

YSGOLION FFEDERASIWN CAPEL COED-ELAN CAPEL COED-ELAN SCHOOLS FEDERATION



YSGOL CAPEL GARMON
YSGOL BETWS Y COED
YSGOL DOLWYDDELAN

ANTI-BULLYING *POLICY* ***2022-2025***

ANTI-BULLYING POLICY – ‘RESPECTING EACH OTHER’

1. Aims and objectives of the policy

Everyone at Ysgol Capel Garmon, Ysgol Betws y Coed and Ysgol Dolwyddelan have the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the children must feel confident that the school will deal with it effectively. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied learners and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at our federation of schools.

2. Aims and objectives of the policy

Aims – what we hope to achieve

- To fulfil the school's statutory responsibility to respect the rights of our learners, to safeguard them and promote their welfare
- To promote a common understanding of what bullying is
- To clarify our approach regarding responding to reports of bullying incidents with due regard for our legal obligations, and to demonstrate our commitment to ensuring that every reported incident is investigated and dealt with consistently
- To outline the strategies we will use to promote an anti bullying ethos and a respect for diversity
- To protect the well being of the whole school community and give appropriate messages to staff, learners and parents/carers

Objectives – how we plan to achieve our aims

- We will ensure that parents, staff and learners know about our policy and understand the nature of bullying and its effects on individuals and communities
- We will promote a culture of respecting ourselves others through whole school programmes such as Circle Time, School Rules / Charter, Golden Time and through curricular programmes throughout each school.
- We will maintain the focus on respecting ourselves and others through: assemblies and encouraging the school council to be proactive and anti bullying campaigns
- We will demonstrate that bullying behaviour is unacceptable through imposing sanctions and we will take action action to safeguard targeted individuals and groups
- We will record all incidents of bullying and monitor for re-occurring themes and the effectiveness of strategies for preventing bullying
- We will challenge children who exhibit bullying behaviour in a firm and non aggressive way and provide them with support to change their problematic behaviour

3. Links to national guidance and other school policies

This policy has been written to comply with the Human Rights Act 1998, The Race Relations Act 2000, The Disability Discrimination Act, The Special Educational Needs and Disability Act 2001, The Welsh Language

Act 1993 and the Equalities Act 2010.

This policy has been developed with reference to the following Welsh Government documents:

- Respecting Others: Anti Bullying Guidance (2003)
- Respecting Others: Anti Bullying Guidance Series (2011)
 - Bullying around race, religion and culture
 - Bullying around special educational needs and disabilities
 - Homophobic bullying
 - Sexist, sexual and transphobic bullying
 - Cyber bullying
- The Framework for Children's Learning for 3 to 7 Year Olds in Wales (2008)
- School Crime Beat Policy – A Protocol for Police Supporting Schools with Incidents for Crime and Disorder. A Reference Document for School Staff (2012)
- All Wales Child Protection Procedures (2008)

This policy should not be seen in isolation as it has clear links with the following school policies:

- School Behaviour
- Safeguarding Children
- Health & Wellbeing
- Equalities
- Staff Disciplinary
- Internet safety

4. Definitions and terminology

There are many definitions of bullying but we consider it to be deliberately hurtful behaviour, targeting an individual or group that is often repeated over a period of time (although we recognise that a one off incident which leaves a victim traumatised could be categorised as bullying) Bullying can take many forms but we recognise 3 main types:

- Physical – including: physical assault, taking or damaging belongings, sexual harassment and aggression
- Verbal – including: name calling, insulting, making offensive remarks and threatening
- Indirect – including: spreading nasty rumours or stories about someone and exclusion from social groups
- Cyber bullying – including: using mobile phones and the internet (including social networking sites, email, video and instant messaging) to deliberately upset or threaten someone

5. Bullying and Equalities

Our schools take all forms of bullying seriously and regard physical, verbal, indirect and cyber bullying equally seriously. We acknowledge that certain groups of learners are at a higher-than-average risk of being bullied, including:

- learners with special needs or a disability;
- lesbian, gay, bisexual and transgender learners; and
- learners from a minority ethnic or religious background.

The Equalities Act 2010 identified 9 protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Under this Act we have a duty to :

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;

- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

We are particularly concerned to monitor incidents which relate to any of the protected characteristics. This could include learners being targeted because someone in their family has a protected characteristic. In such cases these issues will be specifically addressed with the bully (and parents/carers where appropriate) in the course of post incident management. If trends are identified which suggest causes for concern, we will take a more proactive approach to promoting respect for diversity and preventing and mitigating the effects of prejudice and discrimination.

