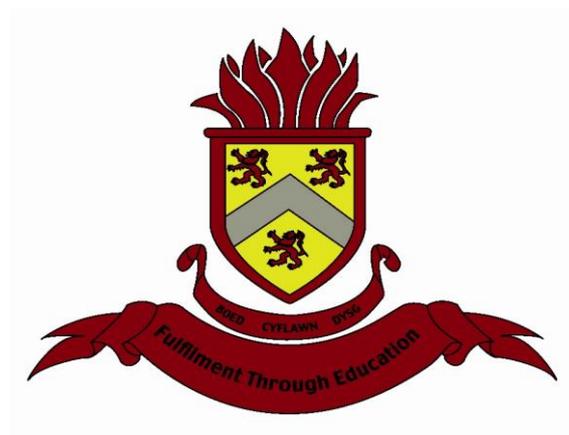


# Ysgol Dyffryn School



## Child Protection Policy

# DYFFRYN SCHOOL



## Child Protection Policy

<b>Date of Policy:</b>	<b>20.9.16</b>
<b>Review Date:</b>	<b>September 2016</b>
<b>Headteacher</b>	<b>M. Grimes</b>
<b>Designated Child Protection Teacher Assistant Headteacher</b>	<b>P. Bartle</b>
<b>Deputy Designated Teacher (Deputy Headteacher)</b>	<b>C. Burden</b>
<b>Designated Child Protection Governor</b>	<b>Mrs. S. Amos/MR. R. Jones</b>
<b>NPT Child and Vulnerable Adult Safeguarding Officer</b>	<b>A. Baker</b>
<b>Youth Liasion Officer/ Community Police Officer</b>	<b>PC Ian Wozencroft</b>

# **Safeguarding Policy**

Dyffryn School is committed to providing a safe and secure school for all who work, study or visit here. The Safeguarding Policy consists of several policies which help ensure all aspects of learners' health and safety including:-

- Child protection
- Bullying and Racist abuse
- Drug and substance misuse
- Use of Physical intervention
- Meeting learners medical needs (Safe Working Practices)
- Safe Working Procedures
- Education Visits
- Internet safety
- Vetting Policy
- Sex and Relationships Education

Such policies protect children from abuse and neglect; prevent impairment of their health or development and ensure they receive safe and effective care so as to enable them to have optimum life choices (Safeguarding Children; Working together under the Children Act 2004)

## 1.1 INTRODUCTION

Neath Port Talbot Education Service strongly promotes the values of inclusion. In particular, it is vital that vulnerable and excluded people are supported to maximise their potential and live as full a life as possible. Protecting our children and young people is essential if the County Borough Council is to fulfil this aim.

At Dyffryn School protecting children and young people from abuse is a shared responsibility for **everyone**. It should never be assumed that somebody else will recognise and report the signs when children or young people are at risk.

Section 28 of the Children Act 2004 places a duty on local authorities and their partner agencies to safeguard and promote the welfare of children. In addition, section 175 of the Education Act 2002 requires local authorities and governing bodies of maintained schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children.

## 1.2 **Dyffryn School** fully recognises the contribution it makes to child protection.

There are three elements to our policy:-

- (a) Prevention through the teaching and pastoral support offered to pupils;
- (b) Procedures for identifying and reporting cases, or suspected cases of abuse. Due to our day to day contact with children, school staff are well placed to observe the outward signs of abuse, and
- (c) Support for pupils who may have been abused.

## 1.3 **Dyffryn School** policy applies to all staff, volunteers and governors. Learning support assistants, mid day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents should contact the headteacher in the first instance.

## Prevention

2. We recognise that self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:-

- a. establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- b. ensure children know there are adults in the school whom they can approach if they are worried or in difficulty;

- c. include in the curriculum, opportunities which equip children with the skills they need to stay safe from abuse and to know who to turn to for help and;
- d. include in the curriculum, material which will help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

### **3. THE POLICY PROCEDURES AND PRACTICES**

#### **3a: Definition**

Definition of an Abused Child (All Wales Child Protection Procedures)

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them, or more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via the inter-agency Child Protection plan.

There are four categories of abuse:

Physical  
Emotional  
Neglect  
Sexual

#### **3b: Evidence of abuse**

Child abuse may come to staff attention in a number of ways.

