Anti-bullying policy 2022-23

Start date:	September 2022	
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Chair of governors:	Mr K Lewis	_____
Headteacher:	Ms L Morris	_____

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Introduction

At Ysgol Nantgwyn we pride ourselves on being an inclusive, supportive school where all pupils can flourish and feel safe. We are a rights respecting school, where all adults and pupils within the school have the right to feel safe, to feel secure, and to be treated fairly and equally regardless of age, race, background; all pupils have the right to an education. Bullying is treated seriously and all parties are supported in recognising the wrongdoing and working towards repairing relationships in order to diminish repeat offences, using restorative approaches. Challenging bullying by addressing unacceptable behaviour and creating an inclusive learning environment for all students is vital.

1. Aims and Objectives

1.1 Ensure all governors, staff, pupils and parents have an understanding of what bullying is.
1.2 Acknowledge that everyone (pupils and staff) is entitled to feel safe and secure in the school environment, and that bullying is openly acknowledged as being unacceptable in line with the UN Human Rights Charter.
1.3 Ensure that pupils, staff, parents and governors understand the procedures to adopt in case of bullying.
1.4 Anyone involved in being bullied or bullying knows that he/she has the right to be heard and taken seriously, and that people have a chance to talk about and understand bullying.
1.5 Ensure that everyone in school recognises his/her own responsibility in creating a bully free environment by being watchful of incidents and by reporting them.
1.6 Ensure that all incidents of bullying when they are reported are dealt with as effectively as possible and that they are seen to be dealt with and all parties are communicated to regarding the process and the subsequent outcomes.

Definition of bullying

There is no legal definition of bullying in Wales or the UK. The RCT definition of bullying is:

"Bullying behaviour involves an imbalance of power where a person or group of people ***repeatedly*** *and* ***intentionally*** *cause emotional or physical harm to another person or group of people, Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying".*

Bullying is deliberate with the intention to cause harm – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Unequal power –

bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience, their sense of self-worth is reduced (2.7 Rights, Respect, Equality)

Bullying can take many forms:

1.7 **Cyberbullying** is the use of Information and Communication Technology (ICT) , particularly mobile phones and the internet, deliberately to upset someone else. online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video.

1.8 **Homophobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

1.9 **Racist bullying** refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

1.10 **Sexist bullying** is based on sexist attitudes that demean, intimidate or harm another person.

1.11 **Sexual bullying** with a specific sexual dimension or a sexual dynamic be it physical, verbal or non-verbal. This can include verbal comments, touching, graffiti, and spreading images (e.g. 'sexting') sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.

1.12 **Transphobic bullying** describes hurtful behaviour towards people whose sense of their gender or gender identity is different to typical gender 'norms'.

1.13 **Direct or indirect acts** – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.

1.14 **Repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently.

1.15 **Physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation.

1.16 **Verbal** – taunts and name-calling, insults, threats, humiliation or intimidation emotional – behaviour intended to isolate, hurt or humiliate someone.

1.17 **Indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading, excluding someone from social groups, leaving notes, failure to speak to acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and emailing, sending offensive or degrading images by phone or internet.

1.18 **Relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's special educational

needs (SEN) or long term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble

Safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children's Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to their local authority's social services department. Where such incidents occur bullying procedures need to be followed, the Anti-Bullying lead and a member of the Safeguarding team (where they are different) need to be informed and safeguarding procedures followed.

Designated Safeguarding Lead: Ryan Evans, Deputy Headteacher or one of his Deputies.

Distinction between unwanted behaviour and bullying

At Ysgol Nantgwyn we use Welsh Government guidance to clarify unacceptable behaviour that does not constitute bullying. This will be dealt with in line with the schools behaviour policy. Such incidents not considered as bullying are outlined below:

Friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
One-off fight – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
An argument or disagreement – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
A one-off physical assault – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
Insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed.' (2.10 & 2.11 Rights, Respect & Equality)

Roles and responsibilities of all in achieving the above

1.17 **Pupils:**

1.17.1 Act in a respectful way and supportive manner to all other pupils reporting any suspected incidents which the victim may be afraid to report.

1.17.2 Refrain at all times from behaviour which would contribute to the bullying of other members of the school community.

