



# Anti-Bullying Policy

**“Rights, Respect, Equality”**

**Ysgol Bro Teifi**



|                            |             |
|----------------------------|-------------|
| Created:                   | 09/2023     |
| By:                        | HLT         |
| Adopted by Governing Body: | 17/10/2023  |
| Review Date:               | Autumn 2024 |

# GWRTH-FWLIO

Paid a  
bod yn fwi!

STOPIWCH!!

Byddwch yn  
garedig i'ch gilydd!

Y Sgol BroTeifi!



Mae bulio yn  
stopio plant i weud  
gwaith!



## **INTRODUCTION**

Our school's Anti-Bullying Policy has been developed to provide the relevant information to enable our children and staff to tackle bullying. This anti-bullying policy mirrors the current guidance produced by the Welsh Government in November 2019 and was developed in full consultation with staff, learners, parents/carers and school governors.

Bullying is one of the main issues that children and young people express concern about. Our school asserts the right of every child to be safe in order to learn, develop healthy relationships and achieve their best. For this to happen, it is important to prevent and challenge all forms of bullying.

The perpetrators (i.e. the victims) must be protected and the perpetrators (the bullies) must be helped to change their behaviour and have the opportunity to deal with any emotional needs underlying their behaviour. Specific support should be arranged for the most vulnerable, including those with protected characteristics and additional needs.

Online bullying through technology has been identified as a growing concern globally, nationally and locally, and is a growing challenge benefitting from wider partnership work – particularly in collaboration with the police.

## **WHY HAVE AN ANTI-BULLYING POLICY AND GUIDELINE?**

The following legislation applies to all schools in Wales and aims to protect the rights of children and young people to enable them to live a life free from abuse and harm, including bullying. Our policies adhere to the following legislation:

1. Children and Young People's Rights (Wales) Bill 2011
2. Equality Act 2010 – Chapter 1 of part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
3. Learner Travel (Wales) Bill 2008
4. Education and Inspections Act 2006 – this act requires schools to have policies that promote good behaviour, and in particular, policies that prevent all forms of bullying among pupils. The act also gives headteachers the authority to impose disciplinary sanctions for inappropriate behaviour.
5. Children Act 2004 – this act requires a local authority to promote collaboration between it and various other bodies and individuals, with a view to improving the well-being of children in the area, in terms of education, training and leisure.
6. Education Act 2002 – this act requires schools to have a complaints procedure. This is particularly important for parents and carers who feel their school has not adequately dealt with a bullying case.
7. Human Rights Act 1998 – this act requires schools to have policies that comply with the Act, in particular, Part 1 of Section 1 of the Act which states that no one should be liable to torture or inhuman or degrading treatment or punishment.

8. Education Act 1996 – part 4 of this Act provides for children with special educational needs.
9. United Nations Convention on the Rights of the Child and United Nations Convention on the Rights of Persons with Disabilities
10. Objectives of the Ceredigion Strategic Equality Plan 2014 – 18 (2.2)
11. Criminal Legislation which includes: The Malicious Communications Act 1988, the Protection from Harassment Act 1997, the Counter Terrorism and Security Act 2015.

### **DEDDF CYDRADDOLDEB 2010**

Dan Ddeddf Cydraddoldeb mae gan awdurdodau lleol a chyrrff cyhoeddus eraill, gan gynnwys ysgolion, ddyletswydd gyfreithiol i fodloni gofynion Dyletswydd Cydraddoldeb y Sector Cyhoeddus i:

- Ddileu gwahaniaethu anghyfreithlon, aflonyddu ac erledigaeth ac unrhyw ymddygiad arall a waherddir gan y Ddeddf
- Hyrwyddo cydraddoldeb cyfleoedd rhwng pobl sy'n rhannu nodwedd warchodedig berthnasol a'r rhai hynny nad ydynt yn rhannu'r nodwedd honno
- Meithrin perthynas dda rhwng pobl sy'n rhannu nodwedd warchodedig berthnasol a'r rhai hynny nad ydynt yn rhannu'r nodwedd honno
- Mae bwlio sy'n gysylltiedig â rhagfarn yn golygu gelyniaeth tuag at bobl â nodweddion gwarchodedig a ddiogelir yn ôl Deddf Cydraddoldeb 2010. Mae pobl o'r fath yn cynnwys y sawl sydd ag anableddau neu anghenion addysgol arbennig, pobl y mae eu hethnigrwydd, eu hil, eu hedrychiad neu eu treftadaeth yn wahanol i'r rhai hynny sy'n ymroi i ymddygiad sy'n gysylltiedig â rhagfarn; pobl o'r rhyw arall, pobl sy'n lesbiaid, yn hoyw neu'n ddeurywiol; neu bobl sy'n cwestiynu eu rhyw neu sy'n drawsrywiol.

