



Ysgol Llanhari
Anti Bullying Policy
Revised May 2022

Anti-bullying : whole school policy statement

What is bullying?

Bullying is a regular pattern of behaviour by an individual or group who deliberately uses power with the intention of causing physical, emotional or mental harm to the victim.

It is a deliberate, conscious desire to hurt, threaten or intimidate the same individual physically or verbally on more than one occasion. However, a bully in certain circumstances could be unaware of the effect it has on the victim and it is necessary to distract the bully from the victim's perception that he is being bullied.

Bullying is any form of persistent behaviour that deliberately uses power with the intention of making the victim unhappy.

Llanhari pupils have created their own definition: 'Bullying is something constant, which is often intentional, and which has a negative effect on a targeted individual.'

Bullying can be verbal, physical or emotional. Pupils who are bullied are described as **targets**. A pupil who behaves in a bullying manner towards others is called a **perpetrator** while a **bystander** is someone who is present during an incident of bullying but will not participate.

According to the statutory guidance Challenging bullying - Rights, respect and equality (Welsh Government Document November 2019) bullying is defined as

Behaviour by an individual or group, which is repeated gradually over a period of time, which deliberately harms others, either physically or emotionally.

It is further stated in the document:

Bullying is expressed through a variety of harmful behaviours; it can happen face to face or in the digital environment. It can be caused by an individual or by a group, but usually occurs in front of an audience to emphasise power or popularity. It can include an element of secrecy to ensure that adults are not aware of it.

Bullying is different from an argument, fight or quarrel between friends because:

- it is intentional
- it will usually be repeated over and over again
- there is a perception of an imbalance of power between the perpetrator and the target
- bullying will create feelings of sadness, fear, loneliness, shame and helplessness.

The school follows the Welsh Government's expectation where interventions are implemented immediately, in cases of bullying or in the case of any other individual negative behaviour. The Welsh Government expects individual incidents that do not appear to be the starting point of bullying to be treated and discussed as inappropriate behaviour and expects the school to address them in accordance with their policy behaviour. According to members of the school staff, pupils should be taught the difference between serious bullying which is continuous and a single incident e.g. what is defined as "banter" or joking.

Listed below are the typical elements of behaviour that are considered bullying:

intent to harm - bullying is intentional, and the intent is to cause harm. Those who bully others will often be very skilled in the sense that they know exactly how to humiliate or hurt their target, paying attention to key aspects of their appearance, personality or identity to ensure the desired effect. They will find the aspect where they have power over their target

the result of harming – someone (or a group) is hurt physically or emotionally. They can be isolated, shamed or made to feel scared. Their sense of self-worth will diminish

direct or indirect actions – bullying can include direct aggression, such as hitting someone, as well as indirect actions such as spreading rumours or sharing highly personal images with people who were not intended to see the information or images

repetition – bullying will usually involve repetition of negative behaviour or aggressive actions. A single act of aggression, such as fighting, will not normally be considered bullying. However, any incident can be the starting point of a pattern of bullying behaviour that develops afterwards. That is why records of events are so valuable. According to the school council, there should be a warning if there is one incident but then punishment if it happens again.

unequal power – bullying involves the abuse of power by one individual or group who is (or is perceived to be) more powerful, often because of their age, physical strength, popularity or psychological strength.

Examples of bullying

Verbal/text bullying:

Repeated patterns of:

Calling names, taunting, telling stories, worrying, being unfriendly, using written notes, email or text messages, threatening.

Physical bullying:**Repeated patterns of:**

Deliberately knocking, pushing, kicking, knocking, hurting, punching or any other form of attack. Those responsible could claim it was an accident at first. When property is stolen or damaged with the intention of instilling fear and using power inappropriately, this can form part of the bullying.

Emotional bullying**Repeated patterns of:**

Using power to exclude, exclude or marginalise individuals. It often involves making up malicious stories or accusations about friends or family. This can often happen through modern technology such as the web, camera phones.

Bullying by exclusion - isolation

This can be subtle and the bully can be a 'friend' and it can go unnoticed as peers are excluded or deliberately deceived.

Bullying by exaggeration

Nice things, bus money and money, equipment for lessons give a bully opportunities to expose himself and take other people's property.

