



Ebbw Fawr Learning Community

Cymuned Ddysgu Ebwy Fawr

Anti-Bullying Policy

June 2016

ANTI-BULLYING POLICY

Ebbw Fawr Learning Community

We acknowledge that bullying does take place but have a zero tolerance approach towards it. We believe that every young person has the right to be safe. It is everyone's responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour. This behaviour may be an indication of other problems but it may be the early signs of bullying.

We encourage an open culture in Ebbw Fawr where everyone within the organisation has responsibility for reporting and recording incidents of bullying. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

In drawing up this policy we have consulted widely with members of our school community including:

Our young people- through a whole school survey, focus group meetings and school council

Our staff (teaching and non-teaching) - through survey and focus group

Our parents- through meetings and focus groups

Our local authority - through meetings and policy development

Our governors - through meetings

(1) Statement of Intent

This Learning Community believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.

- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We will work towards achieving Blaenau Gwent's Anti Bullying Kite Mark

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

(2) Definitions of bullying:

Blaenau Gwent Definition of Bullying

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Department for Children, Schools and Families (2007), *Safe to Learn*

Ebbw Fawr Learning Community's definition 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'.

Estyn 2006

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g hiding books, threatening gestures)

Physical - pushing, kicking, hitting, punching

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact or sexually abusive comments

Homophobic - name calling or focusing on the issue of sexuality

Verbal - name calling, sarcasm, spreading rumours, cyber/text messages, teasing.

These can sometimes be on the basis of special educational needs, disability and other protected characteristics.

(3) Aims and Objectives

The aim of our anti-bullying policy

- To enable everyone to feel safe while at Ebbw Fawr and encourage young people to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the Learning Community's anti-bullying policy
- To maintain and develop effective listening systems for children, young people and staff within Ebbw Fawr
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school/setting community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

(4) Practices and Procedures

(A) What we do to prevent bullying

Everyone involved in the life of the Learning Community must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the ground-rules of Ebbw Fawr
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All members of the learning community are expected to report incidents of bullying.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher/senior staff member, keep the governing body well informed regarding issues concerning behaviour management
- Provide a key staff member (Mrs N Owen) who is responsible for the monitoring of the policy

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership

Young people have agreed to:

Be vigilant and report incidents of bullying promptly
Support one another and be a 'telling school'
Use the confide button, speak to a member of staff or report it to an Anti-bullying Ambassador

Parents have committed to:

Talk to the learning community with concerns about bullying.
Contact their child's key staff member (class teacher or form tutor) to share their concerns
Provide specific details about what their child has said happened.
Ask what the learning community intends to do
Ask if there is anything you can do to help your child
Stay in touch with the learning community
Request a copy of the Anti-Bullying policy

Through the development and implementation of this policy, Ebbw Fawr Learning Community trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make Ebbw Fawr a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

(B) Reacting to a specific incident

Recording

All incidents will be recorded by the Learning Community on the electronic recording system. A senior member of staff (Mrs M Thomas) will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Under Equality Act 2010 requirements data from the monitoring and recording of incidents (including 'nil' returns) will be reported termly to Local Authority. All reported incidents of bullying will be recorded in a Bullying Log.

Information kept in the register includes:

1. Names of those involved, including the victim, bully and any witnesses

2. Dates of incidents
3. Details of incidents
4. Action taken
5. Outcome.
6. Reported to Local Authority and others.

Dealing with an Incident

Whenever a bullying incident is discovered, the school/setting will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

i) The school community need to be made aware that when a bullying incident has come to the attention of adults in our learning community it has been taken seriously and action has resulted.

Ebbw Fawr expects to support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends
- Designing coping strategies for the victim

ii) Measures will be in line with the Ebbw Fawr's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships through restorative approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff expressing concerns

In most serious cases sanctions may also include the following:

- Time out from the classroom
- Pastoral support plan
- Detention after school
- Fixed term exclusion
- Permanent exclusion

iii) Safeguarding procedures will be followed when child protection concerns arise.

