

FORDEN CHURCH IN WALES SCHOOL
YSGOL FFORDUN

Happy Children, Healthy Minds
Plant hapus, Ymennydd Iachus

ANTI-BULLYING POLICY



Reviewed November 2023
Next review November 2024

This policy has been drawn up in consultation with the children, staff and governors.

Aims:

At Forden Church in Wales School we aim to create a caring and positive atmosphere in which bullying is not given a chance to occur. Our Golden Rule '**Treat other people the way we would like them to treat us**' is at the heart of our community. We are conscious that one of the most effective ways of preventing bullying is to encourage children to have a positive self-image and a good level of self-esteem.

What is bullying?

Bullying is pre-meditated harassment or an aggressive act, which causes hurt to another. The hurt can be physical or psychological. It can be perpetrated by an individual or a group. It is a social interaction in which there is an imbalance of power.

Acts of bullying are

- 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.

The child's perspective on what constitutes bullying is also a key element to take into account. Pupils from Year 3 upwards work through the KiVa programme to raise awareness of the different roles in bullying and to clarify what bullying is. This is supported by the PCSO and School Beat lessons on bullying.

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

- **physical:** hitting, kicking, taking/damaging belongings, sexual harassment, 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.

For a more comprehensive list of the types of bullying please refer to: [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools \(Nov 2019\)](#)

The Welsh Government has identified 5 specific 'types' of identity-based bullying.

- bullying around race, religion and culture
- bullying involving learners with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying.
- cyberbullying

It is not bullying when two children of approximately the same age and strength have an occasional fight or quarrel. These situations will be dealt with in line with the school's behaviour policy.

Why it is important to tackle bullying in school?

The Welsh Government vision, as articulated in [Children and Young People: Rights to Action \(2005\)](#), is based on the United Nations Convention on the Rights of the Child It has **seven core aims** which seek to ensure that all children and young people:

- have a flying start in life
- have a comprehensive range of education and learning opportunities
- enjoy the best possible health, and are free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional well-being
- are not disadvantaged by poverty

Children who are bullied are less likely to achieve these seven core aims.

Reporting bullying

Children know that they can talk to any member of staff if they feel they are being bullied. Pupils in dosbarth Collen and Ysgawen can write their worries down and post this in the class 'Worry Monster'.

Strategies for dealing with bullying

Strategies for dealing with bullying will vary according to the nature of the bullying and to the nature of the child involved.

In all cases the school's discipline procedure will be followed

Other strategies

Circle Time can be a forum in which strategies can be talked through both to support children who are being bullied and to help bullies change their behaviour. This would be done in a 'no names' climate. It is often the children who come up with the most effective advice and support. There are several circle Time activities that can be used to raise children's' self-esteem.

The relevant class teacher may talk to the bully and bullied, together or separately as she/he sees fit. The bully will be reminded of our golden rule and encouraged to see the situation from the bullied child's perspective.

The bullied child will be comforted and reassured.

The class teacher might ask another child to take particular care of the bullied child at playtimes.

It is unlikely that bullying would occur in the classroom. If it does occur the bully will not be allowed to disrupt another child's education and, if necessary, will be moved to another class/ group to carry out work set by the class teacher. Obviously, this is not a long-term solution and the discipline procedure will result in further actions if necessary.

Parental involvement

The parents of a bullied child.

In the initial instance parents should express their concerns to their child's teacher. The parents will be assured that action will be taken to deal with the bully and to protect their child. The action will be explained to them. If parents are not satisfied, they should see the HT. Parents will be expected to support the school in its actions.

The parents of a bully.

The Headteacher will contact the parents, explain the situation and outline the action that is being taken both to protect the bullied and to work with the bully in changing their behaviour. The parents will be expected to support the school in its actions.

Recording

The member of staff who has dealt with a bullying incident will inform other staff. MDS report to class teachers instances of lunchtime bullying behaviours which will be monitored by the HT through the behaviour Form. This allows the school to track behaviour over time. HT will ensure that all other staff are aware of any bullying occurring in the school.

More information is available in: [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools \(Nov 2019\)](#)

A signed copy of this policy is held in the school office.