Incidents of bullying which amount to sexual harassment and aggression will where necessary be recorded in line with and invoke the Child Protection Protocol and Procedures.

Incidents of bullying with racist content or motivation will be recorded in line with the "Guidelines and Procedures for Dealing with Racist Incidents".

6. Development of the policy

This policy has been adapted from a template developed by the local education authority who consulted with:

- School Community Police Officers (SCPO)
- Healthy Schools Coordinators
- Education Social Work
- Behaviour Support Service
- Schools
- Public Health Wales
- Human Resources

7. Key responsibilities

Implementation of policy and management of reported incidents or disciplinary procedures	Headteacher – Mrs Nia Jones-Artell
Second named person in absence of the head teacher	Assistant Headteacher
Anti Bullying education	Health & Wellbeing Co-Ordinator
Safeguarding Children	<i>Governor Name</i>

To comply with this policy, the Head teacher will:

- Oversee formulation and review of the policy and ensure that it is understood by the governors, staff, parents/carers and learners
- Oversee and co-ordinate reporting incidents
- Monitor bullying incidents to identify whether further action is necessary
- Work with key partners to ensure that we promote an anti bullying ethos and respond appropriately to any emerging trends

The Health & Wellbeing coordinator will be responsible for

- Formulating programmes of study and liaising with colleagues to ensure provision across the school
- Coordinating periodic anti bullying campaigns
- Addressing the professional development needs of staff delivering the programme
- Liaising with outside agencies and coordinating their involvement with anti bullying initiatives
- Monitoring and evaluating the programme of study and the resources used
- Consulting with learners about what they feel is needed to keep everyone safe and happy

8. Scope of the policy

This policy applies primarily to our school premises as our schools do not have direct responsibility for incidents which take place outside school premises. However we have an enduring interest in the welfare and conduct of all our learners and if we hear about bullying outside school which impacts on our learners we will take appropriate steps to fulfil our duty of care. These could include:

- Talking to our School Police Liaison officer to identify an appropriate course of action
- Inform transport company of incidents on school buses
- Supporting children and their parents to contain the damage caused by cyber-bullying, e.g. by getting offensive messages and images removed from the web
- Talking to learners about how to avoid and handle incidents which take place outside school and what they can do if they witness bullying
- Involving parents, members of the local community and/or appropriate outside agencies
- Talking to the head of another school where their learners are involved in incidents
- Encouraging children not to suffer in silence

9. Who does the policy apply to?

The policy applies to everyone on school premises including all staff, parents/carers, learners and volunteers. We recognise that most bullying incidents will involve children bullying other learners but we will use the principles of this policy to investigate and deal with incidents involving other groups on school premises. There is guidance in the staff disciplinary policy to cover incidents involving staff and the strategies outlined in our 'Safeguarding Children' policy will be implemented if children report serious incidents of bullying outside school

10. Promotion of the policy

- Aspects of this policy will be included in our school prospectus and the staff handbook
- Outside agencies supporting anti bullying initiatives will be asked to work to this policy
- Full copies of the policy will be made available on request

11. Delivery of anti bullying education

The aim of our anti bullying education is to promote an ethos of respect for ourselves and others. We recognise that we live in a diverse society and will promote understanding and respect for everyone including: people from different racial, cultural, religious and linguistic backgrounds, people with physical and learning disabilities. Our programme will be non-judgemental without stereotyping and stigmatising. The personal beliefs and attitudes of staff or external agencies should not influence our education programmes.

11.1 Foundation Phase

Anti bullying education in the Foundation phase will focus on developing the skills needed to build positive respectful relationships and keep ourselves safe. It will be taught within the context of Personal and Social Development, Well being and Cultural Diversity. As in all aspects of learning in the Foundation phase anti bullying education is delivered through a balance between structured experiential learning, learner initiated activities and those directed by practitioners.

11.2 Key Stage 2 (KS2)

The main focus will be on raising awareness of bullying and the effects maintaining personal safety and continuing to develop the personal and social skills necessary to build positive relationships. The Health & Wellbeing Coordinator will be responsible for coordinating the delivery of anti bullying education and providing support to class teachers. ICT lessons will also make a valuable contribution to preventing cyber bullying through promoting understanding about E-safety. Class teachers will usually be responsible for providing the programme, together with a substantial contribution from the Schools Police Officer.

11.3 Resources and the involvement of external agencies/initiatives

Occasionally we will work with appropriate initiatives to contribute to particular aspects of the programme. They will be asked to work within the parameters of this policy.