- . A child or young person may make a direct disclosure to staff;
- . staff may observe bruises/burns or injuries for which there is no plausible explanation;
- . another child, young person or parent/carer may tell staff something which causes concern;
- . staff may observe changes in behaviour that are a cause of concern;
- . staff may instinctively feel something is wrong;
- . there may be neglect issues.

### **PROCEDURES**

3.1 The school will follow the All Wales Child Protection Procedures. Neath Port Talbot Local Safeguarding Childrens Board who have produced protocols to support the procedures.

3.2 Dyffryn school will:-

- a. ensure that it has a designated senior member of staff and a deputy designated person who has undertaken the

appropriate training provided by the local authority. These are currently PB and CB

- b. recognise the role of the designated person and arrange support and training. Schools may wish to mention the additional training undertaken by their designated member of staff;
- c. ensure every member of staff and every governor know:-
  - i. the name of designated person and their role;
  - ii. that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children's Board and;
  - iii. how to take forward those concerns where the designated person is unavailable;
  - iv. adhere to the Services Code of Conduct in relation to protecting children.
- d. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse;
- e. ensure that parents and children have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.
- f. provide training for staff so that they know:-
  - i. their personal responsibility;
  - ii. the agreed local procedures;
  - iii. the need to be vigilant in identifying cases of abuse and
  - iv. how to support a child who discloses abuse;
- g. notify the local social services team (duty desk) if:-
  - a pupil on the child protection register is excluded either for a fixed term or permanently and;
  - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters. This includes attendance at initial CP conferences, core groups and review CP conferences and the submission of reports for conferences.
- i. keep accurate written records of suspicions and concerns about children (noting the date, event and action taken) if there is no need to refer the matter to social services immediately;

- j. ensure all records are kept in secure and locked locations;
- k. adhere to the procedures set out in the Welsh Assembly guidance to staff in circular 45/2004 when an allegation is made against a member of staff;
- l. ensure the criminal background of applicants for vacant posts are checked in accordance with the Welsh Assembly Government guidance in circular 34/2002 'Child Protection: Preventing Unsuitable people from working with Children in the Education Sector' and;
- m. designate a governor for child protection who will oversee the school's child protection policy and practice and undertake the appropriate child protection training. These are currently Rev. J. Bailey and Mrs. S. Amos.

### **3c: RESPONSES TO EVIDENCE OF ABUSE**

#### **(I) General**

"If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk or harm, it is their responsibility, to ensure that the concerns are referred to Social Services or the Police, who have statutory duty and powers to investigate and intervene where necessary."

Staff should first discuss their concerns with the designated member of staff who will then make the appropriate referral. Staff should not worry about being mistaken about concerns regarding a child/young person's welfare, as they will always be taken seriously by the statutory agencies.

It is imperative that staff do not conduct their own investigations as this can have serious implications for any subsequent Police or Social Services enquiry.

#### **(ii) In the event of a disclosure**

Dyffryn School places great emphasis on effective communication between staff and children/young people and their parents/carers. However staff must recognise that where there are child protection concerns they must deal very differently with both child or young person and their parents/carers. If someone disclosed that they or another young person had been, or is being, abused, staff should:

- always accept that what the child is saying could be true or, conversely, not show disbelief. Show that you have heard what they are saying, and that their allegations will be taken seriously.

- encourage the child or young person to talk, but do not prompt or ask leading questions. Staff should not interrupt when the child or young person is recalling significant events or make the child or young person repeat themselves.
- explain what actions must be taken, in a way appropriate to the age and understanding of the child or young person;
- do not promise to keep what has been disclosed confidential. Staff have a duty to disclose information to those who need to know. Reporting concerns is NOT a betrayal of trust;
- write down what has been said, using the child's own words. Keeping an accurate record is essential;
- make a note of the date, time, place and those present at the discussion;
- report concerns immediately to the designated member of staff;
- do not confront the alleged abuser;
- do not inform the parents until advice has been given by Children's Services' duty desk.

### **(iii) In the event of a concern about a colleague**

The abuse of a child or young person by a fellow member of staff can be a particularly difficult and potentially damaging matter to deal with. If there are concerns regarding a colleague, staff must be prepared to "Think the unthinkable".

The behaviour of an adult or colleague (including members of the public) towards children or young people may give cause for concern. Any such doubts or uncertainties must be raised immediately, with the designated member of staff with responsibility for child protection, who must then discuss the matter with the LEA who will be able to offer further advice.

