Ysgol Syr Hugh Owen

Anti-bullying Policy

Adopted by: **Date:**

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Review Date:

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Next Review:

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Ysgol Syr Hugh Owen Anti-bullying Policy

1. INTRODUCTION

Our school believes bullying is totally unacceptable and that it should not be tolerated. Every member of the school community shares a joint responsibility for tackling bullying and working together to promote positive behaviours. The school has a legal duty to prevent and tackle all forms of bullying.

This comprehensive policy has been created to support our whole school ethos of ensuring that our pupils feel safe, confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in accordance with agreed procedures should it occur, and to provide support to participants as appropriate.

This school policy is based on a series of Welsh Government guidance, **'Challenging Bullying – Rights, Respect, Equality'** which includes statutory guidance for local authorities and governing bodies, as well as guidance for children and young people, parents and carers.

In relation to the **Equality Act 2010**, our school has a duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act;
- Promote equality of opportunity between individuals who share any relevant protected characteristic and individuals who do not share it; this means removing or reducing disadvantages suffered by people who share a relevant protected characteristic that are associated with that characteristic
- Take measures to meet the needs of individuals who share a relevant protected characteristic that is different to the needs of people who do not share it.

According to the UN statement: 'Children have the right to be protected from all forms of violence (physical or mental). They must be protected from harm and should receive suitable care from those with responsibility for them.' If bullying is evident in a school, no pupil will be able to fully enjoy their rights under the **United Nations Convention on the Rights of the Child**, including being safe and receiving an education.

1.1 School Vision and Values

Our aim is to be a close, welcoming and inclusive community school, working with all pupils to help them reach their potential. We believe in success for all, aiming to support all pupils to succeed within the curriculum and through a range of varied extra-curricular activities.

Our aim is to provide the best possible education to develop confident, bilingual pupils with the independence and skills to succeed in the future. To achieve this, we offer a broad, appropriate and challenging curriculum. We are extremely proud of the achievements of our pupils, academically, in sport and the creative arts, and in the world of work and academic study. We are confident that we provide the learning and enrichment experiences on which pupils can reflect proudly.

2. WHAT IS BULLYING

In Ysgol Syr Hugh Owen, in accordance with Welsh Government guidance *Challenging bullying – Rights, respect, equality*, bullying is defined as:

Behaviour by an individual or group, repeated over time, with the intention of physically or emotionally hurting someone.
We aim to intervene immediately, whether it is bullying or any one-off negative behaviour. Any incident that occurs once which does not appear to be bullying is dealt with as inappropriate behaviour and we will address these incidents under the school's behaviour policy.

Bullying is different to a debate, fight or argument between friends because:

- it is intentional
- it will usually be repeated time after time
- there is a perception of a power imbalance between the bully and the victim
- bullying will create feelings of distress, fear, loneliness, humiliation and helplessness.

2.1 Distinctive elements associated with bullying

These include, but are not limited to:

- **Intention to harm** – bullying is intentional with the intention of causing harm. Those who act as a bully are good at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity to have the desired impact. They are looking for the area where they have power over their target.
- **A harmful outcome** – an individual or a group is physically or emotionally hurt. They can be isolated, humiliated or made tearful. Their sense of self-worth diminishes.
- **Direct or indirect actions** – bullying can involve direct aggression such as hitting someone, as well as indirect actions such as spreading rumours, disclosing private information about someone or sharing personal images with people for whom the information/images were not intended.
- **Repeat** – bullying usually involves acting in a negative way or acting aggressively time after time. An isolated aggressive act, such as fighting, is not usually considered bullying. But any incident can be the beginning of a pattern of bullying behaviour that develops afterwards. That is why recording events is so valuable.
- **Power Imbalance** – bullying involves misuse of force by one person or group who is often (seen as) more powerful because of their age, physical strength, popularity or psychological resilience.

2.2 How is bullying expressed?

There are many forms of bullying, including:

• *physical* – kicking, tripping or pushing someone, hurting someone, damaging their belongings or threatening gestures.

• *verbal* – ridicule and calling names, insults, threats, humiliation or intimidation.

• *emotional* – behaviour designed to isolate, hurt or humiliate someone.

• *indirect* – sly or underhand acts committed behind the back of the target, or spreading rumours.

• *online* – using any kind of technological methods, mobile phones, social networks, games, chat rooms, forums or apps to bully through text, messages, images or video.

