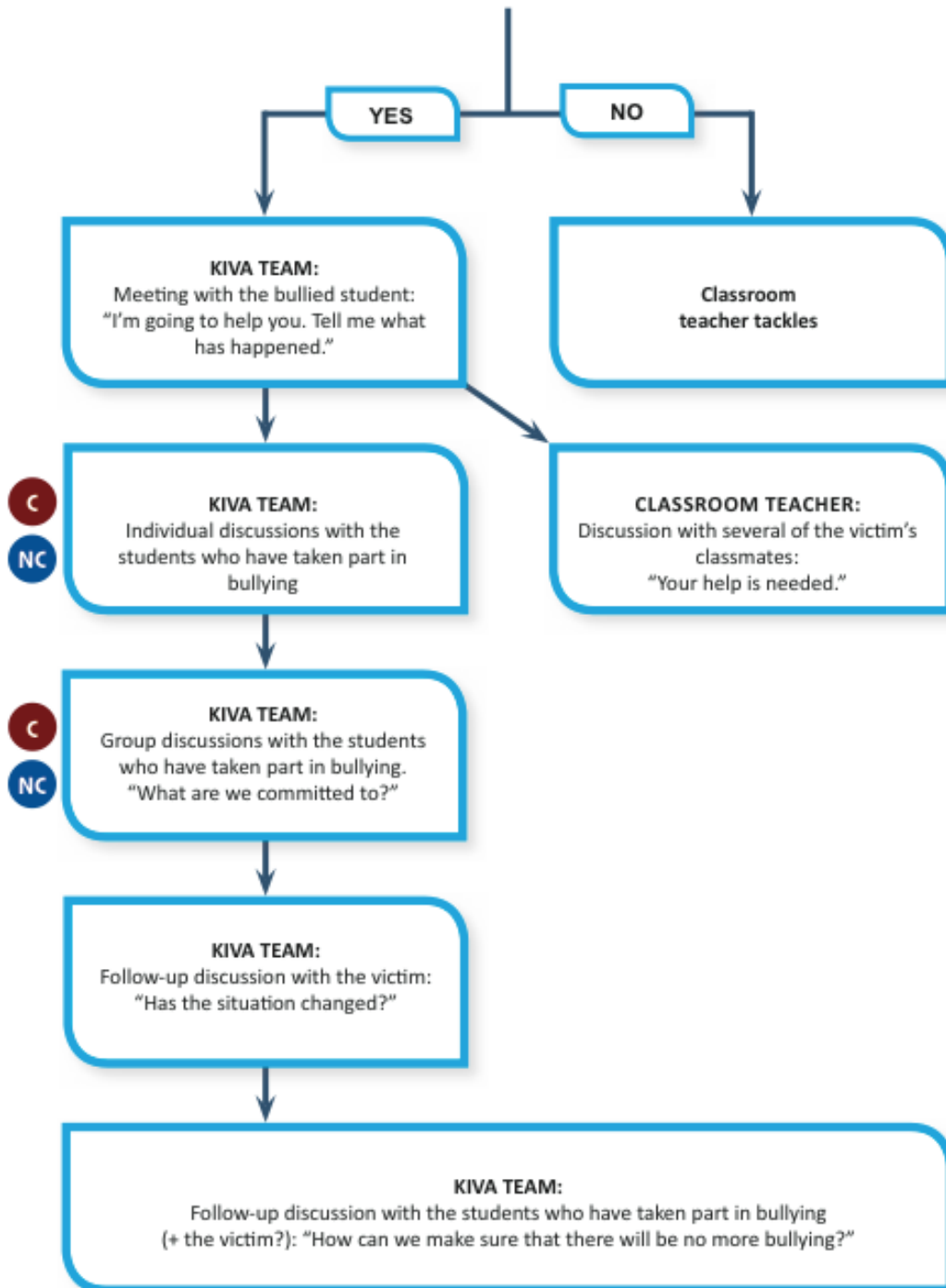
Strategies for Pupils

At Ceredigion PRU we give pupils clear details about the range of ways that they can report bullying and racist bullying, including important indirect ways and information about support for both victims and perpetrators.

If all efforts fail to help pupils stop bullying / racist behaviour, we take tougher action to deal with persistent and violent cases. We make sure that the whole school community knows what sanctions will be used. These sanctions are fairly and consistently applied. We follow the Kiva Approach to anti-bullying:

Summary: Tackling acute cases of bullying
Is the bullying systematic?

YES | **NO**

KIVA TEAM:
Meeting with the bullied student:
"I'm going to help you. Tell me what has happened."

Classroom teacher tackles

C
NC
KIVA TEAM:
Individual discussions with the students who have taken part in bullying

CLASSROOM TEACHER:
Discussion with several of the victim's classmates:
"Your help is needed."

C
NC
KIVA TEAM:
Group discussions with the students who have taken part in bullying.
"What are we committed to?"

KIVA TEAM:
Follow-up discussion with the victim:
"Has the situation changed?"

KIVA TEAM:
Follow-up discussion with the students who have taken part in bullying
(+ the victim?): "How can we make sure that there will be no more bullying?"

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately. However, before exclusion we will use a Restorative Approach in all situations where conflict resolution is required.

