

YSGOL
BRYNTEG
SCHOOL



A fo ben bid bont

Brynteg Anti-Bullying Policy Statement 2015

Date adopted: 10th December 2015

Headteacher Signature.

A handwritten signature in black ink, appearing to be 'D. H. O.', with a long horizontal line extending to the right.

Chair of Governors Signature:

A handwritten signature in black ink that reads 'Linda A. Lewis.' with a small flourish at the end.

Member of Staff with Responsibility for policy:
Alison Grabham, Deputy Headteacher

To be reviewed: Summer 2016

BRYNTEG COMPREHENSIVE SCHOOL

ANTI-BULLYING POLICY STATEMENT

Updated July 2015 (AG)

Tackling bullying together

We are all aware that bullying takes places in all schools to some degree. Unfortunately there will always be a small number of young people who wish to victimise or bully another individual, for whatever reason. Research shows that bullying can have a destructive impact on the lives of young people

1. The Pupil's Right:

Every pupil, regardless of race, religion, sexual orientation or disability, is entitled to progress through Brynteg without fear of any other pupil. All pupils need to feel confident that their views and concerns are listened to by adults and will be dealt with effectively.

2. The School's Responsibility:

To create a secure and safe environment for pupils so that parents may be confident that their children will be protected from bullying working closely with the wider community including the police, parents and voluntary organisations.

3. What is Bullying?

Bullying is any action, or fear of action which causes distress to another pupil. Adults in particular must recognize that incidents that seem trivial or insignificant to them may cause humiliation and great distress to pupils.

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time (while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence)
- difficult for victims to defend themselves against.

Bullying can take many forms, but the three main types are:

- physical – hitting, kicking, taking belongings, sexual harassment or aggression
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

4. Creation of a Whole School Anti-Bullying, Ethos:

The school accepts that bullying does take place in Brynteg. Pupils will know that the school cares about bullying, and **WILL** deal with it.

- **ALL** members of the school - pupils and staff (teaching and non-teaching) will be involved in the prevention of bullying.
- There will be consistency of approach by all staff to bullying incidents.
- All staff, all pupils, and all parents will be made aware of the school's approach.
- All possible aspects of the school will be used to disseminate the policy, and to deal with bullying.
- Information on the Anti-Bullying Policy will be included in the pupils' Homework Planner.

5. Prevention:

It is better to develop an anti-bullying ethos, and to try to prevent bullying than to have to deal with the results. This will be achieved by -

(i) constant repetition of the school's anti-bullying message through:-

Assemblies, Form Tutor Periods, PSE, the vigilance of Form Tutors, Duty Staff, Dinner Supervisors and Subject Teachers.

(ii) ensuring that individuals are not excluded by other pupils, both within the classroom and outside the classroom.

(iii) warning pupils of the need to stay away from danger areas and advising any pupils who may feel insecure to stay in the vicinity of Duty Staff at break-time, and Dinner Supervisors at Lunchtime.

(iv) advising and encouraging pupils to form friendship groups to create safety in numbers and promote an ethos of care and support of others in the school community and wider community.

(v) supporting pupils by working with PHWO on friendship issues and sixth form peer mentors

(vi) working with parents to manage any reported bullying incidents.

(vii) Invite external agencies to speak with groups of pupils on how to deal with bullies in assembly time.

(viii) Attend BCBC anti-bullying group meetings. PHWO will represent Brynteg School on this group and feedback information to Headship Team and wider

Wellbeing and Inclusion Group.

6. Liaison with Partner Primary Schools:

Primary pupils are naturally apprehensive about the whole process of transferring to secondary school. They are often regaled with stories of nameless horrors such as 'head flushing'. The new Year 7 intake is the most vulnerable group of pupils. Therefore liaison with the feeder primaries is of prime importance in our work against bullying. The school has a transition officer whose job it is to liaise with primary schools. This will be involve :-

- (i) Collecting information about potential/actual bullies and victims from primary schools which will be taken into account when creating form groups. The Cluster LSO will work in our primary feeder schools for at least one term to work with the most anxious pupils and their parents through the school's Helping Hands programme.
- (ii) Year 6 pupils will be informed of Brynteg's anti-bullying policy - including details of who they can turn to and how. New pupils do not know any staff well, and it is essential that friendly faces are introduced to them as soon as possible. The Transition Officer will plan a comprehensive Transition Pathway that will provide numerous opportunities for primary pupils to visit Brynteg School and the appropriate Progress Leader and their assistant will visit the primary feeder schools to meet the pupils before transfer.
- (iii) Selected Year 7 pupils will visit their former primary school to talk to Year 6 pupils, and to reassure them about life in the comprehensive school: they will also be a point of contact for the new intake in September.
- (iv) New entry parents will be told of our anti-bullying policy at the Year 6 Parents' Evening and will be included in the Brynteg Welcome booklet that will be given to all new pupils before transfer as part of the Transition Pathway.