• *pertinent aggressive behaviour* – bullying that aims to damage the target's relationships or social status: remove their friends, exploit an individual's special educational needs (ALN) or long-term illness, target their family's social status, isolate or humiliate someone or deliberately get someone into trouble.

• *sexual* – unwanted touching, threats, suggestions, comments and jokes or insinuations. This may also include 'sextortion', also referred to as 'revenge porn' and any misuse of images of the pupil targeted.

• *related to prejudice* – bullying a pupil or group of pupils because of prejudice. This could be linked to stereotypes or assumptions about identity. Bullying related to prejudice includes the protected characteristics. Prejudice also extends beyond the protected characteristics and can lead to bullying for a range of other reasons, such as social status and background.

2.3 Bullying and safeguarding

Some incidents of bullying may be a safeguarding issue or police intervention may be required.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern where 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 will refer any concerns to the Local Authority Social Services Department.

2.4 What does not constitute bullying?

Some forms of negative behaviour, although unacceptable, are not considered bullying. The school will deal with these incidents in accordance with the school's behaviour policy to prevent an incident which could escalate to bullying.

The following examples are incidents that would not normally be considered bullying:

• *argument with friends* – arguments between friends, however, can escalate and develop into bullying behaviour because of the fact that former friends have detailed knowledge of each other's fears and their uncertain feelings.

• *one-off fight* – these cases will be dealt with by the school in accordance with the school's behaviour policy unless it is part of a pattern of behaviour that identifies targeting another person deliberately.

• *a dispute or disagreement* – a dispute between two children or young people is not considered bullying. However, they may need support to learn to respect the opinions of others

• *one-off physical assault* – this will be stopped and dealt with immediately. The school may contact the Police Community Officer where incidents involve physical assault.

• *insults and teasing* – If two friends of equal power are used to teasing each other, it is not considered bullying. However, if one pupil uses a teasing incident to humiliate or threaten another who is powerless to prevent it and make them fearful due to the incident, the boundary between teasing and bullying is likely to be crossed.

One incident of hate crime – if this behaviour is not repeated, it will not be considered bullying but as criminal behaviour, this will be dealt with in accordance with the school's behaviour policy and other relevant policies.

All incidents of bullying are reported and recorded on the school's systems. This reveals any incidents that have been reported previously and allows for a considered assessment to be made. All hate incidents are also recorded so that the school can monitor patterns and prevent discrimination.

The school's Health and Well-being programme seeks to educate pupils on such issues.

2.5 What are the motives for bullying actions?

Children and young people who take part in a bullying incident can have a range of motives. They may have prejudices against certain groups in wider society. This prejudiced view can be informed by a wide range of factors including the following influences: media values, the community and / or family, or previous personal experience.

Motives can also include a desire:
• for power, pride and popularity
• to belong to a strong group with a strong sense of identity and self-esteem
• to avoid being a target of bullying themselves
• to make amends for a humiliating incident that they themselves have suffered in the past.

The school takes motives into account when working with children and young people who bully others. This identifies the underlying cause of the unacceptable behaviour, as well as helping to change it, preventing further bullying from taking place.

The school challenges the attitudes of society and the school's wider community beyond any incident being dealt with.

3. BULLYING RELATED TO PREJUDICE

The actions of prejudice-related behaviour often involve or express ideas, stereotypes and prejudices relating to discrimination and inequality present in wider society. These ideas and attitudes include hostility towards people with protected characteristics, such as pupils who are disabled (which may include those with ALN), who are lesbian, gay or bisexual; or who question their gender or are transgender; or whose ethnicity, race, appearance, religious heritage or gender differs from the perpetrators of the behaviour related to prejudice. Behaviour related to prejudice can also be directed at those who do not have protected characteristics, including those with additional learning needs (ALN) who do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

There are many examples of prejudice-related behaviour. Some of these might include:

• stigmatising a pupil with a disability or ALN
• using homophobic, biphobic, transphobic, sexist or racist language
• seeking to remove any religious clothing such as a hijab, kippah, turban, cap or veil
• bullying related to prejudice
• using sexist comments, unnecessary touching or taking pictures without consent
• commenting on someone's appearance such as their weight or hair colour.

All forms of prejudice will be challenged equally.

