

West Monmouth School

Ysgol Gorllewin Mynwy



Anti Bullying Policy

Polisi Gwrth-fwlio

Date Approved by Governors:

Date Reviewed by Governors:

ANTI-BULLYING POLICY

What is bullying?

Children, young people and adults in **Torfaen** have developed the following definition of bullying:

“Bullying is a repeated pattern of behaviour that uses or creates an imbalance of power to intimidate, upset, scare, threaten, or embarrass another person or group of people. One-off instances of hurtful behaviour, teasing or arguments between individuals of equal power would not be bullying.”

"Bullying is using aggressive behaviour or name calling towards another individual because they may be different in a certain way." Toby 16

"Bullying is like a candle, it never really runs out until someone does something to blow it out." Sarah 14

At WMS, we recognise and acknowledge that bullying may take many forms:

- ❖ Verbal
- ❖ Physical
- ❖ Emotional/Indirect
- ❖ Cyber

Common examples of bullying include:

- ❖ Racist bullying
- ❖ Homophobic bullying
- ❖ Bullying based on disability, ability, gender, appearance or circumstance

It is the wilful, conscious desire to hurt or threaten or frighten someone else. All bullying is aggression, either physical, verbal or psychological (although not all aggression is necessarily bullying). Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do. It can range from petty but persistent irritation of picking on one unfortunate individual by a more dominant child to a fairly ugly conflict between groups of children.

The traditional stereotype of the bully is one who is academically or personally inadequate, who may be bigger than his/her peers and who bullies to gain respect or power. However, pupils who bully others are not always easily recognised but male and female bullies do have something in common.

- bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- bullies tend to lack empathy, they cannot imagine what the victim feels.
- bullies tend to lack guilt, they rationalise that the victim somehow ‘deserves’ the bullying treatment.

Some bullies actively persuade all their gang to join them in bullying to confirm the solidarity of the group.

At WMS, it is important that when dealing with incidents of bullying, individual perspectives are taken into account. **If a child, young person or adult states that bullying is taking place, actions will be taken to determine why this allegation has been made.**

Victims - may or may not be obviously different from the accepted norm, but the stereotype exists of a weak, shy, small child – anxious, uncertain and 'different'. Bullies pick on vulnerable children, but it is sometimes difficult to judge in advance who might be seen as vulnerable. Victims may be pupils who:-

- are new to the class or school
- are different in appearance, speech or background from other pupils
- suffer from low esteem (but it's not clear whether this is a cause or effect of bullying)
- demonstrate 'entertaining' reactions when bullied, e.g. anger, loss of control
- are nervous or anxious (but witnesses who are not bullied are found to be just as anxious)

All of these possibilities are simply possibilities and, unfortunately, the victim may be the child who is in the wrong place at the wrong time and who reacts wrongly.

A quiet self-contained pupil may be suffering in silence, invisible to those who could help unless encouraged by a school policy to speak out. At WMS, all staff, pupils and parents are encouraged to be alert to the signs of bullying and take appropriate action.

School Policy Statement

West Monmouth School acknowledges that bullying does go on in all schools. Its pupils and staff agree to work together with the support of parents, governors and other outside agencies to make the school as safe, happy and welcoming as possible.

Aims of Policy

1. **To have a school ethos (a general atmosphere and purpose) which is a positive discouragement to bullying of all types.**
2. **To encourage pupils to take responsibility for themselves and support others experiencing personal difficulties.**
3. **To involve all pupils in considering solutions to the problem of bullying, thus developing a collective responsibility which helps to empower and mobilise the most effective tool against bullying – peer pressure.**
4. **To create an environment in which it is difficult for bullies to operate.**
5. **To stop all bullying in the school and when/if it happens to act immediately and to keep an accurate record of all actions taken.**
6. **To support both victims and bullies.**

Strategies to combat bullying....PUTTING POLICY INTO PRACTICE

1. Raise the awareness of pupils, staff and parents to the policy, by way of
 - (i) Assemblies
 - (ii) Thought of The Week/Anti bullying week
 - (iii) PSE/Drama work
 - (iv) Newsletters
 - (v) Bully Buddies Initiative
 - (vi) Posters

2. Implement the policy by way of clear procedures and ensure that these are made explicit to all pupils, staff and parents.

All staff at WMS are requested to

- (i) Watch for early signs of distress in pupils, it may be symptomatic of other problems, but it may be the early signs of bullying.
- (ii) Take action: a) Listen and record incidents of bullying-
 - the bullied pupil should record the events in in writing.
 - the bully should also record the events in writing.
 - the teacher should record the discussions held with both parties and the incident should be reported to the appropriate HOL or senior member of staff as soon as possible.
- (iii) Always take a report of bullying seriously.
- (iv) HOL are to log all incidents of bullying on simms and make pupils aware that an official log of bullying has been recorded.

All pupils at WMS are encouraged to

- (i) Take action when someone is being bullied or in distress, – watching and doing nothing can suggest support for the bullying.
- (ii) inform an adult immediately if you do not wish to become involved yourself.
- (iii) not tolerate bullies in the same social group.

All Parents of pupils at WMS are asked to

- (i) watch for signs of distress in your child – an unwillingness to attend school for example.
- (ii) keep lines of communication open with children and staff
- (iii) inform the school if their is being bullied. Seek in to devise strategies that will help their child and provide him/her with support inside and outside the school.

At WMS, it is a priority for the school community to create a climate

- (i) where pupils feel able to tell someone if they are being bullied or to tell if they are aware that another pupil is being bullied.
- (ii) of support and training for both victims and bullies, i.e. assertive skills for victims, raising awareness or control of aggression for bullies.

3. Developing courses of action for victims, e.g.

- (i) tell the teacher
- (ii) speak to Bully Buddies
- (iii) appeal to friends
- (iv) stand up to the bully
- (v) 'walk away' from 'verbals' or don't 'lose your cool'
- (vi) avoid unsupervised places
- (vii) tell parents/guardians
- (viii) write a note to a friend/teacher/tutor/prefect/ you trust
- (ix) write an anonymous note to inform the Year Head or Deputy Head that bullying is going on
- (x) don't put up with it. Have a 'plan of action' to follow

- 4. Examine the school's physical environment and general organisation. Make sure that any recreational areas, corridors, toilets and other hidden corners are regularly visited by staff and/or prefects.
- 5. Ensure adequate supervision in breaks, between lessons at the beginning of the day, during lunchtime and after school finishes.
- 6. Review the curriculum and ensure that it contains specific sections on bullying, especially for younger pupils for whom the fear of bullying is very real. PSHE work in Years 7, 8 and 9 will contain sessions on bullying – some lead by police/schools liaison officers with follow up by the class tutor.
- 7. Develop both a punitive and non-punitive sanctions as part of the Respect for Learning and School Discipline policies. Each case must be dealt with individually.
- 8. Have a staff development policy to include support for staff (to include non-teaching personnel, such as lunchtime supervisory assistants) in order for them to develop their abilities to handle pupils in emotionally tense situations.

9. Make use of the Year and Schools Councils to represent the needs of the students and discuss bullying.
10. Encourage pupils to make use of the senior pupils who give freely of their time at lunch times to act as “buddies” to discuss situations.

TOGETHER, WE CAN MAKE A DIFFERENCE TO BULLYING IN SCHOOL.

The designated member of staff responsible for Anti Bullying is Mr Gareth Cooksey, Assistant Head