Online

Cyberbullying is when an individual or group of people threaten, harass, embarrass using social media, digital technology and phones. This can also include social networks, games, chat rooms, forums or apps to bully through text messages, messages, images or video.

Damaging relationships – bullying that seeks to damage the target's relationships or social status: encouraging his friends to turn away from him, taking advantage of a person's special educational needs (SEN) or long-term illness, targeting his family's social status, isolating or shaming on someone intentionally or intentionally cause trouble for someone.

Sexual – unwanted touching, threats, comments and jokes or innuendos. This can also include sexual blackmail, so-called 'revenge pornography' and any misuse of personal and explicit images of the learner being targeted.

Related to prejudice – bullying a learner or group of learners because of prejudice. This could be linked to stereotypes or assumptions about identity. Bias-related bullying includes the protected characteristics. Prejudice can extend beyond the protected characteristics and can lead to bullying due to a variety of other reasons such as social status and background.

The **protected characteristics** according to the Equality Act 2010 include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

When considering what bullying is, it is important that all stakeholders in the school also have an understanding of what is not bullying. The school will deal with cases similar to the below in accordance with the school's behaviour policy. It is stated as follows in the Welsh Government's guide (November 2019):

- Quarrels between friends
- A fight that happens once
- An argument or disagreement
- Physical assault that happens once
- Offensive comments and jokes
- A one-off hate crime

The school is expected to keep records of such cases.

Policy Statement on Bullying - Why?

It is essential that pupils feel safe at school and receive support to realise their potential. We strongly believe as a school that pupils need to be taught about respect and the importance of maintaining healthy relationships. This is the basis of our school's ethos and we undertake to deal with any cases of bullying.

Bullying hurts. No one deserves to be bullied. Everyone has the right to be treated with respect. People who bully need to learn different ways of behaving.

The Schools Standards and Framework Act 1998 requires schools to have an Anti-Bullying Policy. The current anti-bullying guidelines have been statutory since November 2019.

The governing body values the good relationship that is fostered in the school and expects all allegations of bullying to be treated seriously. The Governing Body believes that every child's concerns should be listened to and appropriate steps taken.

Bullying can cause great personal distress. It can affect learning and lead to truant play and unauthorised absence. Our policy relating to bullying is an integral part of our wider pupil support strategies, and everyone who works in the school has a responsibility to ensure that acceptable standards of behaviour are maintained. We must do everything we can to ensure that bullying does not occur, discuss any cases that arise openly and follow the procedures set out in this policy to resolve issues of bullying.

Every member of staff, every pupil and every parent should be aware of the negative effects that bullying can have on individuals and the school in general, and work should be done to ensure that pupils can work in an environment without fear. These standards are explained to the pupils and their parents in the School Prospectus and in the school's Positive Behaviour Policy. The anti-bullying policy stands apart from these two documents but is linked.

Bullying contributes to school absence and there is a close correlation between bullying and other forms of anti-social behaviour. The stress and worry of being the target of a bully greatly affects the learning process because anxiety can dominate the pupil's attention.

Bullying is unacceptable in this school and will not be accepted.

Aims

At Ysgol Llanhari our aim is to ensure that each individual enjoys their educational experience and has the opportunity to develop as a whole person who has developed good social skills. Behaviour of any kind that causes pain, harm, distress or hurt to others can prevent us from achieving this objective and is unacceptable in any situation. This is reinforced in the school's aims and objectives which have been approved by staff and the pupils' council.

The school considers regular cases of such behaviour to be bullying and this is dealt with in detail in this policy. It is this element of conscious continuation of the oppressive behaviour that distinguishes bullying from other forms of misconduct.