4. BULLYING AND AGGRESSIVE BEHAVIOUR ONLINE

Understanding the lives of children and young people in a digital age is a complex task, and considering the implications for education is often a good balance. On the one hand there are calls to recognise the sophistication of children and young people's everyday use of digital

media, and to integrate much more technology into education to equip pupils effectively for their current and future lives. On the other hand, there are concerns about the implications of extensive screen time and online harms that are difficult to regulate and limit. Furthermore, while many children and young people gain an understanding and experience of digital environments from birth, their access to devices and experience of using technologies varies considerably. This difference is associated not only with economic circumstances, but with the different ways digital toys and resources are used in different families.

4.1 Online bullying behaviour can include a number of characteristics:

• *profile* – people don't have to be physically stronger, older or more popular than the person they bully online

• *location* – online bullying is not confined to a physical setting and can happen at any time. Incidents can take place in the pupil's own home, intruding into places previously seen as safe and private

• *audience* – online content can be difficult to remove and can be recycled and reposted. The potential number of people who can see content posted online is very large. One-off incidents of online abuse can increase quickly to bullying, e.g. by reposting, sharing and commenting.

• *anonymity* – the person targeted by bullying may not necessarily know who is the perpetrator of the bullying behaviour. The target will also not know who has seen the aggressive content. If the perpetrator hides their identity from the target, this can be seen as a form of passive aggressive behaviour and, if repeated, could be bullying.

• *motive* – online bullying is usually done purposefully. However, initial incidents can have unintended consequences and can increase through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post they are actively involved in bullying. The instigator may not have intended to repeat offensive or harmful comments. One incident – one post or a distressing message – can increase to bullying involving many people over time.

4.2 Why online bullying is unique in its ability to cause distress

While offline bullying remains more prevalent than online bullying, pupils note that the characteristics of online bullying, set out below, make the experience uniquely distressing.

• The audience can be unlimited.
• It can happen anywhere and at any time – there is no respite from it.
• It may involve unknown people, although there are known peers in most cases.
• Technology facilitates the storage of images and messages for rewatching.

Online bullying where it has an impact on the well-being of pupils in school is always addressed. Where necessary, the school refers incidents to an appropriate agency or service. The school takes action in incidents involving a safeguarding concern. All staff receive regular training in safeguarding and online safety.

Online and mobile communications leave a digital trail. Retention of evidence is essential. The school records incidents as part of its wider practice to monitor safeguarding work and evidence of its influence.

4.3 What is the school's role?

Digital competence will be a cross-curricular responsibility, along with literacy and numeracy, in the Curriculum for Wales 2022.

The Digital Competency Framework has four equally important strands ('Citizenship', 'Interacting and collaborating', 'Producing', and 'Data and computational thinking'). The 'Citizenship' strand focuses on pupils developing the skills and behaviours required to contribute positively to the digital world around them, which includes protecting themselves online. The strand includes the elements 'Identity, image and reputation', 'Health and well-being', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying'.

The school will deal with online bullying where it affects the well-being of pupils at school. Where required, the school will refer an incident to the appropriate agency or service. Schools will have to take action in incidents involving a safeguarding concern.

5.   THE LAW IN RELATION TO BULLYING

There is no legal definition of bullying in Great Britain, but wider legislation can be applied to tackle some bullying actions.

There is legislation that applies in Wales, the UK and internationally that aims to protect the rights of children and young people to live a life that is free from abuse and harm, including bullying. Current international legislation and conventions relating to bullying in Wales include:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- **Education Act 2002***
- Sexual Offences Act 2003 (as amended)
- Children Act 2004
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- **Education and Inspections Act 2006***
- **Learner Travel (Wales) Measure 2008**
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- School Standards and Organisation (Wales) Act 2013
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

6.   ANTI-BULLYING STRATEGIES

6.1 Why it is important to prevent and challenge bullying

Young children who bully others using insults may not always understand the hurt they have caused and they may be repeating what they have heard at home or in the community.

When these incidents occur, sensitive rehabilitation work and teaching are effective. Meetings are held with parents / carers to remind them of the school's values.

The school engages with parents / carers from the outset in adopting an anti-bullying strategy that benefits the school and its wider community.

When young people become teenagers, they are more likely to be influenced by their peers. Therefore the school adopts a whole school intervention approach, so that the voice of the majority is heard.

6.2 Effective strategy

Implementation of a successful anti-bullying strategy includes the whole school community.

It is regularly monitored, evaluated and revised to reflect changes in circumstances or context. Interventions are supported by a school ethos that prevents bullying and promotes empathy and respect.

The Children Act 2004 places a statutory duty on all authorities who provide children's services to work with stakeholders and partner agencies to provide integrated services, and improve preventative and early intervention for children and young people and their families.

