



Ysgol Pentrehafod

Pentrehafod School

Anti-Bullying Policy

Polisi Gwrth-fwlio

Reviewed December 2019

Adolygu ddiw Rhagfyr 2019

Next Review December 2022

'Adolygiad nesaf Rhagfyr 2022

Reviewed by Mr Evans, Assistant Head Teacher

November 19

Article 17

"You have the right to get information that is important to your well-being"





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Aims of the Anti-Bullying Policy

- To ensure that students receive their education in a caring protective environment
- To prevent bullying through the proactive approach of the Respect campaign
- To deal effectively with bullying when it occurs
- To promote good School Behaviour, School Discipline and Pastoral Policies.

Introduction

We can all feel safe, be respected and enjoy our rights if everyone works together to make this happen. When people are bullied, it works against this because it leaves a person or a group feeling unsafe, disrespected and with no power to solve it. In Wales, all schools should work together with learners and their parents/carers to help make everyone feel happy and safe in school and on the journey to or from school. People should be treated equally and there should be no discrimination or hate crime. This is the law (the Equality Act 2010).

Children's rights The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children. No matter who you are, where you live, what you believe in, what your parents/carers do, what language you speak, what sex you are, whether you have a disability or not, or whether you are rich or poor, all children should be treated fairly on any basis. These rights apply to you up to the age of 18. The UNCRC lists 42 articles – rights that children have, to be safe, healthy and happy.

These include:

- you have the right to be protected from being hurt and mistreated, in body or mind
- you have the right to a good-quality education
- you have a right to practise your religion
-



- your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people
- you have a right to a safe environment. To enjoy your rights, you also have a responsibility to respect the rights of others and not do anything which stops them from having those rights too.

Everyone should learn in a respectful culture that celebrates all our differences and promotes equality. Everyone is different and we can learn about and from each other to help us understand the world and our part in it. In 2011 the Welsh Government decided to take an extra step and make the UNCRC law in Wales.

All schools must have in place a plan to encourage positive behaviour and challenge bullying. As a school we promote we endeavour to recognise all positive behaviour through the implementation of our achievement and sanction policy as well as address issues around bullying in school.

What is Bullying?

There is no legal definition of bullying. Many people think they know what is meant by 'bullying' but one person's idea might be different from someone else's view. In this policy and in-line with Welsh Government guidance, bullying is defined as a behaviour that:

- happens on purpose
- happens more than once
- is meant to hurt or upset someone
- the targeted person feels powerless to stop.

There are many different ways people can be bullied. This could include:

- being called nasty names, teased, made fun of, threatened or put down
- being hit, kicked, punched, tripped up or knocked over
- having belongings stolen or damaged



- having rumours or gossip spread about you or people talking about you behind your back
- being left-out, excluded or isolated
- being forced to do something you don't want to do or know that is wrong.

Online bullying is bullying behaviour that happens through technology such as mobile/smart phones or the internet. This could include:

- hurtful, embarrassing or threatening material posted online (for example on social network websites)
- nasty messages sent as texts, e-mails or via other websites or apps
- being excluded from an online game
- fake profiles on a social network that make fun of others
- any misuse of intimate, explicit images of the person targeted.

The Nature of Bullying

Bullying can be displayed in many different ways:

- **Verbal/written bullying** can include name calling, racist/homophobic remarks, making fun of people because of a disability or saying anything that makes someone feel upset or frightened. This type of bullying also includes use of written notes and may include the threat of physical violence.
- **Physical bullying** can include hitting, kicking, pushing, hair-pulling or anything that can cause physical harm or pain like bruises and cuts. It is a criminal offence where it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.
- **Online Bullying or Online Bullying** is a form of bullying such as sending nasty, threatening or offensive online messages / emails. Students should print off texts or chat room logs to be used as evidence (further details on e bullying follow).