- Schools Police Officer
- Theatre in Education Companies
- Circle Time

11.4 Continuing professional development

- Staff will be given the opportunity to attend appropriate courses
- Staff will sit in on sessions delivered by external agencies
- Good practice will be shared through classroom observations, Professional Learning Communities and discussions in staff meetings

11.5 Parental education

- We will inform parents/carers when outside agencies are involved in delivering sessions
- We will give information to and host education events for parents/carers as and when required (for example due to occurrence of incidents or review of policy)

112. Management of bullying related incidents

12.1 Types of incidents

Incidents can happen unexpectedly so we have detailed guidance in place to support staff to take appropriate action. Bullying incidents will usually involve learners bullying other learners but we recognise that there may be incidents of staff members being bullied by learners or vice versa. If learners report being bullied by parents/carers or other adults this will be treated as a child protection issue. The type of incidents could include: name calling, physical assault, threatening behaviour, manipulation, sharing personal information about someone and exclusion. All cases will be treated seriously and reported to the head teacher. In decisions about the appropriate course of action to take, the wellbeing and safety of learners and the whole school community will be the immediate priority. Cases will be investigated to get the whole picture (sometimes children who exhibit bullying behaviour have a history of being victims of bullying/abuse) Where criminal activity is disclosed or suspected we will report the matter to the School Community Police Officer.

12.2 Responding to incidents

Actions taken will include:

- Speaking to the individual learners involved in any reported incident of bullying
- Speaking to the parents/carers of both the alleged bully(ies) and targeted individual(s)
- Referring serious incidents to the anti bullying co-ordinator

- Inviting the parents/carers of the learners involved into school to discuss the incident
- Notifying the Head promptly
- Implementing appropriate action swiftly

12.3 Support for the targeted individual

The school will offer a proactive, sympathetic and supportive response to children who are the targeted individuals of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the targeted individual is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- befriending
- assertiveness training/raising self esteem
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents/carers
- adult mediation between the perpetrator and the targeted individual (provided this does not increase the targeted individual's vulnerability)
- arrangements to review progress

12.4 Support for the bully

Our schools take bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to modify their behaviour. As schools we believe the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change. The exact nature of the response will be determined by the particular child's individual needs and the seriousness of the incident and may include:

- positive reinforcement for children in order to promote change and bring unacceptable behaviour under control
- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is unacceptable
- loss of lunch/break time privileges
- removal from class/group
- parents/carers informed
- counselling/instruction in alternative ways of behaving
- referral to social inclusion service
- mediation between the perpetrator and the targeted individual (if agreeable)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

13. Recording of incidents

Records will be maintained for ALL bullying related incidents on the Conwy 'Bullying Incident' form.

A named person being the Headteacher, has been assigned the specific role as the Anti-Bullying co-ordinator and will be responsible for the monitoring, review, evaluation and reporting processes inherent within this policy.

The Governing Body will receive information about any bullying incidents that have occurred in the Termly Headteacher's report. This information will be available to parents/carers on request.

14. Confidentiality and safeguarding

It may be necessary to invoke local Child Protection Procedures if a learner's safety or welfare (or that of another learner) is under threat. **A duty is placed upon those professionals involved to exchange information in order to safeguard a "child" adhering to the All Wales Child Protection Procedures 2008.** Teachers and professionals cannot offer unconditional confidentiality to learners in bullying incidents and this should always be made clear at the outset.

If a learner discloses information which is sensitive, not generally known and which the learner asks not to be passed on, it will be discussed with the head teacher/safeguarding coordinator. The request will be honoured, however confidentiality will be broken against the wishes of a learner when:

- There is a safeguarding issue
- The life of a person is at risk of serious harm to others
- *Criminal offences are disclosed*

However, we will make every effort to inform the learner first, explain why this needs to happen and secure the learners agreement to the way in which the school intends to use any sensitive information.

15. Monitoring and evaluation

- This policy will be reviewed every 3 years or more often if appropriate. This is in line with our school improvement plan.
- The Health & Wellbeing Co-Ordinator will be responsible for reviewing anti-bullying education regularly to ensure that programmes are responsive to the needs of learners and that a supportive learning environment is maintained for all.
- The head teacher and governing body are responsible for monitoring incidents (e.g. the number, nature, outcomes of incidents and how many referrals are made to outside agencies) and reviewing incident management procedures.
- The head teacher will ensure that the findings from staff, parent/carers and learner evaluations contribute to our school's self-evaluation process and to the policy review process