N.B The member of staff who is the subject of a concern must not be informed of all allegations by the Headteacher until advice is sought from NPTLEA and should not undertake their own enquiries. Such complex issues must involve the Police and Social Services.

## **SUPPORTING THE PUPIL AT RISK**

- 4.1** We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 4.2** Dyffryn School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3** The school will endeavour to support the pupil through:-
  - a. the content of the curriculum to encourage self-esteem and self-motivation (see section 2 on Prevention);

- b. the school ethos which:-
  - promotes a positive, supportive and secure environment and;
  - gives pupils a sense of being valued (see section 2 on prevention
  -
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but he/she is valued and not be blamed for any abuse which has occurred;
- d. liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Welfare Service and;
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern.

**4.4** When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

## **BULLYING**

**4.5** Our policy on bullying is set out in the School Handbook and is reviewed annually by the governing body.

## **PHYSICAL INTERVENTION**

**4.6** Our policy on physical intervention is set out in the School Handbook and is reviewed annually by the governing body.

## **CHILDREN WITH STATEMENTS OF SPECIAL EDUCATION NEEDS**

**4.7** We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behavioural problems will be particularly sensitive to signs of abuse.

## **6. DESIGNATED PERSONS AND CONTACTS**

We have a designated member of staff A) to fulfil the role of dealing with child protection issues and providing advice and support to other staff. We also have a designated governor for child protection (see appendix A).

Ultimately it is for each and every member of staff to have responsibility for the welfare of children and young people. Suitable training on safeguarding children is required to enable staff to fulfil their responsibilities in respect of child protection effectively, together with refresher training to keep staff knowledge and skills up to date.

Concerns, whether through disclosures or otherwise, should be discussed in the first instance with the designated person in the relevant institution. The designated person will then, if appropriate make the necessary referral. If the designated person is not available, or the designated person is the subject of an allegation, the NPT ELLLD Child and Vulnerable Adult Safeguarding Officer should be informed directly.

Only designated persons will normally make referrals. When an initial referral is made to the Social Services duty desk, it should be followed up within 48 hours with a written referral and a copy faxed to NPT Child and Vulnerable Adult Safeguarding Officer. Copies of the joint Assessment Referral Form are available to the Designated Child Protection Staff within each service.

Throughout this process advice and support is available from the child and Vulnerable Safeguarding Officer Neath Port Talbot ELLLS.

Within Education, Leisure and Lifelong Learning Directorate, the Head of Schools and Inclusion, Aled Evans is the nominated senior officer for the LEA.

Date of ratification of this policy by the Governing Body.

1<sup>st</sup> October, 2013

Chair Mrs. S. Amos

#### **APPENDIX A: Contact persons**

##### **School:- Dyffryn**

Designated senior member of staff

**Mrs. Petra Bartle**

Deputy designated member of staff

**Mr. Cedric Burden**

Designated governors

**Mr. R. Jones, Mrs. S. Amos**

**Local Authority**

Education Leisure and Life Long Learning Child and Vulnerable  
Adult Safeguarding Officer

Mr. Aled Evans or Amanda Baker  
01639 763385  
07771 887001

Children's Services Duty Desk	01639 763333
Out of hours	01639 895455

Education, Leisure and Life Long Learning nominated lead officer.

**APPENDIX B**

The work of staff who have responsibilities in child protection is governed by a number of statutory frameworks, circulars and guides to good practice.

These are:-

- Safeguarding Children – working together under the Children Act 2004 (Welsh Assembly Government)
- All Wales Child Protection Procedures (2008)
- The Framework for the Assessment of Children in Need and their Families (Department of Health 2000)
- National Assembly for Wales Circular 45/2004 Staff Disciplinary Procedures in School
- Education Act 2002
- National Employers Organisation for School Teachers (NEOST) Document 2002 – Guidance on Education staff and Child Protection – staff facing all allegation of abuse
- Children Act 1989
- Children Act 2004 – Sect 28
- Human Rights Act 1998
- UN Convention on the Rights of the Child
- Safeguarding Young children and vulnerable adults
- Transfer of pupil information
- Safeguarding young children and young people from sexual exploitation.

## **APPENDIX C**

### **Initial Responses to Sexually Problematic/Harmful Behaviours – Procedures for Staff**

#### **Introduction**

All staff have a role to play in identifying and responding to sexually problematic/harmful behaviours, this includes making an initial response to the child or adolescent and reporting concerns to the identified lead persons for Child Protection. The Child Protection persons are responsible for recording accurately and being involved in the implementation of the safety and support plan.