- **Emotional bullying** includes ignoring someone, leaving someone out, spreading rumours, telling lies about someone or making someone feel unwanted.
- **Prejudice related bullying** applies to a person or a group because of prejudice. This could be linked to stereotypes or presumptions about their identity, race, religion, gender, disability, gender identity, sexual orientation or background.
- **Manipulative bullying**- is when manipulation of social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. This includes the spreading of rumours or malicious accusations.
- **Sexual Bullying** *occurs when someone is forced or coerced to take part in inappropriate physical activities*

Online Bullying

As part of the school's code of conduct mobile phones are not allowed to be used inside the school buildings by students. Any student who disregards this rule will have the phone confiscated until the end of the day. This Policy is there to support student safety and security and students are always welcome to use school telephones on request.

In the event of mobile phone bullying or any form of 'Online Bullying' occurring students are advised of the following:

- Don't ignore it
- Don't delete it
- Don't reply to it
- Show the message to an adult you trust, such as a parent/carer or teacher.
If it is on YouTube, Twitter, Facebook, for example, parents/carers will be asked to bring a hard copy to school.

The school responsibility will be to:

- Look at the evidence



- Contact parents/carers of all the students involved in online bullying
- Educate students on the dangers of online bullying
- Reassert that the school can openly deal with issues which happen on school premises and it is the parents' responsibility to monitor online use outside of school hours

All staff at our school receive training in procedures to follow if a student reports to them that they are being bullied.

In response to this, the RESPECT campaign was launched in September 2017 which aims to:

- Ensure that there is collective understanding of what bullying is
- Ensure that both staff and students know what to do in the event of bullying
- Raise the profile of the anti-bullying campaign
- Promote a positive ethos of respect within the school

The RESPECT campaign, together with the UNCRC, are the focus of weekly assemblies and Monday form time. The RESPECT campaign runs alongside our guiding principles that students should be:

- **Ready** – for learning
- **Respectful** – of others and their rights to learn and enjoy school
- **Safe** – in the school environment

In addition to this, the school uses the curriculum to embed anti-bullying work through the form tutor period, Health and Wellbeing, Religious Education and our Skills+ provision. We believe that proactive approaches develop socially and emotionally literate students. This will have the greatest impact on reducing the incidents of bullying through the development of a Rights Respecting School culture.



At Pentrehafod School we believe that all children are of equal value:

- regardless of their ethnicity, culture, national origin or national status
- regardless of their gender and gender identity
- regardless of their religious or non-religious affiliation or faith background
- regardless of their sexual identity
- regardless of or not they are disabled
- regardless of their academic or sporting ability.

What is bullying?

Bullying is defined as: behaviour by an individual or a group, repeated over time, which intentionally hurts others either physically or emotionally. (Welsh Government, 2019)

If you believe that a student is being bullied, you must talk to a member of staff.

**SENSE IT
SEE IT
REPORT IT**



When it is **not** Bullying

The following examples are bad behaviour but not usually acts of bullying:

- a fight that happens once
- banter between you and your friends that goes wrong, but is not repeated
- an argument between you and someone else of equal power, such as with your friend
- a friendship problem. One person does not want to be friends any more.

However, the above examples might be the start of bullying if nothing is done to stop it. If you have found it scary or distressing and you have not sorted it out between you, it might be helpful if you tell someone so that your school can do something to stop it right away.

Where Bullying Occurs

There is no set time or place for bullying. Through consultation with students it was identified that the perpetrators will target wherever they are. 'Hot spots' where students could be vulnerable to bullying have been highlighted; as a result of this consultation staff duty rotas have been amended to enable maximum visibility of those areas. Improved CCTV coverage has also helped us to ensure that all areas are monitored.

Behaviour

Perpetrators often get pleasure from the pain, fear and humiliation of their victim. They often like their own way and use bullying as a means of getting what they want. Perpetrators are often motivated by their desire for power, control and for raising their own esteem or, in fact, they may have been bullied themselves.

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the schools work in promoting equal opportunities and teaching social and moral principles.



Bullying may seize upon aspects of body shape or appearance, or focus on parental, cultural or ethically based lifestyles.

It may dwell or reflect upon race religion, nationality or sexual inclination.

Staff and parents/carers can find it difficult to identify when someone is being targeted and may be ignorant to the key indicators which are known to identify that bullying is taking place. Cause for investigation would be if a student were to begin showing some of these possible signs.