7 P.S.E.

A very important part in the creation of an anti-bullying ethos will be played by the PSE Programme, i.e.

- (i) The development of anti-bullying attitudes.
- (ii) Helping pupils to deal with potential bullying situation through assertive training.
- (iii) Making pupils aware of danger areas within the school sites, and of danger situations. Including situations in the wider community and especially in the use of social media and the internet.
- (iv) Encouraging pupils to take responsibility for others - who may be suffering in silence
- (v) Develop a strong sense of care and support for others.

8 Uncovering Bullying:

Bullying is not always visible to staff. Brynteg School

- i. Encourages parents to report incidents to the school.
- ii. Encourages the victims of bullying to confide in the Form Tutor, Progress Leader, PHWO and Subject Teachers.
- iii. Encourages pupils who witness an bullying to give information and not to view this as telling tales, i.e. to create a culture of co-operation where everyone has a responsibility to help pupils in distress.
- iv. Providing a facility for anonymous letters - the contact box located outside the PHWO room.
- v. Pupil wellbeing surveys to collect pupils' views on bullying and how the school deals with reported incidents.

9. Dealing with Situations:

If staff come across bullying, what should be done?

DO -

- Remain calm; you are in charge.
- Reacting emotionally may add to the bully's fun and give the bully control of the situation.
- Take the incident or report seriously.
- Take action as quickly as possible even if it is only to say that the matter will be dealt with according to school policy.
- Think hard about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim(s), don't make them feel inadequate or foolish.

At Brynteg, incidents must ALWAYS be reported to the Progress Leader, who will investigate and decide on the necessary course of action and an appropriate punishment. They will:

- Get both bully and victim to describe the incidents in writing.
- Offer concrete help, advice and support to the victim(s). *See Appendix A "Talking to the Victims of Bullying".
- Make it plain to the bully that the school disapproves and will not tolerate bullying of any kind.
- Encourage the bully to see the victim(s) point of view - if appropriate insist the bully apologises for the distress caused.
- Punish the bully if necessary, but be very careful. (Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.)
- Explain clearly the punishment and why it is being given.

- If possible give the bully a positive role where they can obtain praise and achievement through socially acceptable behaviour.
- Make other staff aware of problems so that they may watch for recurrence.

In the first instance, a warning may be all that is required.

The parents of both parties will usually be informed. (It must be remembered that if there are subsequent, more serious incidents, parents may demand to know why they were not informed of the initial discovery of the problem.) All incidents of bullying will be logged on SIMs.

Monitor the situation very carefully, to ensure that there is no retribution, or a secret continuation of the bullying. Once we know about bullying, we are responsible for the safety of the victim.

As always, full records of incidents and action taken must be kept. Staff should:

- Make sure the incident does not live on through reminders.
- Try to think ahead to prevent a recurrence of the incident.

Staff should not -

- Be over-protective and refuse to allow the victim to help him/herself.
- Assume that the bully is bad through and through; try to look objectively at the behaviour with the bully. A Restorative Justice approach can be helpful.
- Call in the parents without having a constructive plan to offer either side.

10. False Accusations:

Not all reported bullying incidents are bullying - be careful to investigate thoroughly, e.g. when does boisterous behaviour become bullying ?

11. Training:

When possible, appropriate training will be provided for Form Tutors, Progress Leaders, Assistant Progress Leaders, PHWO and the EWO so that they may help bullies and victims.

12. Counselling:

Many incidents of bullying are short term and isolated, and need only warnings and monitoring.

Some pupils are involved in long-term bullying - either as bullies or victims. These few people may need long term counselling and support. This will be provided by Pastoral Leaders, Student Support Faculty, PHWO or EWO. In some cases, the advice of the Educational Psychologist may be sought.

13. Management:

The policy will be managed by the Pastoral team, led by the Pastoral Leaders. Its effectiveness will be monitored, and any changes approved, by the Wellbeing and Inclusion Group.

