



**Tonnau Primary Community School-  
Anti-bullying Policy**

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**Ysgol Gynradd Gymunedol Tonnau**

**Anti-bullying Policy**

**1 Introduction**

- 1.1** Bullying is action taken by one or more children, repeated over time, with the deliberate intention of hurting another child, either physically or emotionally. It can include physical action – hitting, poking, pinching etc, as well as mental intimidation – name calling, racist remarks, exclusion and isolation, etc. **We also include the Internet and Social Media within our duty of care. If the Internet is used to cause hurt this is unacceptable within our school and pupils will be subject to sanctions outlined within this policy document.**
- 1.2** The following examples are examples of unacceptable behaviour but are not examples of bullying: • a disagreement or ‘falling out’ • an argument or one-off fight • relationship issues where children or young people need to learn how to get along better • someone being ‘nasty’ with unkind or disrespectful words or action.

**2 Aims and objectives**

- 2.1** 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.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** 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.

**3 The role of Governors**

- 3.1** The governing body supports the headteacher 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.
- 3.2** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. 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.

- 3.3 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 headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **4 The role of the Headteacher**

- 4.1 The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2 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 the subject of bullying either directly or through story analogies that clearly make the point that bullying is unacceptable.

## **5 The role of the Deputy Headteacher**

The Deputy Headteacher will assist the headteacher, teaching staff colleagues and non teaching staff to promote a 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.

## **6 The role of the teacher**

- 6.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They will open an incident report wherever there is a concern about bullying with pupils in their own class which will be copied to the headteacher and followed through in consultation with the headteacher.
- 6.2 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 headteacher, the teacher or the headteacher informs the child's parents.
- 6.3 The headteacher keeps an anti-bullying file in which records are kept of all incidents of bullying that occur in or outside lesson time. Incidents of bullying that occur outside school are still treated as seriously as if they happened inside school.
- 6.4 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. Wherever a child is involved in bullying other children, we inform the headteacher. The headteacher may 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 headteacher may contact external support agencies.

**6.5** Teachers will from time to time and as appropriate discuss bullying issues with their class, and through role play, designing anti-bullying posters, circle time, use of specific stories and novels, teaching the three step approach ("Stop it, I don't like it", "If you do that again I will tell the teacher", "I am going to tell the teacher") aim to eliminate bullying amongst those on that class register.

**6.6** 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.

## **7 The role of parents**

**7.1** Parents 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 and/or the headteacher immediately.

**7.2** Parents 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.

## **8. The role of the child**

**8.1** Bullies thrive in a climate of secrecy and fear. The child who feels that he or she is being bullied must tell. They should tell their teacher, or if an incident is during the lunch break the headteacher or deputy headteacher. They can tell a friend or their class representative on the school council (who must pass on the information to the teacher or headteacher), and at home time must tell their parents.

**8.2** All pupils must know that there is no option other than to tell if they feel that they are being bullied or intimidated, and all bullies must know that the inevitable consequence of bullying in any manner will be, despite threats, that the victim must and will report any instances of bullying.

## **8 Monitoring and review**

**8.1** This policy is monitored by the headteacher, who reports to governors about the effectiveness of the policy on request.

- 8.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **Appendix 1**

The Welsh Assembly Guidance Circular 23/2003 "Respecting Others: Anti-Bullying Guidance" gives a detailed and comprehensive overview of the issues and the strategies that can be used to combat bullying.

In revising the school's existing anti-bullying policy this document was shared with all staff and its content underpins the essence of the agreed revision.

The current policy is the outcome of a process of discussion and debate with staff and governors and the involvement of the School Council.

All members of staff have access to copies of the full document for further detailed guidance on identification of symptoms, strategies to combat bullying including curricular and pastoral approaches for each of the age ranges in our school, advice guidelines for pupils, parents and families, and recommended resources and materials.

In addition the school lunchtime supervisors have attended training, and influenced indoor and outdoor resources with the pupils on the School Council. We aim to keep the children focused on purposeful play whilst being alert to the possibility of bullying and knowing how to respond if it is identified.

The school is also part a programme of activities led by the schools liaison police officer, who is delivering a set curriculum of lessons across the school some of which are concerned with bullying and in the course of the syllabus all pupils will have had experience of these lessons at the level appropriate to their age. Older pupils will need to learn that intimidation as much as theft of property is a crime. Anti-bullying strategies are also part of the PSE/SEAL curriculum.

Anti-bullying charts may feature in the main hall displays, and are referred to formally from time to time or as appropriate in order to remind all pupils of the steps to be taken if at any time anyone has that uncomfortable feeling in the middle of their stomach because they are afraid of another pupil in the school, whether or not the cause is something happening or that happened in or out of school. Although case law may not expect schools to be responsible for the actions of pupils in the evenings, at weekends and during the holidays, our anti-bullying policy will be relevant wherever a child is unwilling to come to school because of the actions of another pupil in the school whenever this occurs.

Two of the school's principle statements are that children should come willingly to school and that children should be happy in school. The school's agreed anti-bullying policy and the detail guidance document "Respecting Others" are there to ensure that if or when bullying does occur it is identified and dealt with consistently with the aim of changing the behaviour of the bully and restoring the confidence of the bullied.

**Appendix 2****Bullying Report**

Child's Name \_\_\_\_\_

Class \_\_\_\_\_

Date first reported \_\_\_\_\_

Reported to \_\_\_\_\_

Reported by \_\_\_\_\_

Nature of allegation with names, places, etc.  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

Investigated by \_\_\_\_\_

Outcome \_\_\_\_\_  
  
\_\_\_\_\_Parents notified \_\_\_\_\_  
  
\_\_\_\_\_

Review date \_\_\_\_\_

Further notes \_\_\_\_\_  
  
\_\_\_\_\_

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**Appendix 3** (taken from LEA guidance)

**Signs and Symptoms - A Checklist for Parents**

Parents/ Carers should share with the school immediately any concerns that your child may be indicating bullying with one or more of the following signs:-

- Being frightened of walking to and from school
- Wanting to be driven to school by car to avoid walking through the village
- Changes to the usual routine
- Is no longer keen to come to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Talks about running away
- Cries in bed at night
- Feels ill in the morning without medical reason
- Falls behind in schoolwork
- Comes home with clothes torn or books damaged
- Has items go missing
- Asks for money
- Loses dinner money/ trip money/ etc
- Will not explain cuts or bruises as playground accidents
- Becomes aggressive or unreasonable
- Starts bullying other children or younger brothers/ sisters
- Is frightened to say what is wrong

Any of the above may have another explanation other than bullying, but should be shared with the school in any case.