Responses to Bullying / Racist Incidents

At Ceredigion PRU we follow certain key points:

ALL adults in the school should:

1. Should encourage pupils to report bullying at an early stage so that adults can keep an eye on the situation.
2. Teach pupils how to deal with bullying/friendship problems and racist incidents
3. Take bullying / racist incidents seriously when a pupil tells them about an incident
4. Record all issues of bullying / racist incidents on the school record form and file in a Kiva Folder (one at each unit). All resources available via Microsoft Teams (Kiva Resources > Useful document).
5. Listen to all sides – several pupils saying the same does not necessarily mean they are telling the truth
6. Make time to sort things out
7. Talk calmly to all pupils
8. Sort things out quickly and effectively.
9. Follow-up repeatedly, checking that bullying / racist behaviour has not resumed, which is part of any Restorative Approach.
10. Teach pupils how to deal with friendship problems and bullying behaviour e.g. how to stay calm when upset and how to use conflict resolution skills.
11. Never assume that bullying / racist incidents do not happen in school

ALL pupils in the school should:

1. Respect each other
2. Talk to each other, treat each other nicely
3. Where possible try and understand why someone might be showing bullying behaviour
4. Tell a teacher or another adult in school that they trust or tell a friend or parent/carer
5. Understand how it might feel to be bullied

ALL parents/carers should:

1. Be role models for young people, not show bullying behaviour themselves
2. Not tell young people to fight back
3. Not try to resolve issues by approaching other parents/children themselves
4. Tell school/teacher about the bullying
5. Stay calm and not over-react
6. Work with the school to try and resolve the problem.

Information for Parents and Carers
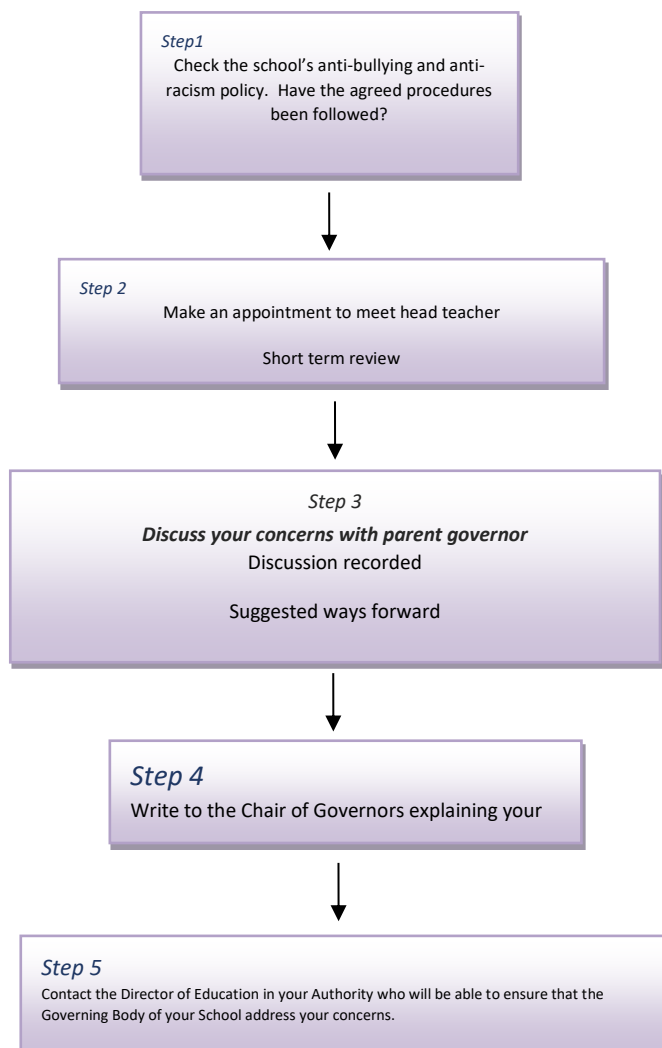
Strategies

- We consult regularly with parents regarding whole-school issues.
- We provide information about the nature and effects of bullying / racist behaviour by means of posters displayed in the school and our school prospectus.
- We encourage parents to cooperate with the school regarding incidences of bullying / racist behaviour (both inside and outside of school).

We advise parents of the following when talking to a staff member regarding an incident:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

IF YOU FEEL THAT YOUR CONCERNS ARE NOT BEING ADDRESSED

If you have followed the reporting procedures above but feel that your concerns are not being addressed effectively, please follow the steps below. You may find it helpful to contact local and national parent support groups for advice.

Step1
Check the school's anti-bullying and anti-racism policy. Have the agreed procedures been followed?

↓

Step 2
Make an appointment to meet head teacher

Short term review

↓

Step 3
Discuss your concerns with parent governor
Discussion recorded

Suggested ways forward

↓

Step 4
Write to the Chair of Governors explaining your

↓

Step 5
Contact the Director of Education in your Authority who will be able to ensure that the Governing Body of your School address your concerns.

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Show Racism the Red Card - Show Racism the Red Card is the UK's anti-racism educational charity and was established in January 1996. The organisation utilises the high-profile status of football and football players to help tackle racism in society. The majority of the campaign's output is the delivery of education to young people and adults in their schools, their workplaces and at events held in football stadiums. Across Britain, Show Racism the Red Card delivers training to more than 50,000 individuals per year.

http://www.srtrc.org/

Kidscape
www.kidscape.org.uk

02077303300

Childline **– advice and stories from children who have survived bullying**
08000 1111

Bullying on line
www.bullying.co.uk

Parentline Plus **– advice and links for parents www.parentlineplus.org.uk**
08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Monitoring and Review:

It is the responsibility of the Senior Management to monitor the effectiveness of this policy.

Periodically, the Headteacher may invite members of the School Council to monitor the effectiveness of the policy and allow learners to offer their observations in conjunction with possible review.

The policy will be reviewed by the Management Committee accordingly.

Policy Version	Date of Change	Author of Change	Review Date
1 [amended]	February 2020	Gareth Lewis	September 2020