Polisi Gwrth-Fwlio
Anti-Bullying Policy

Ysgol y Gelli

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Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: *Ffion Lovgreen*

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1. Introduction

Every pupil has the right to feel happy, safe and included, and the right to work in an environment without feeling threatened or fearful. The School recognizes the emotional impact that bullying may have on an individual's sense of self-worth and self-confidence, and, consequently on his/her ability to effectively learn. The link between educational attainment, attendance and emotional contentment of children and young people is crucial. Considerable emphasis is placed on ensuring that pupils feel safe in school for educational as well as moral reasons. The school community promotes an anti-bullying environment.
Bullying of any kind is unacceptable and any victim of bullying will be fully supported.
This policy was written in accordance with the Welsh Government School Bullying Guidance

2. Purpose and Objective

- Ensure that no child in any way impairs the happiness and educational development of any other child at the school, by creating a safe and happy environment for all the pupils, in every situation during their school activities
- Create an environment where bullying of any kind is unacceptable. Should an instance of bullying occur, the children should be able to report it, and be confident that the matter will be dealt with immediately and effectively. Encourage anybody who is aware that bullying is taking place to notify the staff
- Persuade parents that the pupils' well-being is a priority and that they are taught in a safe environment, and collaborate with them to prevent bullying.
- 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

3. Objectives

The school will:

- take a pro-active approach to prevent bullying
- implement a whole school anti-bullying policy, with which all school staff, pupils, parents and Governors are familiar
- create an environment and ethos where bullying is unacceptable and encourage pupils to report on any instance of bullying, convincing victims that the school will take action to protect them
- raise awareness of staff, pupils and parents of what bullying is, of the signs and symptoms of bullying and of the appropriate measures to follow when bullying occurs or there is an allegation of bullying (see Appendix 1)
- promote every child's self-esteem and respect towards peers and adults
- work in partnership with parents to ensure effective action if there is an instance of bullying or an allegation of bullying
- boost the confidence of pupils and parents in the school's methods of dealing with bullying

4. Bullying

Bullying is defined as aggressive or abusive behaviour by an individual or group, that is often repeated over time, and inflicts wilful injury or harm. Research shows that bullying can have a destructive impact on young people's lives. For some, it can create long-term effects that causes distress and harm to social and emotional development.

4.1 What is Bullying?

The school uses the definition of bullying, provided by Welsh Government;

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

It also describes a number of distinctive elements associated with bullying. These include but are not limited to:

- **An intention to harm** – bullying is deliberate with the intention to cause harm. Those who perpetrate bullying behaviours are 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 the target.
- **Harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made tearful. Their sense of self-worth is reduced.
- **Direct or Indirect Acts** – bullying behaviour 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. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. 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 due to their age, physical strength, popularity or psychological resilience

Bullying can take many forms, including:

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

Indirect – sly or underhand actions carried out behind the target's back or rumour-spreading

Online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to perpetrate bullying via text, messaging, images or video

Relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's special educational needs (SEN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble

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

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.

4.2 What is not Bullying?

Some behaviour, though unacceptable, is not considered bullying, these instances will be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

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

Friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group.

One-off fight – this will be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual.

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.

One-off physical assault – this will 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

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 school would deal with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

Our whole school approach to preventing bullying includes:

- Adopting preventative approaches to bullying.
- Developing a positive ethos which includes knowing bullying is unacceptable.
- Expecting positive behaviour which helps and supports learning and development.
- Promoting co-operation and expecting socially responsible behaviour.
- Encouraging those 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, Circle Time, PSE, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Council involvement, Buddy schemes. KiVa and Peer Mentoring.
- Active involvement of our designated Police SCPO 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 biased,
    - disability driven,
    - or would be deemed offensive or derogatory by any protected groups named in the equality act.
- Making the information in this policy available to everyone in our school community.
- Involving all members of the school community in designing /implementing the policy.

- All staff modelling appropriate positive behaviours by example.

5. Bullying Prevention

The school will try to take a pro-active approach in the bullying prevention campaign, through following these Guidelines:

5.1 Bullying is discussed at several levels throughout the school:

- Whole school, (e.g. assemblies, School Council, Golden Rules, bullying prevention agreements, dramatic presentations)
- Class, (e.g. PSE, Circle Time, Class Council, confidential box). Collaboration in lessons is promoted through pair/group activities.
- Individual, (e.g. additional support for a pupil who has been, or is being, bullied).

5.2 Pupils are encouraged to talk to staff members about instances of bullying that they or others suffer. The staff will respond positively and assure the victim that the complaint is being taken seriously and action taken.

5.3 Staff will adopt a sensitive approach towards signs of bullying, bearing in mind that the bully may behave in the long or short term, verbally, through gestures or physically, in a sly or obvious manner.

