

Rhydypenau Primary School

"Aiming High"



Anti-Bullying Policy

DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

This policy is monitored by the Headteacher, who reports to Governors about the effectiveness of the policy, on request. It is discussed annually by members of the School Senedd who may recommend interim amendments. It is reviewed annually by the governing body.

This policy was agreed by teachers:	
This policy was agreed and adopted by the Governing Body:	Autumn 2012
The implementation of this policy will be reviewed by:	The Governing Body
This policy will be reviewed:	Annually
This policy was last reviewed:	Autumn Term 2023
This policy is due to be reviewed:	Autumn Term 2024
Chair of Governors' Signature:	
Headteacher's Signature:	

Introduction

This school believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

This policy has been drawn up with the involvement of the whole school community and compliments the Statement of Shared Values on which Rhydypenau Primary School bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti Hate Incident/Crime and Harassment Policy; Positive Relationships Policy; Attendance Policy and Safeguarding/Child Protection Policy. In setting policy objectives for this school, we will take due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

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

We will ensure that all pupils, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that bullying can and does happen in all schools, play & youth settings, as well as in the wider community; and that bullying can happen to adults in the workplace. The school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims

This policy in partnership with the Anti- Hate Crime, Hate Incident and Harassment Policy is essential to support our whole school ethos, which is to ensure that children can learn without fear, feel safe, secure, confident and happy free from humiliation, harassment, oppression, and abuse.

It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate.

At Rhydypenau Primary School we are committed to providing a caring, friendly and safe environment for all our pupils, regardless of social background, race, gender or differences in ability, so that they may learn in a relaxed and secure atmosphere. If bullying occurs, all pupils should be able to tell an adult at school and feel assured that incidents will be dealt with appropriately.

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- We teach that bullying is wrong and damaging. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We seek to promote an inclusive and engaging environment where all pupils feel safe and are ready to learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to bullying in our school.

Objectives

- We promote positive and respectful behaviour between staff and learners across the school to have a positive impact on pupil attendance.
- We raise the awareness of staff and pupils so that they understand the various forms of bullying and equip pupils with strategies to respond to bullying behaviour.
- We reduce incidents of bullying, including for pupils with protected characteristics, through the implementation of this policy and the Positive Relationships Policy.
- We increase the likelihood that incidents will be reported to a responsible adult by having clear procedures for reporting and responding to bullying which are understood and followed.
- We seek the views of parents and pupils through meetings and through questionnaires. If concerns are raised about bullying we investigate immediately and address any issues.

Rights Respecting Approaches

At Rhydypenau Primary School, we are committed to fostering an environment that values and upholds the rights of every child. We are proud to introduce a rights-respecting approach into our policies, recognising the inherent dignity and worth of each learner, Rhydypenau Primary School aims to align our practices with the principles of the United Nations Convention on the Rights of the Child (UNCRC) to nurture their strong sense of belonging, and instil a deep understanding of the rights and responsibilities to all stakeholders.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of

violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

What is Bullying?

There is no legal definition of bullying in Wales. Previous Welsh Government anti-bully guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011) states that bullying is:

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against.

This school uses the definition provided by Welsh Government - Rights, respect, equality: Statutory guidance for governing bodies of maintained schools (2019):

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”

Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Whatever the reason, bullying is never acceptable and will not be tolerated.

Bullying can take many forms but may be:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **emotional** – behaviour intended to isolate, hurt or humiliate someone; sly or underhand actions carried out behind the target’s back or rumour spreading’ bullying that tries to harm the target’s relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;
- **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;
 - **online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity.

- **Prejudice-related** - bullying includes the protected characteristics. (Including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

For definitions on hate crime/incidents and harassment refer to Hate Incident / Crime and Harassment Policy.

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- Intention to harm - bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- Harmful outcome - someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self worth is reduced.
- 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.
- 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. Any incident can be the start of a pattern of bullying behaviour which subsequently develops. That is why incident records are so valuable.
- 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.

What bullying is not

The following examples are cases which would not normally be considered bullying:

- Friendship fallout - 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
- A one-off fight - this will be addressed according to the school's positive relationship 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 - this would 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. The police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person.

- A one-off instance of hate crime - unless this behaviour is repeated, it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour Policy and other relevant policies. If considered necessary, the school would also need to involve the police.

