

NURTURE – EMPOWER - ACHIEVE

Gilwern

Primary School



BULLYING PREVENTION, RACIAL INCIDENTS AND RESPECT FOR OTHERS POLICY

(This Policy is based on the agreed Mon. C C Policy)



Nurture, Empower, Achieve

School Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

We are a Rights Respecting School

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi- agency referral form (MARF) is completed and submitted to Children's Services via childduty@monmouthshire.gcsx.gov.uk . Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel."

GILWERN PRIMARY SCHOOL

BULLYING PREVENTION POLICY

INTRODUCTION

This policy has been written in consultation with all those expected to support and implement it e.g. pupils, staff both teaching and non-teaching and parents. It will be presented to both parent and Governor Representatives for consultation and discussion. Its purpose is to give clear guidelines to all those who use the school.

We believe that everyone has the right to live in an inclusive atmosphere free from bullying and to be treated with dignity. The health, well-being and emotional welfare of all children and young people are paramount and will be treated in accordance with these principles.

At Gilwern we recognise and ensure that;

“Children and young people can get the right help and advice in order to prevent them being bullied or becoming involved in bullying others”

We acknowledge our duty of care to safeguard children and young people, and take prompt and appropriate action whilst also recognising that bullying can be a complex problem and that it can sometimes be difficult to resolve such matters quickly.

AIMS

The aim of this policy is to encourage the development of an environment where children and young people are less likely to be bullied. Where bullying does occur, it is dealt with effectively and consistently.

DEFINITION

Gilwern Primary School children have an agreed understanding of bullying as:

“A persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people.

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying.”

All bullying behaviour usually has the four following features:

1. It is repetitive and persistent
2. It is intentionally harmful
3. It involves an imbalance of power
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end



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Bullying may take various forms, including:

Physical

Examples of such bullying may include:

- kicking or hitting
- prodding, pushing or spitting
- other physical assault
- intimidating behaviour
- interference with personal property

Verbal/Psychological

Examples of such bullying may include:

- threats or taunts
- shunning/ostracism
- name-calling/verbal abuse
- innuendo
- spreading of rumours
- making inappropriate comments in relation to appearance
- extortion

Socio-Economic Status

Examples of such bullying may include:

- negative stereotyping, name-calling or ridiculing based on financial circumstances

Sexist

Examples of such bullying may include:

- use of sexist language
- negative stereotyping based on gender

Sexual

Examples of such bullying may include:

- unwanted/inappropriate physical contact
- sexual innuendo
- suggestive propositioning
- distribution/display of pornographic material aimed at an individual
- graffiti with sexual content aimed at an individual

Homophobic

Examples of such bullying may include:

- name-calling, innuendo or negative stereotyping based on sexual orientation
- use of homophobic language

Faith-based

Examples of such bullying may include:

- negative stereotyping, name-calling or ridiculing based on religion

ALN/Disability

Examples of such bullying may include:

- name-calling, innuendo or negative stereotyping based on disability or learning difficulties
- excluding from activity on the basis of disability or learning difficulty

More Able and Talented

Examples of such bullying may include:

- name-calling, innuendo or negative stereotyping based on high levels of ability or effort
- ostracism resulting from perceptions of high levels of ability

Cyber

Examples of such bullying may include:



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- abuse on-line (e.g. social networking sites) or via text messaging
- interfering with electronic files
- setting up or promoting inappropriate websites
- inappropriate sharing of images from webcams/mobile phones, etc
- interfering with email accounts

Racist

Examples of such bullying may include:

- physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- refusal to co-operate with others on the basis of any of the above differences
- stereotyping on the basis of colour, race, ethnicity etc
- promoting offensive materials such as racist leaflets, magazines or computer software on County Council premises

Racist bullying should be explicitly discussed in the setting and there must be clear guidelines for dealing with incidents. The Governing Body is required to record all racist incidents that take place in the school, and report them to their LA at least annually under the Race Relations (Amendment) Act 2000 (RRAA). All other agencies should follow their service policy with regard to their general duty under the RRAA.

See also Monmouthshire County Council Racial Incidents Policy, which includes the procedure for reporting an incident to the Equalities Officer, Monmouthshire County Council.

ESSENTIAL PRINCIPLES

The School provides and encourages the development of an environment and a climate in which children and young people feel safe and valued, and in which bullying cannot flourish. We have four core aims

- to raise awareness of bullying and bullying prevention work
- implementation of the strategy via a multi-disciplinary approach
- to develop a monitoring strategy
- to evaluate current practice in line with National Guidance

Whole School Approach to Bullying Prevention

In Gilwern School all members of our school community should be able to feel safe and respected. We will challenge all forms of bullying and discrimination and such behaviour is unacceptable. This policy has a clear link to the schools Behaviour Policy. The school uses the following strategies:

Buddying

Peer Mediators

Learner Voice

Wellbeing Themed Weeks

Show Racism the Red Card

Lunchtime Clubs

Positive Class / School Rewards /Dojo Rewards

Restorative Approaches

Supervision during break and lunch times

National Anti-Bullying Week

Philosophy for Children

ELSA

Wellbeing Pupil Voice Group

These strategies are supported through the values based education and health and wellbeing curriculum, School Council, circle time, expressive arts and humanities



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activities to prevent bullying and to promote positive behaviour and good relationships within our school.

Roles and Responsibilities

All members of the school community have an active role to play in the prevention of bullying behaviour, to promote positive relationships and respect as well as responding to incidents when they occur.