- Is frightened of walking to and from school
- Does not want to go to school
- Asks to be driven to school instead of walking
- Changes their usual route
- Continues to refuse to go to school (school phobia)
- 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
- School work deteriorates
- Comes home with clothes torn or books damaged
- Asks for money (to pay bully)
- Has dinner monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been taken)
- Becomes aggressive, disruptive, unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to discuss the problem



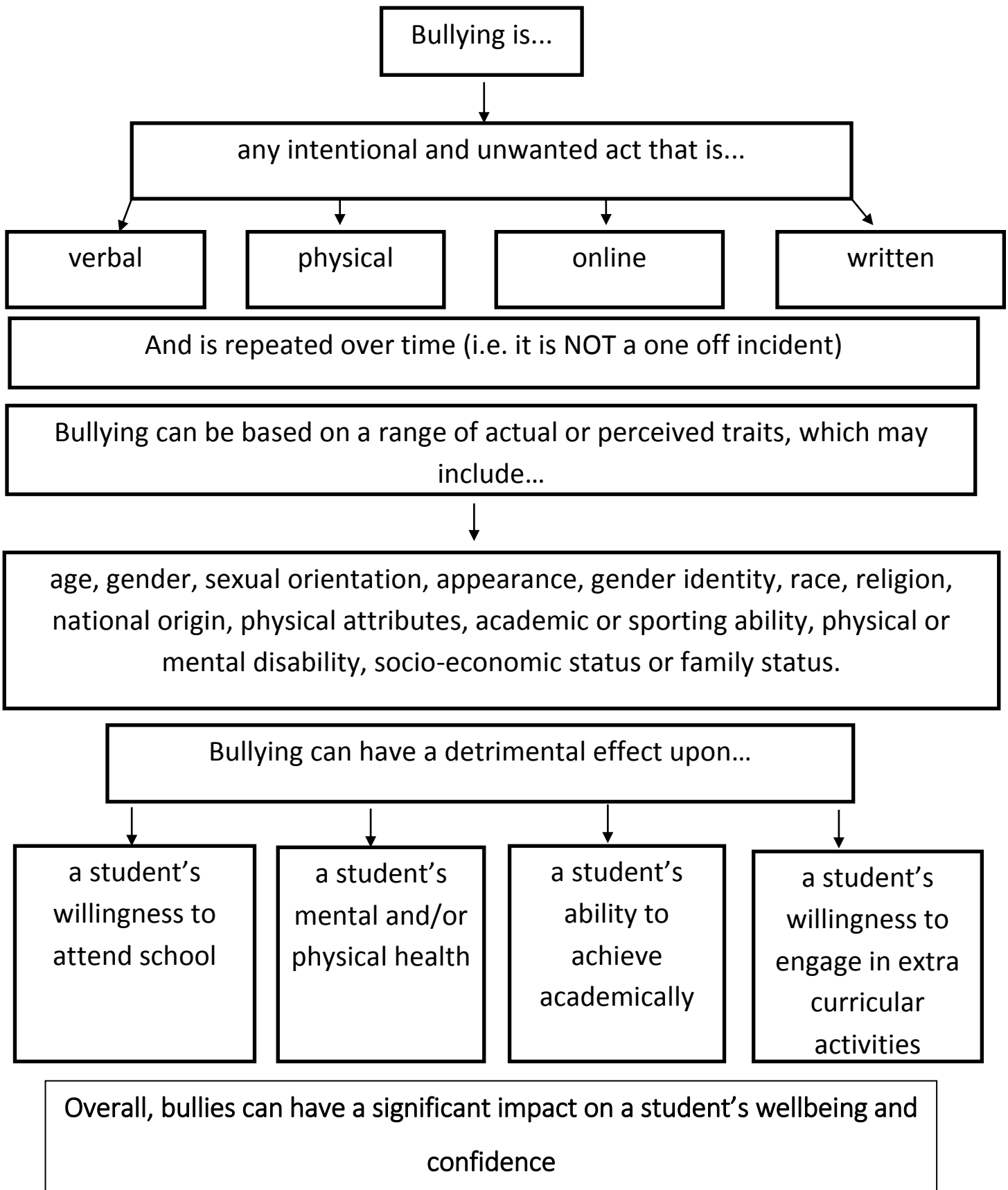
Parents/carers involved in consultation felt that there were other signals we must be aware of

- *Does not want to talk about school*
- *Gives improbable excuses for any of the above*

No list on bullying behaviours can be exhaustive. Any change in the normal pattern of any student's behaviour could suggest anxiety or worry which could be caused by bullying.