WHY is it important to respond to bullying?

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

Schools must comply with their legal duty to safeguard all learners. A great body of research shows the devastating and long lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced wellbeing. Bullying can also lead to children and young people becoming lonely and socially isolated. The growing evidence on adverse childhood experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood or adolescence and with long-standing impacts into adulthood. This is why it is so important to ensure children and young people have positive relationship experiences.

Possible Signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- Starts stuttering
- Cries themselves to sleep a night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn
- has possessions go 'missing'
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

Our whole school approach to preventing bullying

As a school we will:

- Appoint an anti-bullying, hate crime, hate incidents and harassment lead.
- Their key responsibilities are: anti-bullying / anti-hate and harassment policy creation; review and ongoing development; implementation of policy and monitoring of its effectiveness and progress; managing the bullying incident process, e.g. interventions used, reporting, recording, monitoring and evaluating; ensuring new staff/pupils/parents are inducted into the policy.
- Ensure all staff are trained to the appropriate level on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV)
- Raise awareness about bullying behaviour through Anti-bullying week activities every November / assemblies / PSE sessions / curriculum content
- Use opportunities across the new curriculum for Wales 2022 to embed positive behaviour and respect. Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond.
- Use interventions to address bullying behaviour.
- Utilise opportunities for addressing bullying through displays, posters, restorative justice sessions, peer support and the School Senedd.
- Make the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus
- Involve all members of the school community in designing /implementing the policy- using school senedd to develop a “child friendly version”
- Adopt preventative approaches to bullying, for example through:
 - Developing a positive ethos which includes knowing bullying is unacceptable.
 - Expecting positive behaviour which helps and supports learning and development...see Positive Relationships Policy.
 - Promoting co-operation and expecting socially responsible behaviour.
 - Encouraging bystanders who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.
 - Valuing and celebrating everyone’s differences, skills and talents.
 - Supporting the development of emotional literacy, self-esteem and resilience through: assemblies, group work, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Senedd involvement, Buddy schemes, peer mentoring, mediation and Restorative Approaches.
 - Promoting the importance of healthy relationships and raising the awareness of children about the issues of violence and abuse in an age appropriate and safe way by hosting sessions from Hafan Cymru- Spectrum Project.
 - Training all staff including lunchtime staff, teaching assistants and support staff to identify bullying and follow school policy and procedures on bullying. Training needs will be reviewed annually for all members of staff.
 - Actively creating “safe spaces” for vulnerable children and young people.
 - Where appropriate using trained mediators (eg. Police Schools Liaison Officers) in achieving a suitable resolution;

- Continuously reviewing and updating policy in line with best practice and findings.
- Contacting relevant outside agencies where appropriate.
- Actively involving our designated School Police Officer in the delivery of the Wales Police School Programme.
- Showing respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously biased, disablist or would be deemed offensive or derogatory by any protected groups named in the Equality Act.
- Setting out clear guidelines for parents/carers wishing to complain about bullying. Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure must be available on the school website and/or made available on request from the school. The policy must explain the process for raising a complaint.
- Setting out clear age-appropriate guidelines for pupils wishing to complain about bullying
- All staff modelling appropriate positive behaviours by example.

We will involve students by

- Regularly canvassing students' views on the extent and nature of bullying;
- Ensuring students know how to express worries and anxieties about bullying;
- Ensuring all students are aware of the range of sanctions that may be applied against those engaging in bullying;
- Involving students in anti-bullying campaigns in schools;
- Offering support to students who have been bullied; and
- Working with students who have been bullied to address the problems they have.

We will work closely with families to

- Ensure that parent(s)/carer(s) know whom to contact if they are worried about bullying;
- Ensure parents know about our policy by publicising it on the school website and giving guidance on how to use it effectively;
- Ensure parent(s)/carer(s) know where to access independent advice about bullying; and
- Work with parent(s)/carer(s) and the local community to address issues beyond the school gates that give rise to bullying.

Encouraging reporting if bullying occurs

It is important that we create an atmosphere in our school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Our whole school approach to responding to bullying incidents includes:

- Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.
- All reports will be taken seriously and investigated.
 - Confidentiality for anyone who shares information will be respected.
- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' We will take all incidents seriously and record their occurrence on a Bullying Log.