Every case is different and will require different solutions.

Strategies used by Ebbw Fawr Learning Community to reduce bullying and support learners:

Circle time - in tutor time to share worries

Anti-bullying ambassador support - trained peer supporters available at break and lunch time and linked to tutor groups. Distinctive blue hoodies worn to easily identify ABA

Confide- a confidential button on all computers to contact a member of staff confidentially

Chat - a 'quiet zone' at lunch times, supervised by TAs

Worry box - at student services for young people to share worries with Anti-Bullying Ambassadors

Counsellor - self referral or school referral

Anti-bullying week - series of assemblies and thoughts for the week focussing on anti-bullying strategies

Flowchart for staff - see appendix C

Anti-bullying newsletter - guide for parents, young people and staff on what to do if they have concerns and celebrating the anti-bullying work going on in Ebbw Fawr Learning Community

Guidance for young people - in learners' planners and on posters & digital signage around the learning community

Review of policy

In line with all policies, this policy will be reviewed after 2 years - deadline: 19/07/18

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors/trustees/management board, and people from other organisations involved with the life of Ebbw Fawr (inc. before/after-school clubs, transport staff etc.).

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors once a term.

This policy will also include as appendices a bullying incident log, a flowchart of procedures and information on the Anti-Bullying Kite Mark as below.

	Name(s), Age, Gender	
Child(s) alleged to be experiencing bullying behaviour		
Child(s) alleged to be engaging in bullying behaviour		
Reported by:	Date:	
Investigation by:	Date:	
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Action: (please tick, use separate sheet if required)		
Logged on sims Pupil informed of actions Parents/carers informed of actions Refer to ABA Refer to Tutor Refer to LOL/PM Refer to Youth worker		

Review/monitoring date:			
Was alleged bullying confirmed?	Yes	No	Insufficient evidence to decide
Was the matter resolved?	Yes / No		
Details:			
Future action : (if appropriate)			

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Appendix B to policy - Anti-Bullying Kit Mark

Anti-Bullying Kite Mark

The anti-bullying kite mark is led by Ffion Morgan (Tel: 01495 304352), Youth Activity Officer for Communities First Ebbw Fawr.

Blaenau Gwent have introduced an anti-bullying kite mark to set out the standards required to reduce bullying. Settings that apply for the kite mark will be assessed by young people who have received training on the standards. The standards are below.

Bronze

- Evidence of student knowing the pupil buddy group
- Buddies throughout year group
- Buddies receive appropriate training
- Well-advertised buddy time table including buddies photos
- Anti-bullying topics discussed in PSE throughout year groups
- Students feel they can trust a teacher to deal with bullying
- Pupils awareness of anti-bullying policy
- Posters advertising anti bullying and support services available (school counsellor, kooth, child line etc)
- Anti bullying information in school diaries
- Record of anti-bullying incidences is evident in schools (own system)

Silver

- Identifiable buddies (t -shirt, jumpers)
- Private buddy room
- Buddy support - annual training and quarterly meetings
- School news-letter advertising buddy system
- Pupils understanding reporting procedures for bullying incidents
- Pupils understanding of sanctions from bullying behaviour
- Evidence of anti-bullying reporting system
- Anti bullying information and support on school website - including school anti-bullying policy
- Review of anti-bullying incidences leading to change in school practices
- Annual survey of young people and views on bullying
- Record of recording bullying via SIMS.

Gold

- Buddies delivering assemblies at least three times a year
- Whole school approach to anti-bullying training - (including receptionists and dinner ladies)
- Evidence of anti-bullying information being regularly updated
- Buddies delivering anti bullying sessions for PSE/Essential skills
- Outside agencies deliver sessions in PSE/Essential skills
- Review of anti-bullying incidences leading to change in school policies and practice shared with other schools and partners
- Evaluation of annual survey of young people and views on bullying with evaluation and evidence of how views have changed practices in the setting.
- Record of recording bullying via SIMS.

Appendix C - Flowchart of Procedures

Are there clear procedures for reporting and dealing with incidents of bullying for pupils, parents, teachers and other school staff?