Monitoring forms for recording accurately and gathering relevant information are used by the school when an incident is reported to the Child Protection Officers who then forward the forms to Pupil Parent Support.

#### **Responsibilities of all staff**

Sexual behaviours should be handled like any other behaviour problem – calmly and firmly. If any member of staff becomes aware of an incident of sexually problematic/harmful behaviour see P. Bartle or C. Burden, who are the designated Child Protection officers.

#### **Identified Lead Person – Designated Person for Child Protection etc.**

Following information received they should:-

- Speak to the child or adolescent to establish:-
  - Their view about what happened and why.
  - What understanding they have of and what responsibility they take for their actions.
  - Their willingness/ability to work on their behaviours.
- Speak to the child or adolescent who was targeted to establish:-
  - The impact on them of the behaviour.
  - How the other child/adolescent had managed to get them into a position to carry out the behaviour.
  - How they are feeling about the other child/adolescent now.
  - That they have permission to talk about their experiences
  - To provide support as required.
- Use Checklist to decide on level of concern, if a referral to Social Care is needed and when parents will be contacted.
- Plan appropriate intervention in school/college – Safety and Support Plan.
- Have meeting with parents and or Social Care.

- Record outcome on monitoring form and complete the chronology sheet. Continue to monitor and record on these sheets
- Safety and support plan – inform staff and child or adolescent of the plan and begin to implement

## **APPENDIX D**

### **Risk Assessment Procedures for Lunchtime Supervision**

- ✚ All lunchtime supervisors are CRB checked.
- ✚ All staff including lunchtime supervisors have been given training on Child Protection procedures.
- ✚ Pupils are not allowed out of school at lunchtime.
- ✚ All visitors must report to the school office and sign in.
- ✚ Senior staff patrol the school grounds at lunchtimes.
- ✚ Toilets are supervised by staff.

## **Appendix E**

### **TYPES OF CHILD ABUSE AND THEIR SYMPTOMS**

Child abuse can be categorised into four distinct types, i.e.

- 1. Physical Abuse**
- 2. Sexual Abuse**
- 3. Emotional Abuse**
- 4. Neglect**

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, be therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action.

## 1. Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning and scalding; drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after. (**Fabricated Illness**)

Typical signs of Physical Abuse are:

- **Bruises and abrasions, slap marks;**
- **Twin bruise on either side of the mouth or cheeks** – can be caused by pinching or grabbing , sometimes to make a child eat or to stop a child from speaking.  
Bruising on both sides of the ear - this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **Grip marks on arms or trunk** – gripping bruises on arm or trunk can be associated with shaking a child.
- **Black eyes**
- **Damage to mouth** – e.g. bruised / cut lips or torn skin around the upper lip
- **Bite marks**
- **Fractures**
- **Poisoning or other misuse of drugs** – e.g. overdose of sedatives
- **Burns and/or scalds** – any burns that appear to be a cigarette burns should be cause for concern.

## 2. Sexual Abuse

This involves forcing or enticing a child or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in sexually in appropriate ways.

Typical signs of abuse:

- **A detailed sexual knowledge inappropriate** to the age of the child.
- **Behaviour that is excessively affectionate or sexual** towards other children OR adults.
- **Excessive pre-occupation with secrecy**

- **A fear of medical examinations**
- **A fear of being alone**
- **A sudden loss of appetite, compulsive eating, anorexia or bulimia nervosa**
- **Promiscuity**
- **Bruising** to the thighs for example. Or even confined to grip marks where a child has been held so that sexual abuse can take place.
- **Discomfort or pain** particularly in the genital areas
- **The drawing of sexually explicit images**
- **STIs or urinary tract infections (UTIs)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified

### 3. Emotional Abuse

This is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### 4. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with neglect. However, typical signs are:

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food. There is particular cause for concern where a persistently underweight child gains weight when away from home (for example – on a school trip).
- **Inadequately clad**- a distinction needs to be made between situations where children are inadequately clad, dirty or unkempt because they come from homes where neatness and cleanliness are

unimportant and those where the lack of care is preventing the child from thriving.

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect.