### **THE SPECIFIC DUTIES IN WALES**

Public sector organisations in Wales, including local authorities and schools, also have legal duties outlined in the Equality Act 2010 (Wales) regulations 2011, namely:

1. Publish a Strategic Equality Plan and equality objectives every four years;
2. Conduct engagement and engagement activities for groups with 'protected characteristics';
3. Ensure access to all published documents;
4. Assess the impact of the relevant policies and plans;
5. Training and collecting employment information;
6. Promoting knowledge and understanding of the Equality Act across the organisation;
7. Addressing unfair pay disparities;
8. Use procurement practices to contribute to the achievement of equality objectives; and
9. Review progress in implementing the Strategic Equality Plan and related actions.

**For further information and details on the Public Sector Equality Duty in Wales – Education and Schools, please visit:**

**[www.wlga.gov.uk/equalities-publications/briefing-on-public-sector-equality-duties-in-wales-education-and-schools](http://www.wlga.gov.uk/equalities-publications/briefing-on-public-sector-equality-duties-in-wales-education-and-schools)**

## **LINKS TO OTHER SCHOOL POLICIES**

This policy is directly related to the following school policies and procedures:

1. Conduct and Discipline Policy 2023
2. Child Protection Policy 2023
3. Ceredigion ALN Principles and Expectations 2022
4. Equal rights policy
5. E-safety policy

## **WHAT IS CONSIDERED BULLYING AND WHAT IS NOT?**

There is no legal definition of bullying but Welsh Government guidance defines it as follows:

***'Behaviour by an individual or group, repeated over time, with the intention of harming someone else, either physically or emotionally.'***

***Our school is part of the Kiva programme, which defines bullying as the following:***

***"Harmful/inferior behaviour***

- 1. intentionally***
- 1. is repeated***
- 2. targeted at a less powerful individual"***

Bullying is expressed through a range of harmful behaviours; it can happen face-to-face or in the digital environment. An individual or group may bully, but it will usually take place in front of an audience in order to emphasize power or popularity. It can include an element of confidentiality to ensure adults are unaware of it. Bullying happens deliberately, it happens more than once and it's aimed at someone, leaving that person feeling incapable of doing anything to stop it.

There are several types of bullying, including the types listed below:

1. **physical** – kicking, tripping or pushing someone, injuring someone, damaging their property or making gestures to scare someone
2. **• verbal** – ridicule and name-calling, insulting, threatening, belittling or alarming

3. • **emotional** – behaviour intended to isolate or harm someone or embarrass them
4. • **indirect** – cunning or stealthy actions that take place behind the target's back or by spreading rumours
5. • **online** – using any kind of technological means, mobile phones, social networks, games, chat rooms, forums or apps to bully through text messages, messages, images or video
6. • **harming relationships** – bullying that seeks to damage the target's relationships or social status: encouraging their friends to turn their back, benefiting from a person's special educational needs (SEN) or long-term illness, targeting their family's social status, deliberately isolating or embarrassing someone or deliberately causing trouble for someone
7. • **sexual** – unwanted touching, threats, comments and jokes or innuendo. This can also include the practice of demanding money or sexual favours, the so-called 'revenge pornography' and any misuse of intimate and meaty photos of the targeted learner
8. • **associated with prejudice** – bullying a learner or group of learners because of prejudice. This could be related to stereotypes or assumptions about identity. Bias-related bullying has the protected characteristics. Prejudice and prejudice can also extend beyond the protected characteristics and can lead to bullying due to a variety of other reasons such as social status and background.

While unacceptable, some types of behaviour are not considered bullying. The Welsh Government expects these cases to be dealt with in accordance with the school's conduct policy to prevent any possibility of an incident escalating and becoming a bullying case. *Please remember to refer to your School's Positive Behaviour Policy.*

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

1. **Quarrel between friends** – However, a quarrel between friends can escalate and develop into bullying behaviour due to the fact that former friends have intimate knowledge of each other's fears and insecure feelings. Children and young people targeted by former friends will feel that betrayal to the living, and will often be isolated from their previous group of friends
2. **fight that happens once** – the Welsh Government expects schools to address this in line with their behaviour policy, unless it is part of a pattern of behaviour that suggests another person is being deliberately targeted
3. **fallout or disagreement** – a fallout or disagreement between two children or two young people is usually not considered an example of bullying. However, they may need support to learn to respect the views of others
4. **a physical assault that happens once** – the Welsh Government expects that will be stopped and that schools will address it immediately. It may also be appropriate for the police to intervene in cases of physical assault
5. **Offensive and Jokey Comments** – Children often protest by saying that an incident was a joke or pejorative. If two friends with equal power joke with each other frequently, that is not considered bullying. If one learner uses what he claims is peasants to belittle or intimidate another learner who is powerless to stop that and that act scares him, that will probably cross the boundary between joking and bullying
1. **a hate crime that happens once** – if this behaviour is not repeated, it will not normally be considered bullying, but it will be criminal behaviour. The Welsh Government would expect schools to address the incident in line with their behaviour policy and other

relevant policies, such as the school's 'Prevent' policy. The school should ask the police to intervene, if the school considers it necessary.

## **HATE CRIME**

A Hate Crime is defined as a criminal offense.....

A Hate Incident is defined as an indictable offense.....

*Which the target (the victim) or any other individual perceives is an act motivated by hatred or prejudice based on an individual's disability, race, religion and belief, sexual orientation and actual or perceived transgenderism.*

Simply put, if you are targeted because of who you are or who they think you are in terms of disability, race, religion and belief, sexual orientation or transgender then this is an example of a Hate Crime or Hate Incident. Hate crimes are serious criminal offenses, resulting in higher penalty sentences. When someone is targeted because of their age or the lifestyle they have chosen (for example Goth), then this is also recorded as a hate crime or hate incident, but without the increased level of sentence, although support services would still be available.

'Befriending offences' is the term used when someone has been targeted by alleged 'friends', usually because of a learning disability. Victims are often taken advantage of to obtain their money, accommodation or belongings.

Hate Crime or Hate Incidents may include the following –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Property damage
- Attack
- Cyberbullying
- Abusive texts, emails or phone calls
- Stealing money, valuables or property from you.

Most hate incidents within schools are most effectively managed through the Anti-Bullying Policy and through a remedial approach. Serious Hate Offences can be reported as outlined below -

Hate Crimes or Hate Incidents can be reported to police by calling the 101 or 999 number in an emergency. Every person in Dyfed Powys who suffers as a result of a Hate Crime will be provided with the service of a Support Officer specifically trained in the field of Hate Crime.

Hate crimes or hate incidents can be reported to the Official National Centre for Hate Crime Support and Reporting in Wales. This is a confidential reporting and support service run by the Victim Support Service.

### **HOW WILL WE RAISE AWARENESS OF BULLYING AND HOW DO WE INCORPORATE ANTI-BULLYING WORK INTO OUR SCHOOL CURRICULUM?**

At *Ysgol Bro Teifi* raising awareness of bullying-related issues is part of our seasonal services programme, and also part of our dedicated Health and Wellbeing sessions, designed in the seasonal curriculum map. Our curriculum work includes the following programmes/sessions:

- School Beat
- KiVa Lessons
- LGBTQ / Stonewall Cymru
- NSPCC – remember to say. Stay Safe
- Wales Home – Spectrum
- Welsh Women's Aid – S.T.A.R
- Hub Resources
- Anti-bullying week
- Incorporate anti-bullying sessions within a range of learning areas e.g. Religious Education, Drama, History.
- Health and Wellbeing Lessons / Days

### **The KiVa Program**

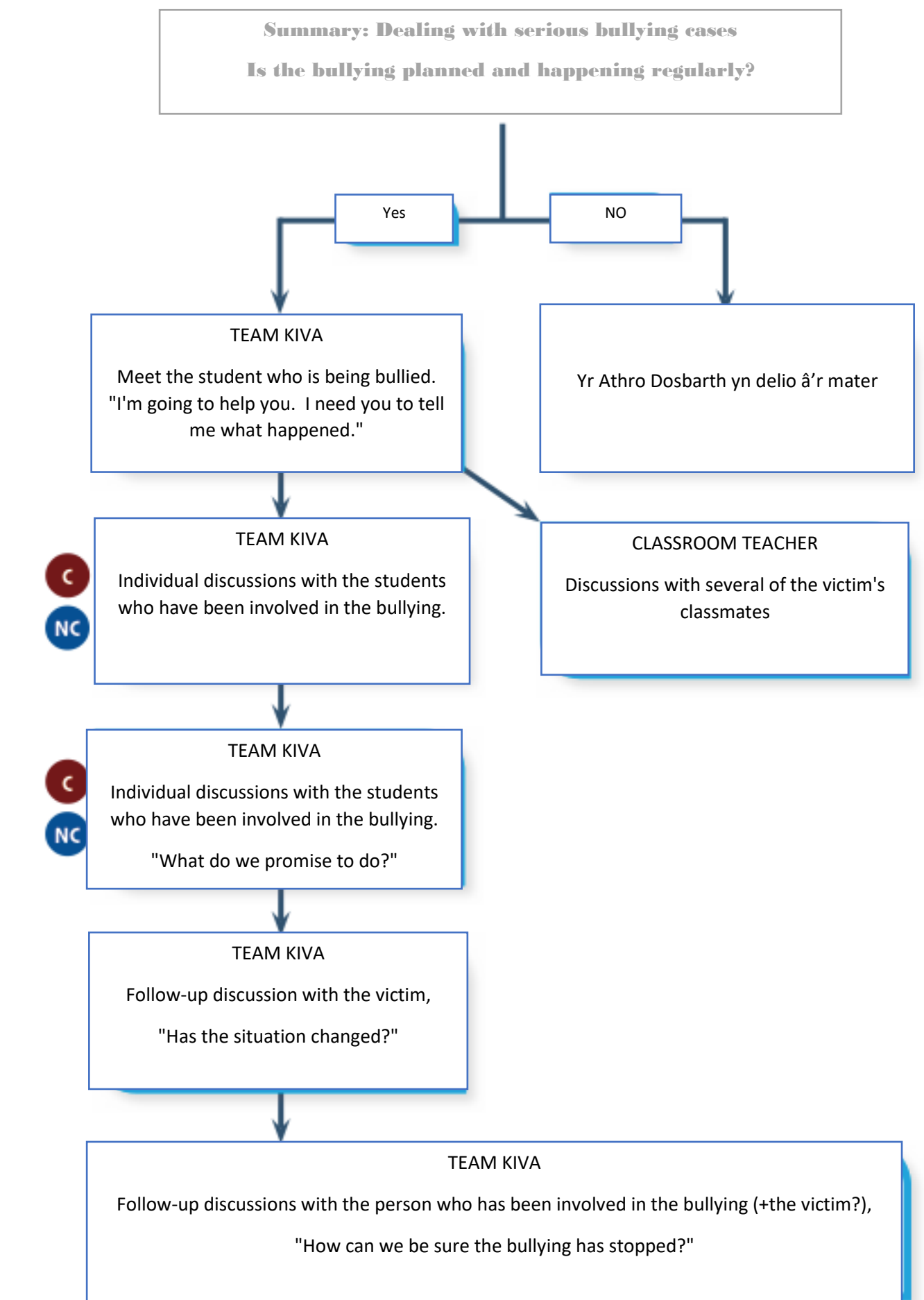
**As a school we adopt elements of the KiVa anti-bullying programme. KiVa is a research-based anti-bullying programme developed by the University of Turku, in Finland.**

The KiVa programme includes general and specific steps to prevent bullying and to address incidents of bullying brought to the attention of schools. The general actions are aimed at all students in a school. They refer to efforts made to influence group practice and build the capacity in each child to behave in constructive ways, to take responsibility for discouraging bullying and to support the victims. The specific actions occur when bullying has come to the attention of school staff. Each individual case is addressed in a series of individual and group discussions between the school's KiVa team and the students affected. Many of the victim's peers are challenged to volunteer to offer support for the benefit of their victim classmate.

**We do not tolerate any form of bullying and all pupils in our care are entitled to feel safe and respected, given awareness of our expectations of behaviour and the consequences of**

**acts of bullying within the school. For example, results could manifest themselves as follows:**

1. Time out. Removing the pupil from class or from the situation, not so much as a punishment, but rather a time when they can reflect on their behaviour and often think of a solution
2. Deprived of privileges, with the opportunity of making amends for the evil done
3. Individual pupil management plan
4. Parental involvement
5. Counselling
6. Separating the bully from the victim (e.g moving him to another class)



## **WORKING WITH PARENTS**

In our school, we raise parental awareness about issues, policies and procedures relating to bullying through the following strategies:

1. Leaflets and newsletters sent home
2. Open days
3. Anti-bullying weeks
4. School prospectus
5. School website
6. Workshops

## **WHAT ARE THE SIGNS THAT MIGHT INDICATE A CHILD OR YOUNG PERSON IS BEING BULLIED?**

A child may tell you directly that they are being bullied, but if they don't say so, other signs you might look out for that might indicate they are being bullied are:

1. Damaged clothing or school bag
2. 'Loss' of property
3. Visual injuries such as knuckles or bruises
4. Reluctance to go to school or to participate in group activities he was previously interested in
5. Tired due to sleep difficulties
6. Behavioural changes
7. Noticeable changes in mood – change to introspection, depressed, grumpy, tearful, upset or unhappy
8. The desire to change his journey to school/his path to school or the time of his journey to school
9. The desire to change schools.

## **HOW DO WE PREVENT BULLYING IN OUR SCHOOL AND ON TRIPS TO AND FROM SCHOOL?**

We will succeed in our anti-bullying campaign by taking a school-wide approach to tackling this issue. This includes the following strategies:

1. Strong leadership and teachers who model high values and expectations, and therefore lead by example
2. Be a rights-respecting school (by participating in the United Nations International Fund for Children's (UNICEF) rights respect programme))
3. Respect and value the pupil's voice in all we do (e.g. Senedd Llais Bro Teifi)
4. Focus on pupil health and wellbeing and monitor and evaluate this (e.g. regular monitoring of emotional health)
5. Promote healthy relationships across school, in class, during break time and during off-site activities

6. Providing a comprehensive health and wellbeing curriculum that meets the needs of all our learners
1. Create an environment that promotes health and well-being (e.g. safe places to play, calming areas, KiVa programme, adequate supervision).
2. Ensure and maintain care, support on firm and responsive guidance (e.g. circle time solutions, begging box, support through peer mentoring)
3. Communicate effectively and work effectively with parents/carers
4. Support professional learning for all staff tailored to meet their requirements and responsibilities

#### **HOW DOES OUR SCHOOL RESPOND TO INCIDENTS?**

At Ysgol Bro Teifi we have a duty of care to protect all our learners and provide a safe and healthy environment. The following steps are taken when dealing with bullying:

5. Discuss the event with each pupil individually and record the information (sign and enter date on record)
6. Call the target's parents (keep records of your conversation)
7. Call the perpetrator's parents (keep records of your conversation)
8. Each party is offered a meeting **individually** to discuss all the information gathered and plan what to do towards the future in partnership with parents and learners. Any disciplinary action against the offender will be decided within this meeting, including support through further intervention. Any additional support the target (the victim) may need, e.g. counselling, assertiveness skills will be planned and discussed in a separate meeting
9. The restorative cycle method will be offered to all parties if they wish to participate in this intervention. Remedial cycles are held only with the agreement of all parties and when all parties are ready to do so.

It is important that you use the following forms when recording events and ensure they are complete:

1. 'Anti-bullying Form'
2. 'Bullying Recording Form'

#### **WHEN WILL THE SCHOOL TAKE ACTION IN RELATION TO OUT-OF-SCHOOL BULLYING?**

Section 89 (5A) of the Education and Inspections Act 2006 gives headteachers statutory power to regulate pupil conduct in situations such as this 'to the extent reasonable'. Bullying could be an example of a situation when bosses use this power. Individual schools are best placed to judge what is reasonable in their particular circumstances. As a school, we will consider the following factors when arriving at a reasonable view of when to engage in a bullying incident that occurs off school premises.

Activities that take place off-site, when we take action against bullying and any other inappropriate behaviour include the following:

1. School trips
2. Sports activities
3. Work experience placements
4. Educational journey
5. Boarding tour

6. Behaviour on the way to and from school
7. Behaviour in a public place whilst the pupil is in uniform e.g in town at lunchtime

#### Cyberbullying

If online bullying has an impact on the wellbeing of a pupil in our care, we will intervene as appropriate, to ensure the safety of the target (the victim), regardless of whether the bullying took place at school whether it was at school whether the bullying took place off the school premises.

#### Being in the care of a member of school staff

If a pupil is under the supervision of a member of staff and that member witnessed an incident, then we expect relevant action to be taken, in accordance with school policy.