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying.

Examples of good practice from the Cardiff University Report:

Example 1: Once bullying concerns have been expressed these should be dealt with by either the form teacher, the Year Head or Assistant Head (Pastoral). The normal stages would be:

- Talk to bully victim
- Talk to alleged bully
- Design coping strategies for the victim to avoid the situation
- Alert teachers as to the issue
- Allow the victim and bully to meet and discuss issues leading to conflict resolution.
- Sanctions on bully - contact home - detention-use of internal exclusion -
- Exclusion

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

Example 2: Other schools with good, clear policies provided flow charts or other simple and clear explanations of their procedures, in some cases described as clear stages in an on-going and escalating process, for example:

Stage 1 (Teacher Concern)

- Child reports to head teacher
- Apology to victim - verbal - written
- Child is counselled by class teacher (and SENCo/Headteacher if necessary)
- Possible loss of privileges
- Parents may be informed

Stage 2 (School Action)

- Class teacher/SENCo controlled (Headteacher)
- Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident
- Class teacher and SENCo counsel child informally
- Parents are involved in counselling
- Collect evidence and in consultation with parents decide if child has a Special Educational Need. Access to Stage 3. Code of Practice is implemented.

Stage 3 (School Action Plus)

- Head teacher Control
- Head teacher/Outside Agency/SENCo implement strategies to correct behaviour
- Parents work in tandem with school
- Chair of Governors is informed and a meeting of all concerned takes place as soon as possible. Suspension and/or exclusion may be considered.

Appendix D

School Anti-Bullying Strategy Self-Assessment Tool

This self-assessment tool should be used alongside the accompanying completion notes attached and with reference to the Welsh Assembly Government Circular 23/2003 Respecting Others: Anti-bullying Guidance.

Consultation	<input checked="" type="checkbox"/>
Has the school consulted widely in developing its policy?	<input checked="" type="checkbox"/>
Have a variety of methods of consultation been used?	<input checked="" type="checkbox"/>
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	<input checked="" type="checkbox"/>

Definition of bullying	<input checked="" type="checkbox"/>
Does the policy define what the school considers 'bullying' to be?	<input checked="" type="checkbox"/>
Is this definition of bullying clear and age-appropriate?	<input checked="" type="checkbox"/>

Ability to identify behaviour as bullying	<input checked="" type="checkbox"/>
Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?	<input checked="" type="checkbox"/>
Does the policy identify important categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?	<input checked="" type="checkbox"/>

Strategies for the school	<input checked="" type="checkbox"/>
Does the policy deal with bullying as a whole-school issue?	<input checked="" type="checkbox"/>
Does the policy identify a range of strategies the school can use to reduce bullying?	<input checked="" type="checkbox"/>
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	<input checked="" type="checkbox"/>
Does the policy lay out an effective system for keeping records of bullying incidents?	<input checked="" type="checkbox"/>

Strategies for parents	<input checked="" type="checkbox"/>
Have parents/carers been consulted on the development of the school's anti-bullying strategies?	<input checked="" type="checkbox"/>
Does the policy set out clear guidelines for parents wishing to complain about bullying?	<input checked="" type="checkbox"/>

Strategies for pupils	<input checked="" type="checkbox"/>
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	<input checked="" type="checkbox"/>
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	<input checked="" type="checkbox"/>
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	<input checked="" type="checkbox"/>

Procedures	<input checked="" type="checkbox"/>
Are these clear procedures for reporting and dealing with incidents of bullying for pupil, parents, teachers and other staff?	<input checked="" type="checkbox"/>
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	<input checked="" type="checkbox"/>
Are there clear processes for keeping the policy under continuous monitoring?	<input checked="" type="checkbox"/>

Timetable for development and review	<input checked="" type="checkbox"/>
Does the policy include a checklist of by when things should have happened?	<input checked="" type="checkbox"/>
Does the policy lay out dates for regular reviews of the policy?	<input checked="" type="checkbox"/>

ANTI-BULLYING FLOWCHART