At Ysgol Llanhari our aim is to:

- developing an excellent working relationship between pupils and staff based on a significant commitment to the pupil's progress and success
- be proactive, through pastoral, well-being, curricular and extracurricular activities to promote a culture where pupils increasingly feel that they are an important stakeholder in the organisation of the school
- use our well-being service and communication methods proactively to encourage and develop a positive relationship and communication with parents to work with staff
- create a structure for feedback on the outcomes and impact of strategies presented for evaluation and review
- show that the school treats bullying seriously and that it is not accepted
- take steps to prevent all forms of bullying in the school and in off-site activities
- support everyone in the steps to identify and protect those who may be bullied
- show everyone that pupils' safety and happiness is reinforced by dealing positively with bullying
- promote an environment where it is not a crime to tell someone about bullying;
- actively encourage people to report cases of bullying; that it is not acceptable to be passive
- promoting positive attitudes among pupils
- cross reference this with other relevant policies such as safeguarding, equal opportunities and our commitment to being a school that respects children's rights
- promote/communicate anti-bullying to pupils and parents and ensure that the Anti-Bullying Policy and the promotional materials are available for viewing
- record and monitor bullying, response to it and outcomes
- providing different methods of reporting cases of bullying

- involve pupils and parents in developing strategies to tackle bullying and promote a respectful and positive ethos at Ysgol Llanhari
- providing education across the school community to raise awareness, communicate, prevent and respond to bullying
- work with agencies and partners to implement effective anti-bullying practices.
- report back on cases of bullying to the governors

How do we tackle bullying at Llanhari School?

We try to create an atmosphere that can prevent bullying. Our aim is to improve pupils' relationships by encouraging them to talk about their feelings rather than using physical methods or otherwise attacking, and to use all the resources available in the school to achieve this by:

- Listen to and respond to the pupil's voice, giving consideration to everyone on behalf of the school community
- Engage with parents
- Provide a robust well-being service to identify individuals who are vulnerable to bullying, understand perceptions, provide ELSA and social skills and learning opportunities to promote positive interaction and confidence by arranging counselling and support sessions for the bully and the victim, and supervise as close as possible during break and lunch time
- Take specific steps to deal with cases of bullying by punishing appropriately
- Support and give support to pupils who bully so that it is not a pattern that is repeated and has a negative effect on other pupils who are targets.

We follow Rhondda Cynon Taf guidelines which state the following (p. 60 county policy):

Schools should not have to tolerate bullying.

- Schools will try to ensure that the person being bullied is safe
- Schools will try to prevent the bullying from happening again
- Schools will give support to the person who is being bullied
- Schools will take steps to ensure that the person/s who commit the bullying learn not to harm others.

Our objective is to try to raise pupils' self-esteem and create an atmosphere where everyone respects the rights of others, allowing others the right to learn and teach in a peaceful and orderly environment.

There is no single strategy that can be used to deal with bullying. It is therefore necessary to have a variety of strategies available to be implemented when appropriate, such as:

- Curriculum Methods
- Peer mentoring
- Listening to peers
- Being a friend

- Consult the school council
- 'No fault' methods
- Cycle time
- Working with external agencies
- Keep a record of events
- Record cases of bullying together with the school's monitoring and response processes
- Monitor protected characteristics: Age, Disability, Gender reassignment, Race, Religion and Belief, Sex, Sexual orientation, linked to bullying
- Promote diversity
- Promote the message about children's rights in the United Nations Convention on the rights of the child

Anti-bullying education in the curriculum

The school will raise awareness of the anti-social nature of bullying through the PSE programme, in school assemblies, through the school council, using tutoring time, ELSA sessions and in the national curriculum study programs as appropriate. Aspects of bullying are included in cross-curricular themes in the following subjects of the secondary department: Drama, English, Welsh, as well as PSE lessons.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures that the school uses. However, the school recognises that it will be necessary to use punishments for the bullies as well.

Sanctions

The circumstances of each incident are different and any formal school punishments can be used against bullies as appropriate.

Sanctions include:

- Detention as punishment for the bully and to keep the victim safe during break and lunch time.
- A ban from extracurricular/off-site activities.
- Internal exclusion.
- A fixed term exclusion suitable to the situation - this could be for a day or significantly longer depending on the seriousness of the matter and/or physical violence that occurred. In extreme cases this could lead to permanent exclusions.
- A bully can be prevented from travelling on the same bus as the victim.
- If the bully is responsible for breaking or damaging the victim's property, the bully could be asked to pay for the damage or buy new property instead.
- Request to participate in restorative methods.

Roles and Responsibilities

The Governing Body

The Governing Body will liaise with the Headteacher and the Leadership Team regarding all anti-bullying strategies and individual cases when appropriate. The governing body is expected to follow the steps in the document published by the Welsh Government in 2019 Challenging bullying.