1.17.3 Report all incidents of bullying to a member of staff.

1.17.4 Adhere to and promote the principles of this policy.

1.17.5 Anti-bullying mentor team.

1.18 **Staff:**

1.18.1 To be familiar with the school anti bullying policy.

1.18.2 To recognise that the responsibility for dealing with bullying incidents rests with all staff.

1.18.3 To respond to parents/guardians concerns re bullying issues raised in a timely manner, following the school procedures.

1.18.4 To keep written records of all incidents of bullying using the template in appendix 1.

1.18.5 To follow school procedure in dealing with incidents of bullying.

1.19 **Parents/guardians**

1.19.1 Stressing to pupils the importance of social behaviour

1.19.2 Understanding the definition of bullying and the difference between isolated incidents and bullying.

1.19.3 Reporting any concerns that they have concerning either victims or perpetrators

1.19.4 Actively supporting the policy on eradicating bullying

Signs of bullying although not exclusive

1.20 **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork. Loss of appetite, stomach aches, headaches.

1.21 **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression

1.22 **Behavioural:** asking to be taken to school, wanting to go home for lunch, taking longer to get home, asks for money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

A child may tell school directly that they are being bullied however parents/guardians may contact school with concerns about bullying. The Welsh Government guidance for parents identifies the following signs to look out for:

- Having damaged clothes or school bag
- 'Losing' belongings
- Arriving home with cuts or bruises
- Reluctance to go to school or take part in group activities they previously showed interest in
- Difficulties sleeping
- Changes in behaviour – loss of appetite, bed wetting
- Noticeable changes in their mood – becoming withdrawn, depressed, angry, tearful, upset, anxious or unhappy
- Wanting to change school or wanting to change their journey/route/time of travel to school .

Strategies for the prevention and reduction of bullying

Our approach is child centred and does not lose sight of the needs of the learner, irrespective of whether they are a target or perpetrator of bullying, or a bystander. We understand the need to listen effectively to learners and the need to educate learners by helping them to develop resilience by practising the problem-solving and assertiveness skills they need to challenge unacceptable behaviour, as well as in applying the restorative approach to repair relationships and help all parties understand feelings in incidents of bullying.

6.1 Effective Communication – we focus on positive behaviour and action, emphasising what pupils should be doing rather than not doing. Form time, assemblies and curriculum content are tools of communication that create positive ethos and work towards an inclusive safe environment for all. Raise awareness of the nature of bullying through Personal & Social Education (PSE) lessons, form time, assemblies and subject areas to develop pupils' assertiveness in order that they may feel better able to deal with bullying situations.
6.2 Intervention – we use restorative work and education to explore why some words and behaviours are unacceptable and should not be used in school. Dedicated assembly themes, tutor time, as well as whole school communication with parents help to reinforce the message.
6.3 Curriculum - we use RSE to embed lessons around relationships, positive behaviour and resilience. This is further exemplified through form time and assemblies. At Nantgwyn we will implement the new Curriculum for Wales and the four key purposes to support all learners to become ethical, informed, healthy and confident individuals who are ready to learn. At Nantgwyn takes action and follows the anti-bullying procedure for incidents that happen whilst pupils are in uniform and on their journey to and from school. When bullying happens outside of school, school endeavours to listen and mediate in order for the target

and perpetrator to talk about the issue and agree on a solution. At Nantgwyn we employ restorative approaches, which separate the person from the behaviour to promote accountability, and seek to repair any harm caused. In the event of this not resolving bullying outside of school, the school recommends that families report incidents to Police 101 and seek their support to resolve the situation.

6.4 **Confidence/culture**: Pupils confident to tell someone, talk about acceptable and unacceptable behaviour

6.5 **Staff** to be proactive in combating bullying to serve as a good role model to pupils.

6.6 **Form tutors** ready to listen to pupils and take the appropriate action to support the victim.

6.7 **Safe Haven** to be available daily to listen and offer support to the victim and sanction the perpetrator in line with the Anti-bullying lead.

6.8 **Record keeping** bullying incidents logged centrally by each HOS as and when they occur. To be overseen by the anti-bullying lead and used in RR bullying returns to the LA on a termly basis. The anti-bullying lead to oversee for repeated behaviour.

6.9 **Restorative** The monitoring of victims and bullies and the provision of special arrangements for any pupils considered to be at risk, including guidance, counselling and information on other sources of support. Following sanctions for incidents of bullying restorative conversations need to take place before the victim/perpetrator returns to class.

