



Achieve Excellence

Exceed Expectations

**Ysgol Maes y Felin**

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# Anti-Bullying Policy

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<b>Reviewed By</b>	Governing Body
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## Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format contact Mrs. Debbie Dickinson (01352 711366).



## Anti-Bullying Policy

### **Introduction:**

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

### **Aims and Objectives:**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **The Role of Governors:**

The Governing Body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy when incidents are brought to the attention of Governors and discussed at meetings. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The Role of the Headteacher**

It is the responsibility of the head teacher to implement the school anti bullying strategy and to ensure that all staff (both teaching and non teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.

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The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Teacher:**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the Additional Needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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### **The Role of Parents, Carers and Guardians:**

Parents, carers and guardians who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents, carers and guardians have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **BULLYING - STRATEGIES IN RESPONSE TO THE POLICY**

All staff:

Every member of staff, teaching and non-teaching, has a responsibility to respond to information relating to bullying.

This takes two forms:

- 'Low - level' intervention - dealing with minor incidents no reason to refer on -should be monitored. Parents may be informed or involved according to the circumstances.
- Recognition that the situation needs to be dealt with by someone with more experience/expertise. These cases must be referred to the designated person responsible for welfare and school discipline.

This next stage of intervention should be used either because the situation is recurring or because it is more serious than can be dealt with at the 'low-level' stage.

The intervening takes two forms:

- 'Medium-level' intervention - dealing with more serious cases or referral from other staff. All cases should be monitored and parents must be informed or involved.
- Recognition that the situation needs to be dealt with by senior management.

The final stage of intervention is reserved for the most serious cases and requires the seniority and expertise of the Head teacher.

The Headteacher will:

- Use their expertise to deal with the situation. All cases must be monitored and parents must be informed or involved.
- Work with victims and bullies to educate them in future strategies.

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In addition to the above selected pupils will be trained to support victims and bullies. These may be volunteers, especially older pupils, or previous victims who have successfully come through bullying. Also previous bullies who have successfully changed their behaviour.

On-going dissemination of the policy

- Policy published in school publications.
  - Strategies published in Home/School diary.
  - Notices published around the school.
  - Guidelines for staff published in staff handbook. Refresher courses at all levels.
- Sessions on bullying in Circle Time and assemblies.