Useful advice and resources:

Welsh Government document Respecting Others: anti-bullying guidance. Updated in November 2012.

NSPCC – www.nspcc.org.uk

Children in Wales – www.childreninwales.org.uk/areasofwork/bullying/index.html

Action for Children – www.actionforchildren.org.uk

CHIPS (Childline in Partnership) – www.childline.org.uk

Barnados – www.barnados.org.uk

Bullies Out – www.bulliesout.com An anti bullying charity that was launched in May 2006 for the children and young people of Wales.

Child Exploitation and Online Protection (CEOP) – www.thinkuknow.co.uk

Bullying Online – www.bullying.co.uk

Stonewall – www.stonewallcymru.org.uk

Parent Line Plus – www.parentlineplus.org.uk

APPENDIX A.

TALKING TO THE VICTIMS OF BULLYING

At the first stage of the counselling interview, the aim is to achieve 'primary accurate empathy'. (Egan 1975)

Empathy is achieved by close attention to what the pupils are saying and how they are behaving while they are saying it.

Be careful not to hurry pupils by presenting them prematurely with startling or unexpected insight.

A feeling of friendliness can be achieved by arranging the furniture in an informal manner for the interview, reducing the traditional distance between teacher and pupil by greeting in a friendly manner, always preserve eye contact by giving open invitations to talk through nods neutral monosyllables rather than opinions or comments. Tolerate silence, whilst preserving eye contact but allowing the pupils to take their time to find words to express themselves

When the pupils appear to have finished talking or have said something which seems to need comment, respond by reflecting back to them key words and ideas or brief summaries of what the pupils have said. Ask for clarification but try to avoid direct questions whenever possible. One of the aims of counselling is to help the pupil to express emotion. Therefore the strategy of counselling should be based on feeling rather than directly what happened.

Counselling is a very subjective matter and everyone will have their own way of doing it, you may find the following helpful in complementing your own approach.

Some don'ts

(Fairly Obvious). Don't tell them to "pull themselves together!" or to "stop being so silly, childish" etc., Your first task is to establish a rapport.

Don't ask them directly "What's wrong?"

You want to comfort them, not remind them how bad things are.

Don't say things like "I know how you feel!" because you don't and it tends to alienate.

Summary of Steps in Counselling

1. Get down on the pupil's level. Ask them to sit down and sit down next to them.
2. Reassure them, as you sit, by saying something like "it's all right!"
i.e. it's all right that they are crying and feeling this way.
3. Mirror their body language a little. An old sales person's trick: it helps to establish a rapport.
4. Handle the silence. This is very important. It's a mistake to go straight into asking questions. Let them calm down a bit in their own time.
5. Begin softly and calmly, asking direct, closed questions like "Is it your friends?" These kind of questions are easy to answer by a single word or nod. Through this method you very quickly find out the broad parameters of the problem.

Negative responses, ironically, reinforce the fact that not everything is wrong with the pupil.

6. Once you have found out broadly what's wrong, use the following system, asking increasingly open questions (i.e. those exploring feelings).
 - (i) Descriptive. Try to get them to describe what has happened to make them feel this way.
 - (ii) Reflective. Get them to reflect on why it has made them feel so bad.
 - (iii) Speculative. Help them to speculate on possible solutions to the problem.
7. After the chat, work out a contract for your ongoing support, if they need it. if appropriate, tell them you want to know what happens and ask them to come and see you at a certain time in a certain place whether or not they are still feeling upset.
8. Finally, have in mind, other people whose expertise and advice you and the pupil could draw upon. Let relevant colleagues, like form tutors/ Progress Leaders know about the problem and evaluate whether or not you should tell the pupil that you are doing so. Never promise confidentiality. It is always useful to present options to the pupils, e.g. is there anyone at home you can talk to about this? Is there a teacher on the staff you get on especially well with? (If you're a man counselling a girl) Would you like to speak to a woman teacher about it? etc. Asking them to come and see you with their friend can also be helpful.

Remember to record interviews.

In Counselling the Victim of Bullying

Be sure that the pupil does not blame themselves in anyway. It is not their fault,

"EXPLANATION" does not equal "JUSTIFICATION".

If you see an "explanation" for the child being bullied, then try to solve it without ascribing them the blame.

Confront Problems Openly.

Never tell a pupil to try to ignore bullying.