Procedures for reporting and responding to bullying:

1.23 If bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached

1.24 A clear account should be recorded on a log sheet and given to the Form Tutor/RSL/HOS

1.25 The Form Tutor/RSL/HOS will interview all concerned and take a statement

1.26 In serious cases parents will be informed and may be asked to come into school to discuss the problem

1.27 If necessary and appropriate the school's liaison police officer will be called.

1.28 **Pupils who have been bullied will be supported by:**

- 1.28.1 Will be offered an immediate opportunity to discuss the experience with their Form Tutor/RSL/DHoS/HoS
- 1.28.2 Reassuring the pupil
- 1.28.3 Offering continuous support via Form Tutor/RSL/Safe Haven
- 1.28.4 Restoring self esteem and confidence from the Wellbeing Team, pupil peer mentors, ELSA trained LSAs
- 1.28.5 Restorative justice offered, encouraged but should not be forced.

1.29 **Pupils who have been bullied will be helped by:**

- 1.29.1 Discussing what happened
- 1.29.2 Discovering why the pupil became involved
- 1.29.3 Establishing the wrong doing and the need to change

1.29.4 Informing the parents/guardians to help change the attitude of the pupil
1.29.5 Be encouraged to take part in restorative justice
1.29.6 The bully (bullies) will be asked to apologise genuinely, either written or verbally depending on the circumstance.
1.29.7 Education for the pupils who have carried out the act to undergo work of an educational nature to ensure the pupil does not repeat offend
1.29.8 For those who have repeatedly bullied a possible referral to the Local Authority Behaviour Support Team.

2. The following disciplinary steps may be taken in line with the School's Behaviour Policy.

Any disciplinary step will take into consideration any previous sanction/intervention regarding bullying.

2.1 Warning given by Form Tutor/RSL
2.2 Detention
2.3 Isolation
2.4 Internal exclusion
2.5 Fixed term exclusion
2.6 Permanent exclusion in extreme cases
2.7 Bully given formal verbal warning by HOS with a letter sent or a phone call to parents.
2.8 Parents of bully requested to attend a formal interview with HOS.
2.9 Place bully on a fortnightly behaviour report.
2.10 Isolating bully at break and lunch times.
2.11 Withdrawing privileges, such as participation in school trips, fun days etc.
2.12 Place bully in detention (lunch, break or after school) 7.
2.13 Requiring bully to make a written apology and to provide appropriate restitution for any costs, or damages, resulting from the bullying.
2.14 Referring bully to SLT for isolation. 9. Referring bully to Headteacher for exclusion.

Homophobic Bullying

2.15 Generic indirect homophobia – detention
2.16 Homophobia aimed at another pupil or member of staff, contractor or visitor on site – Internal Exclusion
2.17 External exclusion for extreme direct abuse of a homophobic nature. LA informed

Racist Bullying

2.18 Generic indirect Racism – detention LA informed
2.19 Racism aimed at another pupil or member of staff, contractor or visitor on site – Internal Exclusion LA informed

2.20 External exclusion for extreme direct abuse of a racist nature.

Informing the head after complete investigation of bullying incidents, sanction must go through the head.
Education depending on the nature of the incident education will be given towards the perpetrator or school wide through assemblies and or curriculum content or through one to one/group sessions.
Restorative following on from agreed sanctions mediation and restorative conversations will take place between the target and perpetrator to agree a solution. As part of the restorative approach, all parties will have a go to person who they can seek out for support subsequent to the incident and who will check in on a regular basis until the need ceases.
Local Authority Incidents of bullying will be reported to the Local Authority bullying returns via Roz Ridley on a termly basis. Incidents where an incident of a prejudice nature surrounding race/hate/sex are logged centrally following the incident.
Record keeping All documents should be completed and kept on file. Ysgol Nantgwyn has a designated member of staff to lead on anti-bullying.

Ysgol Nantgwyn refers to the Welsh Government's 'Challenging bullying - Rights, respect, equality' (2019) for additional advice and guidance on dealing with specific bullying incidents and behaviours. The guidance offers specific advice for prejudice related bullying where the protected characteristics of young people are targeted: ALN & disability; conditional friendship; exploitative; manipulative; homophobic, biphobic & transphobic bullying; sexist & sexual bullying; race, religion & culture; racism. The document also provides advice for online bullying.

