

Anti-Bullying Policy



As a Rights Respecting School, Pennard Primary School is a safe and happy place where everyone is valued and where differences are celebrated. We not only teach about children's rights but also model rights and respect in all relationships.

Introduction

Everyone at Pennard School has the right to feel welcome, secure and happy. Only then can all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity for any adults or children. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Aims and Expectations

Our anti-bullying policy aims to ensure a consistent approach to anti-bullying and behaviour expectations. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

Where bullying exists, victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. Pennard Primary uses Restorative Practice to promote positive behaviour in our school (see Positive Behaviour Policy). Restorative Practice aims to encourage children to take responsibility for their actions and resolves conflict using the key questions (**Appendix 1**) in a safe and trusted environment.

This document outlines how we make this possible at Pennard School.

What is bullying?

There is no legal definition of bullying. The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'.

However, it can be defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- damage to property or theft
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Bullying and the behaviour expectations at Pennard Primary School.

Creating an anti-bullying climate – How can we achieve our aims?

The underpinning values held at our school are found in our Personal & Social Education Policy and are set within our whole school aims derived from the four purposes (Successful Futures). This aim is to develop healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. We study values across the curriculum appropriate to each class and as a response to everyday events and situations. In addition to this we place a focus on behaviour in whole school assemblies. As stated, at Pennard School we believe that bullying should be discussed as part of the curriculum, however teachers are required to follow the general strategies to deal with the problems. Firstly, we look at attitudes, skills and activities which will prevent bullying:

- We value and listen to children's contributions through using the restorative practice questions (**Appendix 1**)
- We help the children learn and practice the skills required to build good relationships with other children and adults within the school and wider communities
- Raise awareness about bullying and the anti – bullying policy
- Increase understanding for victims, and help build an anti-bullying ethos
- Teach pupils constructively, how to manage their relationships with others
- Explore such issues as:
 - Why do people bully each other?
 - What are the effects of bullying on the bullied, on bullies, and on bystanders?
 - What can we do to stop bullying?

These activities include:

- Playing games
- Role play
- Stories/poems/video and media
- Behaviour problem solving scenarios
- Circle Time and Philosophy for Children (P4C)
- Daily check in boards
- Senedd meetings
- PCSO workshops
- Visitors workshops such as Childline and NSPCC
- Whole school assemblies/Phase assemblies
- Restorative practice playground ambassadors

Signs which may indicate bullying:

The child may:

- Be unwilling to come to school
- Begin to do poorly in school work
- Become withdrawn
- Start acting out of character, by for example hitting other children
- Develop stomach or head aches
- Want to stay in at break time
- Have a cut or bruise after play time

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 as set out in the school Behaviour Policy.

Top tips to staff:

- Never ignore suspected bullying
- Don't make premature assumptions
- Listen to all accounts carefully – Initially, use restorative practice at an appropriate and agreed time for all parties involved.
- Be aware of isolated children, and try to involve them in a sympathetic group
- Keep a watchful eye on 'rough and tumble', to ensure that **everyone** is enjoying it!
- Check all areas of school regularly
- Never ignore aggressive or bullying behaviour
- When dealing with an act of aggression or bullying it is better to remove the victim from the scene as soon as possible.
- Follow up repeatedly, checking bullying has not resumed.

It may be necessary on occasion that stronger measures are needed in the more serious and persistent cases. (Please see the schools Behaviour Policy)

Top tips to parents:

- Encourage your child to talk about what has happened in school that day
- Inform school immediately if you think there is a bullying problem
- Encourage your child to tell a teacher or the playground supervisor if they or any of their friends are experiencing difficulties in or out of school
- Watch out for signs of stress in your child – headaches, sore stomachs, reluctance to come to school – they might be indications that all is not well
- Investigate if toys/money start to go missing
- Take an active interest in friendships and out -of-school activities.
- Supervise situations where bullying may occur, e.g. walking to and from school.
- Avoid unsupervised exposure to violence on television / videos / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.

A separate sheet for pupils who need help or advice about bullying and cyber bullying is attached to this policy (**Appendix 2**). This is written by the pupils and explains to children what they need to do if they are bullied and contains a simpler version of bullying definitions.

This policy was updated in September 2025 and will be reviewed biennially

Next Review Date:

November 2027

Kerina Hanson (Headteacher)

Signature: *Kerina Hanson*

Ally Demicoli (Chair of Governor's)

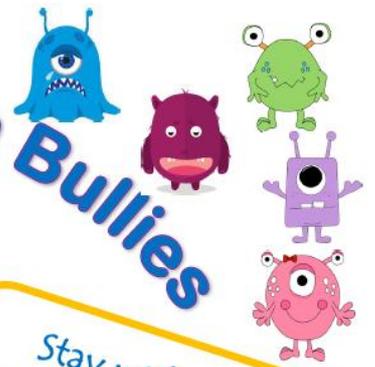
Signature: *Ally Demicoli*

Appendices:





Top Tips for Dealing with Bullies



Tell a trusted adult...
tell, tell, TELL!

If you feel safe, tell
the person to stop.
Walk away.

Stay with your
friends; people are
less likely to bully
you in a group.



Call Childline for
advice on 08001111

Try to ignore silly
comments, don't say
anything back.

Remember your
rights... you have
the right to be safe!



Top Tips for Dealing with Cyberbullying



Tell a trusted adult...
tell, tell, TELL!

Protect your
accounts, never share
your passwords.

Save the evidence.



Call Childline for
advice on 08001111

Try to ignore silly
comments, don't say
anything back.

Remember your
rights... you have
the right to be
safe!