6.3 Anti-bullying lead

The Welsh Government recommends that schools establish an anti-bullying lead as a designated role for an individual or team. The key responsibilities of the role are:

- the creation, review and ongoing development of an anti-bullying policy. This includes all pupils, staff, parents / carers, school governors and relevant local authorities.
- implementation of the policy. This includes scheduled assessments and monitoring its effectiveness and progress. Also, ensuring that an evaluation of each procedure takes place and informs policy reviews. This includes documenting all reviews in procedures, documentation, etc.
- managing the processes of bullying incidents, such as intervention, reporting, recording, monitoring, etc.
- co-ordinating and managing training and support for staff and parents / carers where appropriate
- researching, evaluating, and evaluating strategies for preventing bullying behaviour.

6.4 Whole-school anti-bullying work

The Welsh Government expects an effective anti-bullying strategy to set out how the school intends to co-ordinate its anti-bullying work throughout the school. The Welsh Government expects it to include the development of a holistic range of interventions, which include prevention, identification, response and challenge to incidents of bullying.

In order to achieve a whole school approach, the school aims to:

- have strong moral leadership from the headteacher, other senior leaders and the governing body, who model strong values and expectations, thus 'leading by example' by valuing health and well-being.
- embed a climate and culture in which pupils feel safe, secure and valued, which promotes the UNCRC and, in particular, seeks and listens to the voice of the child or young person.
- have a sound understanding of health and effective methods of monitoring and evaluating this.
- provide a curriculum that meets the needs of pupils (both now and for their future), implemented with learning experiences that support and challenge them regarding their health and well-being.
- establish and maintain strong and responsive care, support and leadership.
- create an environment that promotes health and well-being (e.g. space for play and relaxation ensuring maximum benefit from outdoor learning where possible, suitable toilet facilities, supporting healthy food and drink, ensuring site safety, etc.).
- ensure effective communication and working in partnership with parents / carers
- support professional learning for all staff, tailored to meet their needs and responsibilities.

In implementing an effective anti-bullying programme, the school strives to:

- keep order in terms of transport and when walking or cycling to and from school, on educational visits or in other locations such as work experience or college courses.
- ensure that behaviour does not threaten the health or safety of pupils, staff or members of the public.
- reassure pupils who may feel threatened or intimidated by the behaviour of a small minority of their peers or by 'the risk of alienation'.
- reassuring members of the public about the school's care and management of pupils, thereby protecting the reputation of the school.

6.5 Why is it important to involve parents / carers in developing and implementing an anti-bullying strategy?

It is essential that children and young people are educated, at home and at school, about building and maintaining respectful relationships. This is the basis for positive behaviour.

Parents / carers have an important role to play as part of the school community in taking responsibility for their child's behaviour both inside and outside the school; as does the school.

Partnership working between the school and parents / carers to maintain high standards of behaviour and to encourage respect and kindness towards others is essential.

The school engages with parents / carers, taking the following into account when developing and

The school seeks to take advantage of other communication opportunities to support learning and well-being. For example, designing homework tasks that pupils can work on with their families and by providing messages/letters. Also, information for pupils in the Personal Diaries.

6.6 When the school will take action in relation to bullying outside of school

Behaviour and behaviour outside of school

Section 89 (5A) of the Education and Inspections Act 2006 gives headteachers a statutory power to regulate the conduct of pupils in these circumstances 'so far as is reasonable'. Bullying can be an example of where headteachers can use this power. The school is best placed to make judgements about what is reasonable in a particular circumstance.

While schools can regulate certain behaviour off school premises, such as bullying behaviour, they can only impose sanctions when the pupil is on school premises or under the lawful control or charge of a member of staff. A penalty could be imposed while a pupil is on a school trip, but not while the pupil is on their journey home from school. In such circumstances, the member of staff may indicate to the pupil that they have has been seen to misbehave and / or act in a bullying incident and will receive a penalty; however, the member of staff must wait until the pupil is at the school to apply the sanction.

Dealing with incidents of misconduct on and off school premises

The Welsh Government expects that effective policies on behaviour, anti-bullying and discipline within the school will clearly set out expectations for the positive behaviour of pupils off school premises. This includes behaviour during activities organised by the school such as work experience placements, educational visits and sporting events, as well as behaviour on the way to and from school and whilst wearing school uniform (if any) in a public place.

The school acts reasonably in relation to expectations of pupil conduct and in relation to any measures specified for the regulation of pupil behaviour when not on school premises and not under the lawful control or care of a member of the school's staff.