What pupils can expect

Pupils can expect that they are listened to and taken seriously. They can expect that each reported incident is investigated and acted upon. They can expect that appropriate paperwork will be completed and the incident will be recorded and kept on file. They can expect to have go-to person who will check in on them a week after the initial report is investigated and more so if required.

For every bullying incident reported, there will always be a conversation with the targeted pupils about what happened. There will always be a conversation with the perpetrator, in the first instance to discuss and educate on how behaviour impacts others including a thoughts/feelings exercise.

What parent/carers can expect:

That any instances of bullying that are reported in, will be fully investigated and the school will apply policies. Parents/Carers can expect that Ysgol Nantgwyn will take their concerns

seriously and support their child with the issues that are happening. The Anti-bullying policy along with the definition of bullying and unwanted behaviour will be shared with parents. If parents are unhappy with how incidents of bullying have been handled, they can raise the complaint with the head. Communication to parents will be clear and transparent.

3. Procedures for monitoring, evaluation and review:

3.1 The school will review this policy annually and assess its implementation and effectiveness.

3.2 The number of actual bullying incidents will be kept in the central log and this data will be reviewed termly and recorded with the Local Authority.

The law relating to bullying

Human Rights Act 1998
United Nations Convention of the Rights of the Child (UNCRC)
Rights of Children and Young Persons (Wales) Measure 2011
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
Education Act 2002
Education and Inspections Act 2006
Learner Travel (Wales) Measure 2008
The Equality Act 2010
Criminal Offences Legislation Malicious Communications Act 1988
Protection from Harassment Act 1997
Counter-Terrorism and Security Act 2015

Useful websites

Child Exploitation and Online Protection (CEOP) Centre – www.ceop.police.uk
Childline – www.childline.org.uk
Childnet International – www.childnet.com
Get Safe Online – www.getsafeonline.org
UK Safer Internet Centre – www.saferinternet.org.uk
NSPCC – www.nspcc.org.uk
Parentline Plus – www.parentlineplus.org.uk
Samaritans – www.samaritans.org
Thinkuknow – www.thinkuknow.co.uk
UK Council for Child Internet Safety (UKCCIS) – www.education.gov.uk/ukccis
Vodafone Parents' Guide – www.vodafone.com/parents

Parent Zone - www theparentzone.co.uk
Anti-bullying Alliance – www.anti-bullyingalliance.org.uk
Bullying uk – www.bullying.co.uk
Facebook Safety for Parents – www.facebook.com/safety/groups/parents
Insafe – www.betterinternetfor kids.eu
That's not cool – www.thatsnotcool.com
The Diana Award Anti Bullying Campaign – www.antibullyingpro/com
If your child is being bullied they might want to talk to someone in confidence:-
Childline – www.childline.org.uk
NSPCC – www.nspcc.org.uk
Samaritans – www.samaritans.org

Where to find further help and advice: www.bulliesout.com
www.anti-bullyingalliance.org.uk www.kidscape.org.uk www.antibullyingpro.com
www.samaritans.org www.rethink.org www.wales.mencap.org.uk www.childline.org.uk
www.kooth.com www.parentzone.org.uk www.youngminds.org.uk www.ceop.police.uk
www.nspcc.org.uk www.internetmatters.org.uk

Appendix 1: HOS bullying log (Google sheet with tabs for schools and terms? centrally kept by each HOS and the AB lead) RR to update and keep central log on SIMS to send to the LA.

Name (Victim)	Class	'Bully'	Offence (1st or repeated)	Date	Incident detail (category)	Outcome

Appendix 2. Concern log

Target name:

Date:

Member of staff:

1) Write verbatim what has happened (Include times, places, dates where possible as well as witnesses or evidence of bullying such as screenshots).

2) Are there any physical injuries? (Outline where, size, shape and what caused them)

3) Are there any safeguarding concerns?

4) Next steps

Appendix 3

Restorative support:

Situation:

What has happened?
Who were you with?
What were you doing?
When did this happen?
What went through your mind?
What did you do?
How did you react?
What did you feel in your body?
What did you feel emotionally?

Reflections: What do you notice about your thoughts, feelings, body and behaviour?