The Governing Body should:

- Ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.

The Headteacher should:

- Ensure that the schools Bullying Prevention Policy and reporting procedures are known to the whole school staff, pupils, parents/carers and outside agencies (where appropriate);
- Ensure that all staff have the opportunity to receive training;
- Ensure that there is suitable and sufficient opportunity in the curriculum and non-curriculum time through the school's health and wellbeing programme to explore issues relating to all types of bullying and discriminating incidents;
- Ensure that incidents are recorded, monitored and reported to the LA and inform the schools self-evaluation process;
- Report to the Governing Body annually.

School staff should:

- Receive, respond, taking seriously and act upon information which is disclosed;
- Report any observed, suspected or disclosed incidents to the nominated member of staff.

Pupils should:

- Report incidents straight away, observing incidents can suggest support for the perpetrator;
- Tell someone you trust straight away;
- Ask parents/family or teachers for advice and help. If you are too scared to tell an adult on your own, ask a friend to go with you.

Parents/carers should:

- Reassure their child that they are doing the right thing to tell you;
- Remember that you may be the first person to know of any bullying incident. Try to stay calm and make notes which may be useful later;
- Contact the school;
- Work with the school to draw up ideas that will help to support your child.

Raising Awareness

All children, young people, parents and professionals need to have an understanding of what bullying is and why it can happen. Events such as National Anti-Bullying Week are important for raising awareness, but regular and on going preventative work throughout the year is carried out to celebrate diversity and respect difference.

Communication between all agencies working with children and young people within the Local Authority needs to be further developed.



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Management of Incidences

- The Senior Leadership Team will monitor informally on a daily basis for any equality issues.
- Equality Incidents are recorded and reported on a monthly basis.
- Pupils are given opportunity to feedback informally to staff at any time and formally via the School Council.
- Questionnaires are completed annually and analysed to help identify trends in behaviour.
- This policy is reviewed annually.
- Anti bullying week raises awareness and provides monitoring feedback.

If an incident is reported out of school hours, (7:50a.m. – 17.15p.m.), the school will respond during the next available working hours. The school will follow the incident flow-chart which is included as part of this statutory policy.

LINKS WITH OTHER POLICY STATEMENTS

Other policies refer to bullying issues and should be read in conjunction with this policy statement. These might include:

- Well being
- Behaviour Management
- Child Protection/Safeguarding Policy
- Equality Policy
- Online Safety Policy
- The Monmouthshire Local Authority policy on the Use of Reasonable Force to control or restrain pupils, has been adopted by the school.
- Staff have received initial training in the Team Teach approach.

Incidents outside of School

A good deal of bullying can take place outside of school, to and from school, on school transport, school trips or on mobile phones and social networking sites.

The school **may take reasonable** steps, at the discretion of the head teacher, to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time or member of staff.

Working with the Police

The school will cooperate with the police if a pupil or parent/carer has reported an incident. Some forms of bullying behaviour may involve criminal offences and in these cases the school will contact the Schools Community Police Officer (SCPO). If the matter is urgent and the SCPO is unavailable, the school will contact the police directly in order to protect the person experiencing the bullying and to respond appropriately to the incident (see All Wales School Crime Beat Policy).

The school will also work in partnership with the SCPO as part of the schools bullying prevention work (see www.schoolbeat.org).

EQUALITY

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.



Monitoring and Evaluation

The school will monitor incidents of bullying and racism in order to identify patterns of behaviour and the extent of the bullying. The school will then use this data to review the effectiveness of current policy and practice and identify priorities as part of the schools' self-evaluation process. The school will also take into consideration any findings or recommendations from Estyn Inspections, independent reviews or the LA annual report to Head teachers.

The Monmouthshire Local Authority policies work in conjunction with the Behavioural Management Policy of the school.

Arrangements for reviewing the policy

This policy will be reviewed annually in the Summer Term or in light of new guidance or recommendations.

Links with national and international documents include:

UN Convention of the Rights of the Child 1992

www.cirp.org/library/ethics/UN-convention

Education Act 1996

www.opsi.go.uk/acts/acts1996

School Standards and Framework Act 1998

www.opsi.go.uk/acts/acts1998

Human Rights Act 1998

www.opsi.go.uk/acts/acts1998

Race Relations (Amendments) Act 2000

www.opsi.go.uk/acts/acts2000

Welsh Assembly Government: Extending Entitlement 2000

www.wales.gov.uk/topics/educationandskills

Welsh Assembly Government: Respecting Others 2003

www.wales.gov.uk/topics/educationandskills

Safeguarding Children: Working Together Under the Children Act 2004

www.wales.gov.uk/topics/childrenandyoungpeople/publications

Welsh Assembly Government: Rights to Action 2004

www.wales.gov.uk/topics/childrenandyoungpeople/publications

Estyn: Tackling Bullying in Schools 2006

www.estyn.gov.uk/publications



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Education and Inspection Act 2006

www.opsi.go.uk/acts/acts2006

Equality Act 2006

www.opsi.go.uk/acts/acts2006

Inclusion and Pupil Support 2006

www.wales.gov.uk/topics/educationandskills

School Based Counselling Services in Wales a National Strategy 2008

<http://new.wales.gov.uk/topics/educationandskills/>

National Travel Behaviour Code 2009

www.wales.gov.uk/topics/educationandskills

Behaviour in Schools – Safe and Effective Intervention 2010

www.wales.gov.uk/topics/educationandskills