The Welsh Government expects schools to decide what to consider when deciding whether a rule or penalty in a particular case is reasonable; challenging bullying behaviour is an example of when the school operates this provision. The school takes into account the following factors:

- the seriousness of the misconduct.
- to what extent the school's reputation has been affected.
- whether the pupil / pupils in question were wearing the school uniform or were otherwise readily identifiable as a member / members of the school.
- to what extent the behaviour in question would have repercussions for the orderly running of the school and / or could pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- whether the misconduct in question was on the way to or from school; the Welsh Government expects the school, in collaboration with the local authority, to consider whether sanctions should be imposed under the travel behaviour code or school behaviour policy when tackling misconduct on the journey to and from school.
- whether the misconduct in question was outside the school gates or otherwise close to the school.
- whether the misconduct occurred whilst on work experience, taking part in a further education course as part of a school programme or taking part in a sporting event with another school (i.e. when the pupil would be expected to act as an ambassador for the school) which could affect the chances of opportunities being offered to other pupils in the future.
- whether the pupil / pupils were truanting.

- whether there has already been a warning to a pupil about the behaviour.

Applying such factors, there would be a strong case, for example, for disciplining a pupil for harassment and / or bullying of a member of staff off school premises, including on the internet. There would also be a strong case for disciplining of a pupil verbally for the abuse of others,

including members of the public, when travelling to / from school. However, the case for disciplining a pupil for verbally abusing someone, who had no contact with the school, on a weekend would be much weaker.

Many extended school activities take place off school grounds. Behaviour during such activities can be dealt with in the same way as for any other activity on site. It would be logical to deal with behaviour during extended off-site school activities that are not supervised by school staff in the same way as behaviour during further education, college or work experience placements.

6.7 Our whole school approach to preventing bullying includes:

• Adopting preventative approaches to bullying.

• Developing a positive ethos which includes knowing that bullying is unacceptable.

 • Expecting positive behaviour that helps and supports learning and development.

 • Promoting co-operation and expecting socially responsible behaviour.

 • Encouraging the spectators that witness bullying to take positive action by alerting staff and using collective peer pressure to prevent perpetrators.

• Valuing and celebrating everyone's differences, skills and talents.

 • Supporting the development of emotional literacy, self-esteem and resilience through Assemblies, PSE, the Healthy Schools programme, skills development, teaching personal coping strategies to pupils, School Council Participation and Year Forums, Befriending and Mentoring Schemes.

• Involving our designated Schools Community Police Officer in the delivery of the All Wales School Liaison Core Programme.

• Showing respect for others and challenging and educating about inappropriate language that is;

  - racist
  - homophobic
  - sexist
  - religiously prejudiced
  - stimulated by disability
  - or would be considered offensive or defamatory by any protected groups named in the equality act.

• Ensuring that the information in this policy is available to everyone in the school community.

• Involving all members of the school community in the planning/implementing of the policy.

• All staff modelling appropriate positive behaviours by example.

  • E-mail address for pupils to report an incident in confidence – bwlio@syrhughowen.gwynedd.sch.uk

7. COUNTERING BULLYING

7.1 The school will seek to take proactive action in the anti-bullying campaign.

Bullying is discussed at several levels throughout the school:

- Whole school (e.g. assemblies, School Council, anti-bullying agreements, dramatic presentations).
- Classroom, e.g. Following a unit of cross-curricular work in themed lessons covering the subject / specific textbooks; Lessons – No Filter (poems promoting Health and Well-being); poetry writing; descriptions; drawing; Reading stories and poems about bullying; Role-playing; Following a unit of work on bullying in PSE lessons; Classroom Forum; Confidential Box, Collaboration is promoted in lessons through paired/group activities.
- Posters displayed around the school.
- Individually (e.g. additional support for a pupil who is experiencing bullying or has been bullied).
- Information for parents/carers regarding school procedures when dealing with and challenging bullying.

Pupils are encouraged to talk to staff members about bullying that they or others are experiencing. Staff will respond positively and reassure the victim that the complaint is being taken seriously and acted upon.

• Staff will be sensitive to signs of bullying, bearing in mind that the bully may act in the short or long term, verbally, with gestures, physically, slyly or explicitly.

• Careful supervision is always ensured, particularly in areas and at times when bullying can occur. A friendly and informal presence is ensured during supervision on the playground.