The Headteacher

The Headteacher has a duty to prevent bullying among pupils.

The Headteacher and Leadership Team will:

- ensure that staff have the opportunity to discuss strategies and review them;
- determining the strategies and procedures;
- organising opportunities for relevant staff training;
- work with the Pupil Mentoring Co-ordinator (Wellbeing) to promote the respect agenda and anti-bullying strategies and support services led by pupils;
- ensure that all staff, parents and pupils are aware of the procedures;
- report to the governing body and the LEA;
- monitor and review the policy.

The Attainment Standards Leaders / Pupil Mentoring Co-ordinator will:

- be responsible for managing the policy and systems on a day-to-day basis, including investigating and recording incidents and actions taken and communicating with parents
- ensure that positive strategies and procedures are in place to help those who are bullied and the bullies
- give all information to the Assistant Head of Wellbeing and Inclusion about incidents and refer to external agencies when necessary and as appropriate
- monitor and support everyone involved in the situation

All staff will:

- deal with disputes on a day-to-day basis and refer to the Attainment Standards Leader/Deputy Phase Leader as appropriate;
- be responsible for ensuring that the school's positive strategies are implemented
- know and follow the school's procedure and deal with any incidents that are reported
- be attentive and ask the pupils what is happening to them
- not letting any case of bullying go unreported, whether on site or during off-site activity
- be participating in PSE activities / thematic anti-bullying work with pupils
- be modelling appropriate behaviour

Parents / guardians

- Parents, as well as all the staff and pupils, should know that the school will not tolerate bullying, and that it uses a positive method of teaching pupils to resolve it.
- The parents of pupils who are bullied and the parents of the bullies will be part of the response to the problem as appropriate according to the Attainment Standards Leader / Deputy Phase Leader - year 4 / Pupil Mentoring Co-ordinator.
- Parents will be informed of the policy and procedures and the possibility of a fixed term or permanent exclusion following serious acts of bullying.
- Parents will be asked to collaborate with the school to improve relationships between pupils.
- Parents will be invited to the school to discuss issues with the relevant staff members or the appropriate individual or agency as necessary.
- Parents are asked to first contact the primary class teacher/Attainment Standards Leader/Pupil Mentoring Co-ordinator if they suspect their child is being bullied or is a bully. The Pupil Mentoring Co-ordinator will be available to support parents and pupils.

Pupils

- Pupils will be encouraged to discuss bullying and to be part of formulating strategies in response to bullying.
- Pupils who are peers of the bully and the victim will be encouraged to reject any physical or verbal behaviour whose intention is to intentionally hurt.
- Pupils will be expected to report any cases of bullying.
- Pupils should not be passive to bullying.
- Pupils who do not feel they can talk to a teacher, another pupil or friends of pupils who may need help, can inform staff anonymously by leaving a note/message to any teacher.
- Pupils will be expected to adopt positive ways of coping with difficult situations, rather than using violence or threats.

Monitoring and Review

The effectiveness of the policy will be monitored as follows:

- The Attainment Standards Leaders, Deputy Phase Leader or the Assistant Head of Wellbeing and Inclusion will record and categorise bullying incidents in a central record. The record will be used to collate information and patterns of bullying incidents during the year.
- Feedback from pupils, parents and external agencies through formal reports, informal discussions, formal interviews - e.g. by interacting with the Class Teacher, Personal Tutor, Progress Leaders / Pupil Mentoring Co-ordinator, in specific lessons that deal with bullying issues.
- Report to the Governors' Well-being Sub-Committee on the effectiveness of the policy and involve Governors in the process of reviewing the policy.

- Ensure that the pupil's voice is heard clearly through the School Council.
- The Assistant Head of Wellbeing and Inclusion will keep and give consideration to reports of serious incidents. The school will consider the reports to determine what can be learned from the incidents and how they were dealt with the aim of improving the school's strategies. The Headteacher will report on bullying to the governing body.

The Policy was reviewed in May 2022 by Janice Cowan/ Meinir Thomas

Pupil Mentoring Co-ordinator / Deputy Headteacher in consultation with school council pupils.

Signature of the Chair of Governors:

Date: