



ANTI-BULLYING POLICY

INTRODUCTION

At Ysgol Tycroes, we believe that every learner has the right to learn, free from the fear of bullying, whatever form that bullying may take. Everyone has the right to feel safe and everyone is expected to ensure that bullying is not happening. Ysgol Tycroes is a supportive, nurturing and caring community which is inclusive of all. Therefore, everyone involved in a learner's education needs to work together to ensure that this is the case, and as such, everyone has the responsibility to report incidents that they would be considered to be bullying.

AIMS OF THE POLICY

At Ysgol Tycroes, we aim to maintain a whole school approach to anti-bullying which is positive and supportive of all the pupils involved. We aim to integrate our values into all aspects of school life, particularly respect, kindness, well-being, friendship and inclusion.

We will:

- Define what we understand by the term "bullying"
- Develop and maintain a whole school approach to anti-bullying which is positive and supportive
- Support both/all individuals sensitively in discussion using a restorative approach regarding allegations incidents that represent bullying
- Develop shared ownership and responsibility in tackling incidents of bullying – children, teaching and support staff, governors, parents and support agencies
- Establish a monitoring system to ensure all incidents are recorded and dealt with according to agreed school policy
- Communicate the policy and procedures to children, staff, parents and governors to ensure clarity and understanding
- Regularly evaluate the policy as part of the whole school approach to behaviour management
- Foster in each child a positive self-image and high aspirations in oneself
- Nurture all pupils to be respectful, independent and look after the wellbeing of themselves and those around them
- Provide a safe and happy environment where everyone feels happy and secure
- Actively promote the 'Rights of the Child' in line with UNCR
- Promote positive behaviour through our many rewards and sanctions
- Actively promote the individuality of all our children ensuring equality of opportunity for all irrespective of race, religion, gender, sexual orientation, ability, physical or sensory impairment or social background.

FORMS OF BULLYING

Bullying can happen to anyone. This policy covers all types of bullying including, but not limited to:

YSGOL TYCROES ANTI-BULLYING POLICY

- Bullying related to gender, identity, race, religion or culture
- Bullying related to special or additional educational learning needs
- Bullying related to appearance or health conditions
- Bullying related to poverty or adverse personal circumstances
- Cyber bullying

DEFINITION OF BULLYING

Bullying can be defined as ***the repetitive behaviour by an individual or group with the intention to hurt another individual or group either physically or emotionally which happens over a prolonged period of time.*** The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying. Bullying behaviour involves four key aspects:

- It's hurtful
- It's intentional
- It's repetitive and happens over a period of time
- It involves a power imbalance

Bullying can include:

- name calling, taunting, mocking, making offensive comments
- kicking/hitting
- taking belongings
- inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messenger)
- sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping
- excluding people from groups and spreading hurtful and untruthful rumours

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 bully 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. 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.’ (2.8 Rights, Respect, Equality)

PREVENTING, IDENTIFYING AND RESPONDING TO ACTS OF BULLYING

We will:

- Use restorative practice to resolve disputes between pupils early on to de-escalate situations and support our pupils’ wellbeing.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Use restorative practice to prevent, identify and respond to bullying.
- Promote positive relationships, positive role-models through our work across the curriculum.
- Celebrate differences in culture, religion, sexuality, race, gender, ability, disability, age, appearances etc by promoting inclusion, equality and diversity and having a zero-tolerance attitude towards any form of discrimination.
- Consider all opportunities for addressing bullying including through the curriculum, the school environment, pupil voice groups, assemblies and collective worship.
- Identify ‘emotionally available adults’ who are always available to discuss any concerns with the pupils.
- Provide a ‘Bubby Bench’ and nominated pupils to ensure their peers are included.
- Maintain an open-door policy to any pupil who wishes to talk about their concerns.

INSTANCES WHICH WOULD NOT BE CONSIDERED AS ‘BULLYING’

These instances would not be considered as ‘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

A one-off fight

This would be addressed according to our behaviour 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, this is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others' views. In this we would use restorative practice to resolve the argument or disagreement.

A one-off physical assault

This would be stopped and addressed immediately. In extreme cases, exclusion may be deemed necessary, or even police involvement may also be appropriate. However this is very rare as we would hope to resolve the dispute using restorative practice and follow sanctions within our school's behaviour policy.

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.

Where any of these examples are repeated over a period of time with the intention of hurting either physically or emotionally, and/or involves a shift in power which is not balanced, these incidences would be classed as examples of bullying.

ACTIONS TAKEN

The class teacher deals with bullying or potential cases of bullying in the first instance if it is reported at school. More persistent occurrences are dealt with by the Headteacher and/or Deputy Headteacher who will use professional judgement as to when to involve the parents of those concerned.

Sometimes incidents of bullying are reported initially at home and the parents inform the school. This is then dealt with by the class teacher, the Headteacher, and/or the Deputy Headteacher as is most appropriate.

Headteachers have a legal duty to take measures to prevent all forms of bullying among pupils.

All teaching and support staff should be alerted to signs of bullying and act promptly and firmly.

SIGNS THAT A CHILD MAY BE EXPERIENCING BULLYING BEHAVIOUR

A child may tell school directly that they are being bullied. However, the child may make their parents/carers aware at home, and they should then contact school with concerns

YSGOL TYCROES ANTI-BULLYING POLICY

about bullying. The Welsh Government guidance for parents identifies the following signs to look out for which may include:

- 'Losing' belongings
- Having damaged clothes or school bag
- Arriving home with cuts or bruises
- Reluctance to go to school or take part in group activities they previously showed interest in
- Difficulty sleeping
- Changes in behaviour – loss of appetite, bed wetting etc
- Noticeable changes in their mood – becoming withdrawn, depressed, angry, tearful, upset, anxious or unhappy
- Wanting to change their journey/route/time of travel to school
- Wanting to change school

THE ROLE OF PARENTS/CARERS

Firstly, it is important that where parents/carers use the term 'bullying', that they familiarise themselves with the definition of bullying to ensure that it is not a common case of age-related relationship conflicts which are a natural part of growing up and learning to socialise.

If a parent/carer is confident that their child is being subjected to bullying behaviour then any incidences should be reported to the class teacher in the first instance where it will be fully investigated, and the relevant policies will be applied. Parents can expect that school staff at Ysgol Tycroes will take their concerns very seriously and support their child with any issues that are happening.

Parents also have the right to escalate the matter with the Mrs Timothy-Davies (Foundation Phase) or Mr Stonham (Key Stage 2) if they feel that the matter has not been addressed effectively. In the last instance, if the matter has still not been resolved, the Headteacher would then become involved.

ROLES AND RESPONSIBILITIES

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, Headteacher, Senior Leaders, Teaching and Support staff to be aware of this policy and to implement it accordingly
- The Head teacher to communicate the policy to the school community
- Pupils to abide by the policy
- Parents/carers to work cooperatively with the school to support finding a resolution

YSGOL TYCROES ANTI-BULLYING POLICY


The law relating to bullying

- United Nations Convention of the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Criminal Offences Legislation Malicious Communications Act 1988
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- The Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Counter-Terrorism and Security Act 2015.

POLICY REVIEW

This policy will be reviewed every two years, or earlier if incidents which occur suggest the need for an immediate review. The school uses guidance by the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying. All incidents of bullying are recorded following the school reporting policy.

This policy will be reviewed in September 2024, or earlier if required.

Headteacher:		Date:	September 2022
Chair of Governing Body:		Date:	