• Parents are encouraged to inform the school immediately if they think their child is suffering from bullying. Similarly, parents are encouraged to inform the school if they suspect their child is bullying others. Collaboration between the school and the household is important.

8.   THE RESPONSE WHEN BULLYING HAPPENS

8.1 Signs that a child or young person is being bullied

Behavioural changes seen in school
If a pupil is being bullied at school, they can:
- become aggressive and unreasonable,
- fight or intend to fight,
- refuse to talk about what's wrong,
- have unexplained bruises, cuts or scratches, especially those that appear after a break or lunch.
- have lost or damaged property or clothing,
- have lower school grades,
- often be alone or excluded from friendship groups at school,
- show a change in their ability or willingness to speak up in the classroom,
- seem uncertain or afraid,
- be a frequent target for teasing, imitating or ridicule.

Behavioural changes seen at home
A parent may observe changes in their child's behaviour at home and report them to the school. Their child may:
- struggle to get out of bed,
- be unwilling to go to school,
- change their approach or route to school or become scared of walking to school,

- change their sleeping or eating patterns,
- have frequent tearful episodes, anger, mood swings and anxiety,
- have unexplained bruising, cuts or grazes,
- have unexplained pains or stomach pains,
- have lost or damaged property or clothing,
- ask for extra pocket money or food,
- come home wanting food,
- show reluctance to discuss or be secretive regarding their online communication.

8.2 Methods of reporting bullying

There are a range of methods that pupils can use to report bullying:
- a quiet and private place to speak
- Liaison Leaders available at key times
- School counsellor or well-being support teacher
- Bullying boxes
- E-mail – bwlio@syrhughowen.gwynedd.sch.uk

8.3 What pupils can expect

Effective listening:

Those who are the target of bullying tend to feel powerless. One of the first steps in responding to incidents is working to restore their ability to make choices for themselves. Using effective listening techniques, staff can help the targeted pupil feel that they are doing something about the problem. Calmly acknowledge the targeted pupil or young person's anger or distress. If they need time to process their thoughts or express the story, try not to rush them. Staff should bear in mind that considerable courage is needed to come and report what is happening. The pupil should be thanked for reporting the problem. Explain to them the next steps in terms of how their concerns will be acted upon. This will help reassure them that their concerns are being taken seriously.

Consider the location:

Staff are expected to consider the environment in which discussions with a pupil about bullying take place. Ensuring that the setting is neutral and offers suitable levels of privacy can make a difference between a pupil participating in a discussion or not. It is recommended that staff sit at the same level as the pupil reporting their experience of bullying. Setting up chairs at a small angle rather than exactly opposite can also help reduce any conscious or unconscious sense of conflict or opposition. Ensure privacy to avoid other pupils hearing what is said or seeing a meeting held, but in order to maintain best practice it should be possible for other staff to observe the meeting.

Retain evidence

Pupils being bullied should be encouraged, where possible, to keep evidence of the activity. Evidence can be threats or images sent online or offline in messages, conversations, notes or images, damaged clothing or other property, online conversations or notes. Witnesses may also be able to provide witness statements or additional evidence. Dates and times of incidents should be noted. Screenshots can be saved as online evidence.

8.4 How the school will respond to incidents

- We do not allow bullying and the responsibility of ensuring a bullying-free environment falls on all staff and all children.

- The school will respond in a way that is proportionate to the seriousness of the incident/allegation.
- The school will record all incidents of bullying and the handling of the incident.
- We will interview those involved individually and listen to what they have to say.
- The school will take decisive and robust action where there is evidence of bullying. (See overleaf)
- We will carefully monitor situations/allegations of bullying.   (See overleaf)

RESPONSE TO BULLYING INCIDENTS

1. If there is an allegation that a pupil is being bullied/is bullying, it should be brought to the immediate attention of the Year Liaison Lead and the incident/allegation recorded on the school's systems.
2. Incidents or allegations of bullying will be investigated immediately and every effort will be made to stop the bullying in advance.
3. Whilst the allegation is being investigated the school will make every effort to ensure the safety of the victim.
4. Following a thorough investigation in accordance with the guidelines below, the school will respond in a way that is proportionate to the seriousness of the incident/allegation.
5. The school will make every effort to support the bully and the victim.