**When a child is suffering from any one or more of the previous four ‘categories of abuse’, or if the child is ‘at risk’, he/she will nearly always suffer from from/display signs of stress and distress.**

**An abused child is likely to show signs of stress and distress as listed below:**

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences:
- Difficult relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking:
- Self-harming behaviour ;
- Low self-esteem;
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual physical abuse;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- A sudden change in school performance.

### **PARENTAL SIGNS OF CHILD ABUSE**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries;
- Unwillingness to seek appropriate medical treatment for injuries;
- Injured child kept away from school until injuries have healed without adequate reason;
- A high level of expressed hostility to the child;
- Grossly unrealistic assumptions about the child;
- General dislike of child-like behaviour;
- Inappropriate labelling of child’s behaviour as bad or naughty;
- Leaving children unsupervised when they are too young to be left unattended.

## **BULLYING**

This policy has been updated since first being formulated by staff, governors, community police and other stakeholders of the school.

The above were again consulted, along with pupils of both the lower and upper school council. All interested groups were consulted at the developmental stage and implementation. Pupils and SLT formed the working group.

### Rationale

Everyone at Dyffryn has the right to feel welcome, secure and happy. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere where they can take full advantage of the educational opportunities available to them at school.

Bullying of any sort can prevent this being able to happen and hinders equality of opportunity.

It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### Definition of Bullying

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:-

- Emotional – being unfriendly, excluding, tormenting, gesturing, or threatening.
- Physical – pushing, kicking, hitting, punching, any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Sexual – unwanted physical contact or sexually abusive comments.

- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Cyber Bullying – mobile-text, MSN, Facebook and other social network sites.
- SEN – bullied because of disability or health problems.

Bullying is an increasing problem which is difficult to trace and prove. It requires schools to be vigilant and innovative in finding solutions. The School Community of Dyffryn rejects bullying and maintains that it will not be tolerated under any circumstances. Cyber bullying (see Appendix 1), is an increasing problem which is difficult to trace. Children should be careful who they give their phone number or e-mail address to. If pupils are threatened via mobile phone, computer etc., they should save it and inform parent, police, or school, as appropriate. (See Appendix 1).

Bullying is clearly behaviour which makes others feel vulnerable or threatened so that a climate should be promoted which clearly indicates that bullying is unacceptable.

### Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving and understand the hurt that they cause.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Students will:

- Be aware of what the school considers to be bullying.
- Be informed that bullying will not be tolerated.
- Be encouraged to tell staff when they or their friends are being bullied.
- Be provided with suitable lessons dealing with bullying and to be encouraged to consider its effects on the victims.

Staff will:

- Be punctual and present for all lessons. Unsupervised classes are breeding grounds for misbehaviour and can lead to instances of bullying.
- Look for the telltale signs of bullying. A child may indicate by signs or behaviour that he or she is being bullied.
- Deal promptly with any reported bullying.
- Be vigilant during periods such as breaks or lesson movement, as this is the time that the victim may be more exposed to the bully.
- Provide variable student groupings, encouraging trust and co-operation.

- Record incidents or reported incidents of bullying with relevant details. Specific incidents of racist and/or sexualised behaviour will also be reported to the LEA.
- Patrol the corridors and grounds at breaktime. SLT carry out this duty at lunchtimes along with ancillary staff.

### **Senior staff and year tutors will:**

- Become involved with any serious or repeated incident.
- Counsel both parties and inform both sets of parents of what has occurred and what measures have been taken.
- Impose sanctions if the incidents are severe or repeated.

### **Parents will:**

- Be informed that the school has an Anti-Bullying policy and that Bullying will not be tolerated.
- Be asked to inform the school if their child is being bullied.
- Be informed of school procedures relating to bullying via the School Contact Diary.

### **Whole School Approach**

Bullying should be dealt with as a whole-school issue. Bullying is discussed as part of the curriculum, but teachers also need general strategies to deal with the problem. It should be made clear to pupils that they have a right to be listened to and what they should do if they have a problem.

- Never assume that bullying does not happen in our school
- Never ignore suspected bullying
- Don't make premature assumptions
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Follow-up repeatedly, checking that bullying has not resumed.

Pupils who persistently bully may need additional help or treatment. Permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

### **Curricular Approach**

Bullying and its effects may be exemplified and are reinforced through many areas of the curriculum. Personal and Social Education is a key area but others include Welsh, English, Drama, History, Religious Education.

