

# Danygraig Primary School

Ysgol Gynradd Danygraig



## Anti-Bullying Policy

## **Introduction**

It is apparent from many informed reports that forms of bullying exist in many schools. We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

Legislation applies in Wales, the UK and Internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying.

We wish to work closely with all stakeholders, especially our Pupil Voice Groups, to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **What is bullying?**

There is no legal definition of bullying in Wales or in Great Britain. For the purpose of this policy, our definition of bullying is that which the Welsh Government expects us to use:

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

### **The responsibilities of the school**

Danygraig Primary is a Nurturing School. A Nurture Teaching Assistant is employed to promote this philosophy across the school.

Methods include a check-ins, where individuals talk of their feelings and emotions. Some classes use a mood board, for children who do not or cannot verbalise their emotions. Circle time and restorative discussions (with a range of 'set' questions are sometimes used) Staff will note any children who are anxious, isolated or unhappy so that the Headteacher and Nurture Teaching Assistant can provide support. The Nurture Teaching Assistant acts as a point of Liaison between school and homes.

Staff will note and bring to the attention of the Headteacher any major or regular problem involving bullying. The Headteacher will put into place the procedures for dealing with allegations or incidents.

### **Procedure for dealing with allegations of Bullying**

- All allegations of Bullying are taken very seriously, and **all** allegations are investigated and recorded.
- When an allegation of bullying is made or incidents of bullying detected, the incident is recorded by the school, along with any details given by the person making the allegation.
- The Headteacher will appoint a senior member of staff to investigate the allegation. The Headteacher will inform the Investigator that an allegation has been made or an incident detected and will name the children concerned. However, no more details will be given to the Investigator so as not to contaminate the evidence or bring about a biased opinion. The Investigator will act impartially at all times.

- The Investigator will collect evidence and interview people concerned, again, All discussion details and other evidence will be recorded in written form.  
\*It is essential that discussions/investigations are carried out and evidence collected as soon as possible, again, to avoid contamination of evidence and intimidation / pressure from other sources.
- \*Where parents are present at the interviews it is essential that only the Investigator asks questions of those concerned. Although, where appropriate, other parties will be given the opportunity to add comments.
- **All** questions are 'open questions' and **not** 'leading questions'. We may use **Restorative Practice** questions that aim to resolve and heal rather than form threats

For example; 'He hit you, didn't he?' is a 'leading question' and not acceptable. 'Can you tell me what happened and why you are upset?' Is an appropriate question – **It does not lead.**

- Parents of the alleged Bully will be informed by telephone (where ever possible) as soon as possible, and will also be informed in writing that an allegation has been made or an incident(s) detected. The parent will be invited to discuss the matter with the Pastoral Support Officer or the Headteacher (or his representative)
- The parents of the alleged victim will also be contacted as soon as possible by telephone (if relevant) and by letter, informing them that an investigation is being carried out.
- The Investigator will present the evidence to the Headteacher. The Headteacher might wish to discuss the matter with the Investigator and / or other relevant professionals. The Headteacher or Nurture Teaching Assistant will use Restorative Practice, and decisions will be made based only on the **facts** / evidence presented to reach a conclusion. The conclusion should aim to restore confidence and to support the victim and the bully.
- All parties concerned will be informed of the outcome in writing.
- The outcome will be officially recorded by the School.  
\*The School will only deal with incidents that occur in school, or impact on school life. Other incidents that only occur outside school should be reported to the Police.
- **Complaints and Appeals** -Appeals / complaints about the Headteacher's judgement or handling of incidents should be made in writing, and be addressed to 'The Chair of Governors', c/o the School.

### Support and Follow up:

- Victims and 'bullies' will be supported through the Restorative Practice and Emotion Coaching processes.
- Consequences of 'bullies' might be used, as appropriate and as outlined in the Positive Behaviour Policy.
- Bullies will be encouraged to see the victim's point of view – a main part of the restorative process. The aim will be to integrate the child back into the school community and ethos by understanding what he/she has done wrong and to consider his/her own feelings and the feelings of the victim – Emotional welfare
- Parents / guardians of victims and bullies will be notified of every stage of the process.
- Incidents / procedures will be recorded.