Overview of Information on Bullying





School Action on Anti Bullying

Pentrehafod School realises that there is no single strategy which can be applied to bullying. Therefore, it is necessary to have a range of strategies available that may be implemented when appropriate for students who bully and are bullied.

Informal action on bullying is a useful strategy to help to resolve potentially damaging situations. They can bring attention to the fact that the school will not tolerate bullying of any sort. This is done by:

- Poster campaigns in corridors and classrooms
- Involvement of the student council and prefects
- Accessibility of key staff i.e. Headship Team, Learning leaders, the PAWB (Student Attendance and Well Being) team/Form Tutors to students and their parents/carers
- Trained peer mentors to support vulnerable groups

When bullying occurs we will:

- Make students feel comfortable about coming forward to disclose.
- Encourage students to talk to someone about being bullied.
- Stress that this can be confidential but where action needs to be taken, staff will act sensitively and with the full involvement of the victim.
- Involve parents/carers and keep parents/carers informed of progress.
- Ensure that action will be taken with a clear outcome.
- Provide feedback of information and ensure that there is continuity of support.
- In some cases referral to outside agencies may be required for support and guidance e.g. Educational Psychologist, Exchange Counselling Service

Parents/carers should be made aware if their child is a target of bullying, or if their child is a perpetrator of such behaviours. We need to work in partnership in order to constructively support young people. Parents need to know that there are legal implications if issues are reported to the police. They should also be given constructive advice on how to cope with the problems of bullying, both during and after the incident.



Parents/Carers play a key role to:

- Inform the school if you are aware or suspect bullying is taking place, this can be done via phone call, letter or in person. Focus on sharing factual information. This can be a very emotive issue but bullying has to be dealt with in an objective manner.
- Encourage children to be friendly and tolerant to others and not to be aggressive
- Support the school if further action needs to be taken.

Procedures we Follow

Every case of bullying is different and will require different solutions. Should bullying occur it is essential that the following process be followed:

- If any teacher or any member of staff becomes aware of any incident of bullying they should refer this to the Learning Leader by email in order to establish the exact nature of the problem.
- All incidents of bullying must be recorded on PARS by the Learning Leader following an investigation. This will include all parties writing a statement to support the investigation process. All documentation will be stored electronically on the students' SIMS profile as a private document.
- The school will use the school level data to monitor and analyse patterns of behaviours. Appropriate provision will be put in place to address this e.g. through PSE, assemblies and so on.



Anti-Bullying Process

Bullying can be complicated but wherever possible the following process should be followed:

Step 1 Issues identified between student(s)	Restorative Practice (RP) offered where possible.	
Step 2 Second issue between same student(s)	RP process followed. If a student is found to have repeated behaviour then a contractual agreement will be signed by the perpetrator.	Stage A of Anti-bullying
Step 3 Third issue between same student(s)	Parent/carer must be contacted (this may have happened before but is now formal)	Stage B letter written to parent/carer
Step 4 Fourth issue between same student(s)	Formal meeting with parent/carer and new recommendations given.	Stage C letter
Step 5 Fifth issue between same student(s)	Governors' sub-committee convened	Stage D. This could involve an exclusion. Extreme issues can result in a student moving school

*Extreme issues can result in a student moving more quickly through the stages.

** Racist incidents are logged separately by the school and are reported to County.

Depending on the nature of the bullying any or all of the following process should be followed:

- School achievement and sanction policy strategies to be applied. For repeated offenders, this could lead to direct sanctions such as intervention room, fixed term or permanent exclusion.



- Providing the victims with opportunities to access a quiet/safe zone (if they wish).
- The use of outside agencies e.g. Educational Psychologist, Behaviour Support Team, if necessary the Police Neighbourhood Officer / Police Community Support Officer (stage 4)

Overview

Pentrehafod School aims to create a culture where respect is promoted. We aim to educate all on the nature of bullying and respond swiftly and appropriately to bullying when it occurs. This must be a whole school approach, understood by the whole school community.