INVESTIGATION

THE BULLY	THE VICTIM
Statement • The Year Liaison Lead (YLL) will investigate the incident / establish the facts by speaking independently to the accused pupil to try and get to the root of the bullying. • The reasons behind the behaviour are discussed • The bully is asked to write a statement. • The YLL will deal sensitively and positively with the pupil accused of bullying. • It is made clear to the pupil that if the allegation of bullying is true, it is unacceptable and that this type of behaviour will need to change. • There will be an opportunity for the pupil to acknowledge the behaviour and the impact on the victim. **Evidence** • All available evidence will be collected by the YLL. This may include witness statements, text messages, pictures, videos.	**Statement** • The YLL will investigate the incident/establish the facts by talking to the victim. • Their comments will be listened to carefully. • The YLL will deal sensitively with the victim, showing sympathy and empathy. • The victim is asked to write a statement. • The victim is reassured that they did the right thing by coming forward and that they are not at fault for the bully's behaviour. • They are reassured that they are safe and that the matter will be dealt with immediately • If the incident requires referral to the Designated Safeguarding Person, the YLL will complete a referral form on Edukey Safeguarding. **Evidence** • All available evidence will be collected by the YLL. This may include witness statements, text messages, pictures, videos.

HOME CONTACT

THE BULLY	THE VICTIM
• The YLL will involve parents/guardians as soon as possible where appropriate	• The YLL will involve parents/guardians as soon as possible where appropriate

SUPPORT

THE BULLY	THE VICTIM
Ongoing support is provided to the pupil through • Class teacher / Challenging Bullying Posters • Year Liaison Leader This can include: • Internal support – sessions are offered with the Well-being Support Teacher • Support from the school's Senior Management Team	Ongoing support is provided to the pupil through • Class teacher / Challenging Bullying Posters • Year Liaison Leader This can include: • Internal support – sessions are offered with the Well-being Support Teacher • Support from the school's Senior Management Team

THE BULLY	THE VICTIM
• Welsh Government – Challenging Bullying leaflets for children, young people and parents / carers.	• Welsh Government – Challenging Bullying leaflets for children, young people and parents / carers. Consideration should be given to whether the pupil would like peer support or would like to join a club or lunchtime activity. A quiet, safe venue is offered for break times and lunch so that the victim feels safe.

SANCTION

THE BULLY	THE VICTIM
• Where bullying behaviour is confirmed following an investigation, sanctions will be applied consistently and fairly as necessary to prevent further incidents, and to show others that bullying is unacceptable. • A punishment will be decided for the bully, with an explanation why it has been imposed in accordance with the school's behaviour policy. **Year Liaison Leader** Depending on the type of incident the YLL may apply the following sanctions: • Withdrawal of privileges / free time. • Prevent access to parts of the school. • Suspend lunchtime in the short or long term. • Suspension from taking part in extra-curricular activities/from representing the school • Break time/lunchtime/after school detention. The school will use appropriate rehabilitative intervention techniques to manage difficulties between the bully and the victim, encouraging conciliation where this is possible / practicable. The bully may be asked to apologise. **Deputy Head of Inclusion** • Refer to appropriate external agencies as required. **Headteacher** • In serious circumstances or further incidents of bullying, the pupil may be excluded from school in accordance with the school's behaviour policy. **Police** • The school will apply guidance from the Welsh Police Forces "School Beat" partnership working document to determine whether official police involvement is required. As set out in this guidance, incidents should be dealt with internally wherever possible.	

MONITORING	
THE BULLY	**THE VICTIM**
The YLL will monitor the situation to check whether the situation has improved and arrange a second meeting with the bully / bullies if necessary.	The YLL will monitor the situation to check whether the situation has improved and arrange a second meeting with the victim if necessary. The YLL will be in regular contact within the school day for the first few days and then occasionally as required.

REVIEW	
THE BULLY	**THE VICTIM**
After the incident, the situation will be reviewed with the bully on a specific date to ensure that the bullying does not recommence and that the bullying behaviour has stopped.	After the incident, the situation will be reviewed with the victim on a specific date to ensure that the bullying does not recommence and that the bullying behaviour has stopped.

PERSISTENT BULLYING

- If the situation does not improve the parents of the bully/bullies will be asked to come and meet with the YLL.
- If the situation continues following the meeting, parents/guardian of the bully/bullies will be invited to the school to meet with the Deputy Head of Inclusion and the YLL to discuss the situation and agree on the appropriate way forward.
- If the situation continues, or in very serious cases, the Headteacher may act in accordance with the school's behaviour policy.

RECORD KEEPING

- Factually accurate records are kept of all reported incidents and the school's response.
- The date and minutes of the interviews and home phone calls will be logged on the school's systems. The minutes may be referred to should another allegation arise in the future.