### Transport

If there is an incident during the journey to and from school, educational visits or other settings such as work experience or college courses, whether by bus, taxi, walking or cycling, we will intervene and take appropriate action. We will ensure that the behaviour does not threaten the health or safety of learners, staff or members of the public. We will offer peace of mind to learners who may feel threatened or intimidated by the behaviour of a small minority of their peers or by 'stranger danger'. We will also offer members of the public peace of mind about how the school cares for and manages learners and, in doing so, protect the school's reputation.

As a school, we will consider following steps, to ensure the safety of our pupils during travel times:

1. Speak to local police about problems on local streets (if necessary, ask police to be present at trouble spots)
2. Speak to the travel company about bus bullying and advise drivers how to report incidents
3. Assigning older pupils to a bus close to home
4. Implement a 'bus universe' system where older pupils report to specific members of staff
5. Consider involving parents or members of the local community
6. Talking to the headteacher of another school when pupils at that school are bullying off school premises
7. Map safe routes to school and tell pupils about those routes
8. Talk to pupils and tell them how to avoid or deal with bullying off school premises

### **HOW DO I REPORT BULLYING?**

In our school we encourage all our learners to "tell" a member of staff about concerns, distresses and any behaviour that hurts and affects their wellbeing. Our school operates an open door policy for parents/carers to ensure we intervene as quickly as possible. If parents/carers or pupils have bullying concerns, our school advocate is Carys Llywelyn, Heledd Thomas a Cerys Charles

### **HOW ARE INCIDENTS RECORDED AND MONITORED?**

Bullying incidents are recorded on the following record form. Appendix 1. But we also keep an electronic record central to the Leadership Team.

### **Bullying record form – Guidance**

1. State the date, the name of the pupil making the complaint and the name(s) of the alleged offender
2. Please note if there is a previous history of problems between pupils

Please note

- What?
- Meal?
- Where?
- How?
- The name of the person reporting the complaint (it could easily be different from the victim)
- Name of Head (Heads) Year

### **Follow-up actions**

Please note the actions taken following the complaint.

Usually:

- Discuss the event with each pupil individually
- If appropriate, arrange a meeting between the pupils and the Head of Year/Deputy Head who has been covering the event
- Call the victim's parents (keep records of the conversation)
- Call the perpetrator's parents (keep records of the conversation)
- If you have any doubts about the disciplinary action to be taken, please discuss with the Deputy Head/Headteacher
- Check to see if you have followed the school's conduct policy
- Please sign and state the date the action was taken

### **Revisiting the complaint**

- On the form, indicate a date to monitor the victim (either the following day if it is a serious incident or the following week if you are confident that the issue was resolved after the first course of action.)
- Enter the date for monitoring in your diary
- Ask the victim if the issue was resolved (Discussion/Phone call to home)
- Please note the date, both on the form and in your diary, after 4-6 weeks to check (as above) that the issue has been resolved
- Keep a copy of the form in the central file (Deputy Headteacher's Bullying Register)
- Keep a copy of the form in the school file of the victim and perpetrator
- If the issue has been resolved, propose removing the form from the perpetrator's school file
- However, the form is kept on the victim's file and in the central Bullying Register

## **GRIEVANCE PROCEDURE**

Parents/carers need to follow the school's complaints procedure. In the first instance, the Headteacher should be informed of the complaint, if the parent/carer is not happy with the response of the school/the Headteacher, then a formal letter of complaint can be written to the chairman of the governing body:-

If parents/carers are still dissatisfied with the governing body's response, then Ceredigion County Council's complaints policy and procedures can be followed.

As a school, we advise parents/carers as follows:

On talking to teachers about bullying:

1. Don't panic but be calm
2. Be as specific as possible about what happened, according to your child
3. Make a note of the actions the school intends to take
4. Ask if there is something you can do to support your child at School
5. Keep in touch with the school

If no steps are being taken to address your concerns:

1. Check the school's anti-bullying policy to see if agreed procedures are being followed
2. Discuss your concerns with the parent governor or with other parents
3. Make an appointment to see the headteacher
4. If that doesn't help, write to the headteacher explaining your concerns
5. Contact local or national groups offering support to parents and ask them for advice

## **HOW THE SCHOOL WILL EVALUATE AND REVIEW ITS POLICY AND STRATEGY.**

This policy is reviewed annually by the Governing Body .

**Signature:..... (Chairman of the Governing Body)**

**Date: 11/10/2022**