Appendix 1

Definition - About words used:

'Children'	describes anyone under the age of 18 because in law, this is how children and young people are described (the Children Act 1989).
'Parents'	describes parents or carers.
'Perpetrators'	are people who bully others
'Targets'	are people who are bullied.
'Prejudice'	means when one person or a group makes an unfair or unreasonable judgement about another person or a group of people, without getting to know them. This judgement is based simply on one thing about them, such as the music they like, where they come from, skin or hair colour, religion or any aspect of their identity.
'Race'	in this guidance we use the word only when we talk about racist bullying that picks on someone because of their racial group or the groups of their parents.
'Religion'	describes spiritual beliefs and worship. It means faiths such as Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism.
'Culture'	describes people's way of life.
'Heterosexual'	a heterosexual person is attracted to people of the opposite sex.
'Gay' and 'lesbian'	people are attracted to people of the same sex
'Bisexual people'	are attracted to people of either sex.
'Harassment':	in this guidance it means unwanted sexual behaviour that can occur again and again, online and offline. It can include unwanted touching, sexual suggestions, threats or photos sent.
'Discriminatory'	describes behaviour that singles someone out for different treatment or bullying because of who they are.
'Bystanders'	are people who are there when bullying happens. They do not try to stop it or defend the target.



Further Help and Advice

Anti-bullying charities

Bullies Out

Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. Their e-mentors offer online support.

www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-Bullying Alliance

Information for schools, parents/carers and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

Kidscape

Anti-bullying charity, workshops for children who have been bullied.

www.kidscape.org.uk

The Diana Award

Young ambassadors trained to help others.

www.antibullyingpro.com/

Children's rights

The Children's Commissioner for Wales

Find out more about children's rights from the website.

www.childcomwales.org.uk/

Equality and law

The Equality and Human Rights Commission

www.equalityhumanrights.com/en/commission-wales

Children in Wales

www.childreninwales.org.uk/our-work/bullying/

Helpines and advice

Childline

Tel: 0800 1111

www.childline.org.uk

Kooth

Counselling service

www.kooth.com

Meic

Information advice and advocacy for young people.

www.meiccymru.org/



Online bullying – describes all bullying via technology, including cyberbullying.

Perpetrator – refers to children and young people who bully others. These individuals have historically been referred to as ‘bullies’.

Prejudice-related bullying – refers to any form of bullying related to the characteristics considered to be part of a person’s identity or perceived identity group. This can include their disability, gender, gender identity, race, religion or belief or sexual orientation, which are the Protected Characteristics set out in the Equality Act 2010.

Public sector equality duty – is the duty on public authorities to consider how their policies or decisions affect people who are protected under the Equality Act 2010

Restorative justice – a restorative approach is a way of addressing conflict with a focus on repairing the harm that has been done. It includes all parties involved.

Sex – can be described as physical or biological sex; describing someone’s identity based on their physical sexual characteristics. A person’s sex, as determined by their biology, does not always correspond with their gender. The terms ‘sex’ and ‘gender’ are not interchangeable, nor synonyms for each other.

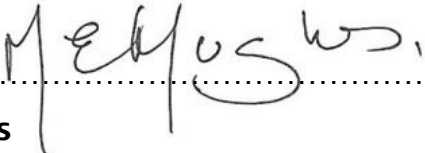
Sexual orientation – or its more informal term, sexuality, describes the sexual, physical and emotional attraction of one person to another: heterosexual, gay, lesbian or bisexual.

Targets – refers to children who are bullied. These individuals have historically been referred to as ‘victims’.

Transgender/Trans – gender identity is the extent to which one identifies with their sex assigned at birth. Individuals who identify with a gender identity which is different from their biological sex are called transgender or trans, widely used as an inclusive term referring to transgender or gender questioning people of all ages.

This Policy was presented to Governors on **11th December 2019**.

It will be reviewed in **December 2022** or if National and Local Policy or Guideline is updated.

Signed.....
Mrs M Hughes
Chair of Governors