The main objective being to:

- Raise awareness about bullying and the anti-bullying policy

- Increase understanding for victims, and help build an anti-bullying ethos.
- Teach pupils how to manage their relationships with others constructively.

Care must be taken to include SEN pupils in curriculum work about bullying in an appropriate way for their individual needs.

### **Strategies for reducing bullying**

A combination of strategies are used at Dyffryn to deal with any bullying incidents. These currently include co-operative group work, role play, school council, mediation by adults, peer mentors, assertiveness training and a confidential bully box in each school. All pupils are given a 'Bullying Incident Report Sheet' and have in their Home Contact Diary information about the school Anti-Bullying Policy. Pupils also have access to the school counsellor for confidential advice and guidance.

All instances of alleged bullying are recorded and kept in separate files in both Lower and Upper Schools. Records are moved to Upper School when a child makes the transition. Names, dates and logs are kept on each incident. This helps identify patterns. Pupils are also given bullying logs to complete which are very useful in determining where, when, who and witnesses.

### **Strategies for Parents**

Parental support is seen as a key to a successful anti-bullying initiative. The school has regular consultations and communication where parents can air any worries and concerns. Parents are advised via newsletters, prospectuses, open days etc. **not** to leave their children bring valuable items to school. Parents are encouraged to check the school anti-bullying policy to see if agreed procedures are being followed. The school has an 'open door' policy for any parent wishing to discuss any matter related to their child. If a parent is still concerned, they should contact a parent governor, Chair of Governors or the Local Education Authority for advice.

### **Strategies for pupils**

If pupils feel they are being bullied they should choose one or more of the following for support:-

- Form Teacher
- Head of Year
- Assistant Head
- Parent
- Peer Mentors
- Do not give in to a bully's demand for money etc. Say **NO** strongly
- Never try to 'buy off' a bully
- Avoid being alone

- Remember, fighting back may make it worse, so tell an adult.

To those who witness bullying:

- Do not condone bullying by doing nothing. Report all incidents to adults you can trust.

If a pupil is bullying then sanctions will follow (See Bullying Procedures).

### **Signs and Symptoms**

Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underachieve in class/homework
- Comes home with clothes torn or books damaged
- Possessions are stolen or damaged.
- Asks for money or starts stealing money (to pay bully)
- Has dinner money or other monies continually lost
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Give improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

This policy is reviewed annually.

## **Bullying Procedures**

### **DYFFRYN SCHOOL DOES NOT TOLERATE BULLYING.**

All pupils have the right to receive their education free from humiliation, oppression and abuse.

- (a) All instances of alleged bullying are thoroughly investigated. Notes are kept of all bullying claims.
- (b) The Head of Year/Assistant Head will interview pupils concerned.
- (c) Pupils are warned about the consequences should their behaviour continue, and at this point many disputes are resolved. Parents need not be informed at this stage.
- (d) When bullying is confirmed the parents of all concerned are informed and are asked to come into a meeting with HoY/Assistant Head to discuss the problem.
- (e) The school will set in place strategies to help persuade the bully to change their ways. If the problem persists a fixed term exclusion will follow and if continued, permanent exclusion may result.
- (f) The victim will have the assurance that staff and pupils will do all they can to ensure his/her continued education at Dyffryn is without fear.

## **Sanctions**

1. Bully given verbal warning by Head of Year with report sent/telephone call to parents.
2. Parents of bully requested to attend a formal interview with Head of Year.
3. Place bully on a Progress Booklet.
4. Confine bully at break and lunchtimes.
5. Withdrawing privileges, such as participation in school trips, fun days etc.
6. Place bully in detention.
7. Require bully to make a written apology and to provide appropriate restitution for any costs, or damages, resulting from the bullying.
8. Refer bully to SLT for internal exclusion.
9. Refer bully to SLT for fixed term exclusion.
10. Refer bully to SLT for permanent exclusion.

## **CYBERBULLYING**

- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes threats and intimidations; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonations; unauthorised publication of private information or images ('happy slapping'); and manipulation

### **Responding to Cyberbullying**

#### **Support for Parents**

#### **When and how to contact service provider**

#### **Mobile Phones**

All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability. Action can be taken against the bully's phone account (e.g. blocking their account), only with police involvement.