5.4 There is close supervision at all times, particularly in areas and at times where bullying can occur. During playground supervision, there is a friendly and informal presence.

5.5 Parents are encouraged to immediately notify the school if they feel that their child is a victim of bullying. Likewise, parents are encouraged to notify the school if they suspect that their child is bullying others. Cooperation between the school and home is important.

6. Response to an Instance of Bullying

6.1 If there are suspicions that a child is being bullied, the Headteacher's attention should immediately be drawn to the matter and the incident/allegation noted on the recording form (Appendix 2). Instances or allegations of bullying will immediately be investigated and every effort made to bring a stop to the bullying immediately and to ensure the victim's safety. The school will respond in a manner that is proportionate to the seriousness of the incident/allegation and in accordance with the School's Behaviour Policy

6.2 In some instances, the parents are invited to discuss the matter and agree on the appropriate course of action. In more serious cases, consultations are held with the Chair of Governors and/or the whole Governing Body, implementing their recommendations. In serious instances, the Local Authority's welfare officer is invited to discuss the situation and act upon it.

6.3 The victim is dealt with in a sensitive manner. He/she receives an attentive hearing, is consoled and advised and taught strategies to use when bullying occurs. He/she receives assurance that they have taken the correct course of action by disclosing it, and that they are not to blame for the bully's behaviour.

6.4 A sensitive and positive approach is used towards the bully. He/she is informed that the behaviour is unacceptable and is encouraged to change behaviour. The rules that they have broken are discussed and efforts made to make him/her more aware of the victim's situation. The bully may be

asked to apologize and efforts are made to bring about a reconciliation between the pupils, if at all possible.

6.5 What sanction to impose on the bully is decided upon, explaining why it is being imposed. In serious circumstances, suspension or exclusion of the bully must be considered

6.6 Following the incident, the situation will be monitored to ensure that the bullying does not re-occur.

7. Monitoring incidents of bullying

In accordance with 6.1 above, the school will record all incidents of bullying using the Bullying Incident Report Form contained in Appendix 2.

An annual report on incidents of bullying in the school will be given to the Governing Body in order for them to monitor the situation as needed.

8. LEA Support

8.1 The Welfare Service

The Welfare Service is committed to ensuring that every child has an opportunity to be educated in a safe environment and free from any type of bullying, threat or harassment.

When appropriate, the Welfare Service will be involved with individual cases, aiming to resolve the situation that concerns the young person through:

- ensuring that schools adhere to any relevant policy
- recognising factors that form the backdrop to the bullying
- acting as an independent mediator
- supporting young people who are victims of bullying
- providing specialist advice for schools, parents and pupil

8.2 The Behavioural Support Service

Primary teachers are available to visit schools to discuss specific cases with headteachers / class teachers / pupils. Specifically for the primary sector there are “Buarth Braf” packs available for schools that focus on the subject.

The Service mentions bullying during INSET with assistants and teachers to discuss:

- why children bully
- recognising the signs that children are being bullied.

8.3 The Educational Psychologist

The Educational Psychologists provide a counselling service. A counsellor can assist a victim or bully to consider gentler ways of forging contacts and to explore anger and tolerance related matters. Lack of self-esteem, trust and confidence can also be dealt with. Counselling can be useful to establish more positive thought patterns and to explore some unhealthy beliefs.

8.4 The ‘Healthy Schools’ Scheme

Gwynedd 'Healthy School's scheme is managed in partnership with Wales National Public Health Service, Gwynedd Council, CYNNAL and the Local Health Board. The scheme enables schools to make a positive contribution to their pupils, teachers and the wider community's health and well-being, through developing a health promoting environment.

'Healthy Schools' introduce health and well-being aspects through the

- National Curriculum
- Alternative curriculum and school ethos
- Develop existing links between the home, the community and specialist agencies.

9. CONCLUSIONS

Any kind of bullying is unacceptable and there are firm strategies in place to deal with any instance of bullying that could arise.

Immediate action must be taken to deal with instances or allegations of bullying.

Although it is important to positively respond to the victim, taking an over-protective stance should be avoided and teach him/her to develop self-protective strategies against being bullied.

Incidents that occur outside the school premises cannot be ignored, as they may spill over in both directions. There should be an appropriate response when considering the seriousness of the allegation/incident.

Co-operation between the home and the school is important; parents must be persuaded that the school is always ready to discuss their concerns. In instances where parents feel that the school cannot effectively deal with an instance of bullying, they are asked to bring this to the Headteacher's attention. If the Headteacher is unable to informally deal with the mater, the parents can pursue the school's formal complaints procedure as defined in the School Complaints Policy.