9. **SPECIFIC TYPES OF INTERVENTION**

There are a range of intervention methods that the school can choose to use. Examples include:

- **mediation** – this includes helping the bully and the target of the bullying discuss the issue and agree on a solution
- **rehabilitative approaches** – built on values, which separate the individual from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- **building resilience** – enhancing the pupil's capacity to cope, adapt or improve effectively from bullying or facing other sources of trauma, stress or adversity; providing pupils with a strong foundation or emotional resilience by ensuring that they feel accepted
- **peer support** – involves children and young people feeling accepted and included by other pupils. It can help individuals feel that they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools using informal and formal methods

- **school sanctions** – the school uses disciplinary sanctions, as set out in their school policies, to tackle bullying. The consequences of bullying reflect the seriousness of the incident.

9.1 How pupils and/or parents / carers can appropriately escalate the issue if they do not feel their concerns are being taken seriously

Right of parents / carers to escalate the issue

After reporting a bullying issue to the school, if a pupil or their parent / carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, school governors are required to have and publish a complaints procedure ensuring that anyone with an interest in the school can raise a complaint, confident that it will be properly considered without delay.

The school has a complaints policy. The policy explains the process for raising a complaint to enable the complainant to understand how the Headteacher/Governing body of the school will deal with the matter.

In line with the principles of the UNCRC, all children and young people will be listened to and treated with respect. The school ensures that all pupils who make a complaint fully understand what is on the complaint form and the decisions that may follow.

Information is recorded to enable the school to:

- Be clear regarding the nature of the complaint.
- Keep the complainant informed of the progress of their complaint.

Make reasonable adjustments to timescales if the complaint is complex.

- Keep an accurate record of the complaint and the process followed.

Monitor the progress of a complaint.

- Document what has been done and what needs to be done.
- Provide evidence that the complaint has been properly considered.

Record information to refer to in the future. As bullying incidents may reoccur, a full picture should be available.

- Identify cyclical themes or trends in complaint cases to inform wider school improvement processes.
- Produce complaints reports for school governors and others.

All complaints are dealt with fairly, openly and without prejudice. The school will investigate the concerns raised and quickly come to a decision.

Further information on complaints procedures can be found in Welsh Government guidance on complaints procedures for school governing bodies in Wales.

10. EVALUATION AND MONITORING

The Governing Body via the Health, Well-being and Welshness Sub-Committee will receive an annual report on bullying cases/incidents in the school and monitor the situation.

10.1 Reporting, recording and monitoring

- The school has mechanisms in place for reporting and recording bullying, which are clearly communicated to the whole school community. The information is recorded and monitored to link directly to their school's definition of bullying and the wider provisions outlined in their school's anti-bullying strategy and policy.

- Effective record keeping enables the school to review an incident, check whether there are other reports relating to the pupils involved and make decisions in the light of what is recorded in a holistic and informed way. Monitoring incidents of bullying enables the school to identify patterns of behaviour and the extent of bullying.

- The school ensures that the information it has recorded complies with data protection laws, such as the EU 'GDPR' and the UK DPA 2018.

10.2 How will the school evaluate and review its policy and strategy

The Governing Body's Ethos, Well-being and Welshness Sub-Committee will monitor the following in relation to bullying:

- That the school maintains an overview of recorded bullying incidents.
- Recurrence rates
- Whether pupils who have reported bullying incidents believe they have had a satisfactory outcome.
- Whether there are any emerging trends or groups that are subject to discrimination.
- Whether there are online incidents that suggest work is needed with pupils, parents / carers and staff to counter new forms of bullying.
- Absence rates.
- That the data routinely collected on reported incidents demonstrate progress towards the equality objectives.

The policy will be updated regularly (usually every three years).

As part of the review, all members of the school community, including staff, pupils, parents / carers and support agencies and organisations, such as the school nursing service and the police's 'All Wales School Liaison Core Programme'. Following a serious bulling incident, the school will review the policy and strategy and make relevant adjustments.

The policy will be user friendly and made known to all teaching and support staff, pupils and parents / carers. A copy of the policy is available on the school website. The policy, or specific elements of it, is included in the pupils' Personal Diaries.

Staff receive regular training on the anti-bullying policy and procedures, including in relation to any new trends or concerns arising in the school. All new staff will be informed of the policy, the approach taken by the school and how the procedures are administered. Playground, lunchtime and school transport supervisors and school administrators are aware of the policy and the procedures that should follow.