#### **Details of how to contact the phone operators:**

- O2: 08705214000 or [ncb@O2.com](mailto:ncb@O2.com)
- Vodafone: call customer services on 191 from a Vodafone phone or on any other phone call 08700700191 for Pay Monthly customers or on 08700776655 for Pay As You Go customers
- T-Mobile: call customer services on 150 from your T-Mobile phone or on 08454125000 from a landline, or e-mail using the 'how to contact us' section of the T-Mobile website at [www.t-mobile.co.uk](http://www.t-mobile.co.uk)

#### **Social networking sites (e.g. Bebo, MySpace, Facebook, and Piczo)**

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site.

Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can also set their profile to 'Private', so that only those authorised by the user are able to access and see their profile. It is good practice for social network providers to make reporting of incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features.

Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They may issue conduct warnings and they can delete the accounts of those that have broken these rules. It is also good practice for social network providers to make clear to the users what terms and conditions are for using the service, outlining what is inappropriate and unacceptable behaviour, as well as providing prominent safety information so that users know how to use the service safely and responsibly.

### **Contacts for some social network providers:**

- Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left hand corner of screen) on every Bebo profile. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report. Users have the option to report suspicious online activity directly to the police by clicking the 'Report Abuse' link and then clicking the 'File Police Report' button
- MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://us.myspace.com>), and at the bottom of every page with the MySpace site
- Piczo: reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report Abuse' page can be found at <http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp>
- Facebook: there is a CEOP report abuse button on Facebook pages. Instant Messenger (IM) – it is possible to block users, or change Instant Messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do

this. In addition, the Instant Messenger provider can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages. It is also good practice for Instant Messenger providers to have visible and easy-to-access reporting features on their service.

#### Contacts of some IM providers

- MSN: when in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at <http://support.msn.com/default.aspx?mkt=en-gb> to report on a range of products including MSN Messenger
- Yahoo!: when in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options including 'Report Abuse'.

#### **E-mail providers (e.g. Hotmail and Gmail)**

It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their e-mail addresses. The e-mail provider will have information on their website and how to create a new account. Contacts of some e-mail providers:

- Hotmail: there is an online contact form at <http://support.msn.com/default.aspx?mkt=en-gb>
- Gmail: there is an online contact form at [http://services.google.com/inquiry/gmail\\_security\\_4](http://services.google.com/inquiry/gmail_security_4)
- Yahoo!Mail: there is a 'Help' link available to users when logged in, which contains a reporting form.

#### **Video-hosting sites**

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its term of service see [www.youtube.com/t/termssection5c](http://www.youtube.com/t/termssection5c)

#### **Chatrooms, individual website owners/forums, message board hosts**

Most chatrooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated and then moderators will

warn users posting abusive comments or take down content that breaks their terms of use.

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response.

The key differences are:

- Impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- Location: the 24/7 and anywhere nature of cyberbullying
- Anonymity: the person being bullied will not always know who is bullying them
- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
- It is possible that a member of staff may be a victim and these responses apply to them too

### **Support for the person being bullied**

- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it
- Alternatively, ask the parent to contact the host provider and make a report to get the content taken down
- Confiscate mobile phone, ask pupil to delete the offending content and say who they have sent it on to
- Contact the police in cases of actual/suspected illegal content
- On some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 1 contains information on what service providers can do and how to contact them

## **Investigation**

- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact or behaviour). A new national agency called the Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at [www.ceop.gov.uk](http://www.ceop.gov.uk). However, it is important to note that it is the sexual exploitation of children and young people, not cyberbullying, which forms the remit of CEOP.
- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward whole e-mail messages. Parents should be encouraged to contact the police or service providers to have content removed from sites
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact the school's child protection officer
- Identify the bully
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education

## **Working with the bully and applying sanctions**

The aim of sanctions will be:

- To help the person harmed to feel safe again and be assured that the bullying will stop
- To hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- To demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- Sanctions for any breaches of internet/mobile phone agreements will be applied

- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change
- Use the School council to hear the children's point of view regarding cyberbullying
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997

**To Sum Up**

Teachers are asked to be **ACTIVE, VIGILANT** and **SENSITIVE** in their classroom and wider supervisory duties and are reminded that:

1. The damaging effects of bullying can be reduced by spotting incidents in their initial stages
2. Bullies are unlikely to operate if they know the risks of being caught are high
3. To ignore incidents can be interpreted by pupils as condoning and giving tacit approval to bullying behaviour

Approved by Governors on 20<sup>th</sup> September, 2016

Signed ..... Chair of Governors

Review in September 2017`