## **Anti-Bullying Strategies:**

Include:-

- Positive behaviour management.
- Restorative Practice
- Promoting and celebrating good behaviour and good attitude.
- Peer support groups.
- High profile Inclusive culture.
- High profile emphasis on a positive school ethos.
- Health and Wellbeing (H&WB) and Relationships and Sexuality Education (RSE) (to promote communication, co-operation, School Ethos, inclusiveness, equal opportunities and – the consequences (for all parties) of intimidation and all forms of bullying (physical, verbal, emotional etc.)
- Circle-time discussions are used frequently.
- Promote the concepts of Responsibility and accountability. (during assemblies, H&WB activities, circle-time, Checking in/out, pupil voice group meetings, peer support group meetings.

The school's stance on bullying will frequently be used as a theme in Assemblies, Religion Values and Ethics (RVE), and the general curriculum. Drama and role-play situations will emphasise this message.

### **Outside Agencies**

The school will be able to use the expertise of the LA's Educational Welfare Officers, Educational Psychologists and Behaviour Support Staff (if necessary) to provide support for school staff, children and their families. They will act as a neutral third party by visiting the home and mediating with the parents where required.

The school will also use the Police Schools Liaison Officer in a positive way in the promotion of acceptable social behaviour.

### **Additional Learning Needs**

It must be realised that some pupils have emotional and behavioural difficulties requiring support, and also that some pupils demonstrate disruptive behaviour in response to their own additional learning needs. The school staff will provide practical support to alleviate this area but will press for prompt action in cases involving emotional and behavioural difficulties. There is the possibility that emotional, psychological or neurological disturbances are so severe that the LA will need to provide for that child's need elsewhere.

### **Home and School**

Parents play a crucial part in shaping their children's personalities and attitudes, and it is important that a working partnership is established between the home and the school. The school will maintain an open, friendly and informal atmosphere in which parents will be able to discuss problems and concerns, confident in the caring nature of the staff. Teachers will be alert to the pressures which can arise from unstable family relationships and unemployment particularly and will make allowances and attempt to compensate for such factors. It may be necessary, however, for the school to involve the Integrated Support Services if a child's behaviour indicated serious problems.

## **Conclusion**

The school is confident that pupil behaviour will be influenced positively through Restorative Practice/Emotional Welfare, the co-operation of all concerned in the work of the school, where collective responsibility and community values are fostered.

The school believes strongly that the school's ethos, with the emphasis on RP, relationships between teachers and children and also between each other, will result in considerate behaviour and high standards of work.

Parents / Guardians should also play a part in developing an attitude of respect for others and to encourage their own children to treat others respectfully.

The partnership of School and parents plays an important part in providing good role models for children.

## **Policy Evaluation and Review**

This policy will be subject to a formal review at least annually. During these reviews consideration will be given to:

- the value of the policy and practice to staff
- how far it has achieved its stated aims

The SLMT will be responsible for conducting the dialogue with colleagues that will be essential for policy review.

Reviewed – May 2023

his policy has been reviewed in line with the UNICEF rights of the child  
Articles relating to this policy:

- **Article 28 Right to an Education.**
- **Article 19 Right to be safe.**
- **Article 14 Right to follow your own religion.**
- **Article 29 Right to be the best that we can be.**
- **Article 31 Right to relax and play.**

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*Headteacher*

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*Chair of Governors*

# DANYGRAIG PRIMARY SCHOOL



**Headteacher:**  
**Mr. S P Davies**  
**Tel: Swansea (01792) 650946**  
**Fax: Swansea (01792) 641704**  
**E-mail: Danygraig.school@-edunet.gov.uk**

**Ysgol Street,**  
**Port Tennant,**  
**SWANSEA**  
**SA1 8LE**

Date:

Dear .....

An allegation has been made that your child, ....., has been bullying another pupil at the school.

In accordance with school policy and Restorative Practice procedures I have instructed our Pastoral Support Officer to investigate the incident. Would you be good enough to contact me, as soon as possible, so that we can discuss the matter. You will be informed of the outcome of the investigation in writing when the issue is concluded. We will, of course, support ..... in any way we can.

Yours sincerely,

Mr S Davies  
Headteacher

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**Ysgol Street,**  
**Port Tennant,**  
**SWANSEA**  
**SA1 8LE**

Date:

Dear .....

An allegation has been made that your child, ....., is the victim of bullying by another pupil at the school.

I have instructed our Pastoral Support Officer to investigate the alleged incident.

Would you be good enough to contact me, as soon as possible, so that we can discuss the matter and ensure the safety of .....

You will be informed of the outcome of the investigation as soon as the issue is concluded.

I can assure you that we are taking the matter very seriously and that every effort is being made to bring about peace of mind and security for .....

Yours sincerely,

Mr S Davies  
Headteacher