A designated person will monitor and collate information on victims of bullying and perpetrators, that person will:

- Investigate the incident / establish facts by independently talking to all involved.
- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents.
- Involve parents as early as possible where appropriate.
- Keep accurate, factual records of all reported incidents and the school's response.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased.
- Provide on-going support for those involved where necessary; Welsh Government leaflets are available for children, young people and parents/carers.

The school will offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time.
- Preventing access to parts of school.
- Short or long term exclusion, detention or lunchtime exclusion.
- Involving parents when necessary.
- Involving appropriate outside agencies.
- Including details on the perpetrator's school record.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

The school has an effective system for keeping records of bullying incidents and uses an Incident recording form (Bullying, hate crime, hate incident, harassment, 'other') Appendix 1.

Data is analysed termly, and subsequent resources and advice will be targeted accordingly.

THE STRATEGIC ROLE OF GOVERNORS

The Governing Body supports the Headteacher in implementing this policy. Governors do all that they can to eliminate bullying from our school and to ensure that incidents of bullying are taken seriously and dealt with appropriately.

THE STRATEGIC ROLE OF THE HEADTEACHER

- It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.

- The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Headteacher draws the attention of children to this fact at suitable moments during the school week, often in assembly.
- For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher works with staff to set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

THE ROLE OF TEACHERS IN SUPPORTING THIS POLICY

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They log all allegations of bullying and serious incidents that happen to children in their class on My Concern.
- They refer to bullying during Circle Time and discuss issues relating to this. Strategies for dealing with bullying is a part of the Health and Wellbeing AOLE.
- Teachers use a range of strategies including stories and role play to address the problem of actions which give rise to bully versus victim. Through education, they help to make children aware of what type of behaviour constitutes bullying.
- During playtimes, all staff actively engage with children and encourage them, when appropriate to play group games.
- They talk to children about how bullying should be reported, either to a S.W.O.G or to an adult, following our WAIT approach (Appendix 2)
- If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. They spend time listening and talking to the child who has bullied: they explain why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, they inform the Headteacher and, if appropriate, the additional learning needs co-ordinator. We may then invite the child's parents into the school to discuss the situation and offer support and guidance to the perpetrator.
- Teachers support bystanders of bullying - children who witness bullying and do nothing to help the target or stop the situation, as they may feel bad or guilty about it later. They use a range of strategies to help the bystander understand that they have the power to challenge the bullying, either by intervening - if they feel safe to do so - or by reporting it immediately to a member of staff or trusted adult.

- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers are asked to place a worry monster / rainbow box in their classroom where children can note their concerns.

THE ROLE OF THE PARENTS

- Parents are asked to familiarise themselves with the Anti Bullying Policy. This is available within the information booklet offered to all new parents. It is also published on the school website and is readily available in the foyer outside the administrator's office.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

THE ROLE OF PLAYGROUND BUDDIES (SWOGS)

SWOGS or playground buddies are children from Years 5 who have put themselves forward to organise the playground to ensure play equipment etc is available for the other children. Part of their role is to be an active listener who can monitor bullying and other poor behaviour and report it to staff. They will also look out for isolated children in the playground and intervene to support children who feel vulnerable.

THE EXPECTATIONS OF CHILDREN

- Children are encouraged to disclose information about bullying, either as a victim or as an observer. This might be through talking to their teacher, using the classroom Worry Monster or by confiding in a SWOG.
- They are encouraged to use our "Friendship Stops" if they feel isolated or vulnerable.
- They are not allowed to play in unsupervised areas.
- They are asked to accept both school rules and classroom rules.
- Pupils who are new to our school are told about school rules and classroom rules.

Review, Monitoring and Evaluation

This policy and accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- numbers of pupils being bullied.
- pupil's willingness to report incidents
- staff vigilance and response to bullying behaviour
- numbers of pupils and parents feeling secure about the school's response to bullying.

Data will be gathered via MyConcern

Appendix 1
Incident Recording Form

Appendix 2

W.A.I.T approach

W alk	Walk away and ignore the individual or group who are teasing. This is often difficult, but usually very effective if it can be sustained
A sk	If ignoring fails, ask the individual or group to stop being unkind to others
I nform	Inform the participants that if they continue you will report it to a member of staff or a Playground SWOG
T ell	If steps 1-3 have not been effective, and teasing continues, tell a member of staff about the incident