APPENDIX 1 – GUIDELINES FOR TEACHERS

TYPES OF BULLYING

Several types of bullying may occur:

- Emotional, e.g. being nasty, ostracise, harassment
- Verbal, e.g. name calling, ridiculing, telling fibs, provoking
- Physical, e.g. pushing, kicking, striking or any use of violence
- Racial, e.g. belittling, graffiti
- Cyber, e.g. the internet, mobile phone, camera and video
- Sexual, e.g. inappropriate comments or touching
- Homophobic, e.g. use of homophobic diction

SIGNS AND SYMPTOMS OF BULLYING

Adults should be vigilant to signs of bullying, holding further investigations if a child:

- Is unhappy to attend school
- feels ill in the mornings
- frequently absent
- afraid to walk to or from school
- changes habits
- becomes introverted
- becomes anxious
- loss of confidence
- starts to speak with a stammer
- develops a 'nervous tick'
- cries himself/herself to sleep or has nightmares
- Bed wetting
- loses interest in school work and under-achieves
- avoids attending after school activities/clubs/lessons etc.
- goes home with damaged or missing clothing or belongings
- frequently loses dinner money etc.
- talks about running away
- conceals bruising or marks
- aggressive or unreasonable behaviour
- bullies brothers or sisters or younger children
- loses appetite
- is fearful of using the internet or telephone

RESPONDING TO AN INSTANCE / ALLEGATION OF BULLYING

- Ysgol y Gelli does not tolerate bullying and all staff members and every pupil have a responsibility to ensure an environment that is free from bullying
- The school will respond in a manner that is proportionate to the seriousness of the incident/allegation
- The Headteacher will record all instances of bullying and how the incident was dealt with
- We will interview those responsible individually and carefully listen to their version of events
- If there is evidence of bullying, the school will take definite and firm action
- Bullying situations/allegations will be closely monitored.

VICTIM SUPPORT

- Take immediate preventative action and ensure the victim's safety
- Assure him/her that they are safe and that the matter will be dealt with immediately
- Assure him/her that they did the right thing by disclosing it, and encouraging them to report any further incidents
- Try to ascertain the seriousness of the incident/allegation
- Show sympathy and empathy
- Jointly discuss how to resolve the problem
- Assure the victim that he/she does not deserve to be bullied and that they not to blame
- If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator
- Discuss strategies to avoid further incidents
- Advise on assertive behaviour
- Group support, (friends and peers)
- Ensure careful supervision and monitoring
- Work with the parents.

DEALING WITH THE BULLY

- Give a clear message that bullying of any kind is unacceptable at the school and that he/she is breaking the school rules
- Discuss the underlying reasons for his/her behaviour
- Strongly urge him/her to alter their behaviour and offer acceptable models
- Reward positive behaviour
- If appropriate, encourage the bully and victim to meet and discuss. Ensure that an adult acts as mediator
- If appropriate, the bully is asked to apologize
- Decide on a punishment, explaining why it is being administered
- Contact the parents
- Assure him/her that we will monitor the situation and that no further bullying will be tolerated.

ADDITIONAL MEASURES

- Withdrawal from a group
- Loss of privileges, e.g. golden time
- Exclusion from participation in extra-curricular activities/representing the school in activities
- In exceptional cases, exclusion/expulsion from school.

BULLYING PREVENTION STRATEGIES

We will pursue the following methods to try to prevent bullying:

- Ensure that every pupil is familiar with the school's golden rules
- Sign a bullying prevention agreement
- Follow a unit of cross-curricular work on bullying in the PSE lessons, (poetry writing, descriptions, art, etc.)
- Read stories and poems about bullying
- Role play
- Discussions and Golden Time
- Collective Assemblies
- Confidential Box in every class

Appendix 2 **BULLYING INSTANCE / INCIDENT RECORD FORM**

School:

Pupil's full name: …….

Address: ……..

Date of Birth: …… School year: ……..

Location of the incident:

Why is a child being bullied?

Race ☐ Disability ☐ Religion/Faith ☐

Sexuality ☐ Age ☐ Ability ☐

Size ☐ Because of my appearance/ because of their appearance ☐ Language ☐

Any other reason? _____
(Perhaps because he/she is the young carer for a sick or disabled relative; maybe he/she does not have much money or another reason)

How is he/she bullied?

Name Calling ☐ Provoking ☐ Threat ☐

Social Network ☐ Hitting ☐ Damage/steal belongings ☐

Any other?_____

Details of the incident:

Is there a pattern of negative behaviour?

Is there a need to refer to another agency?

Yes ☐ **No** ☐

If so, which agency?
Strategy in place following the incident:
Further implementation measures:

Signed: ……..

Post: ……..

Date: ……..

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