

Ysgol Y Grango

Anti-Bullying Policy



Date of last review	October 2022
Date of next review	October 2025
Review Schedule	Annually
Leader of Policy	Deputy Headteacher

Vision and Values

Ysgol Y Grango expects all sections of our school community to demonstrate respect towards others and to make our school safe for everyone. Children and young people need a positive environment to be educated successfully and this requires all to feel secure.

This Anti-Bullying Policy is adapted from the Welsh Government, “Challenging Bullying, Rights, Respect, Equality” guidance and sets out how Ysgol Y Grango will ensure that bullying is intended to be prevented, responded to and actioned against, should the need arise. By Governors, staff and students working in partnership to ensure that our children and young people are educated to build and maintain respectful relationships, Ysgol Y Grango will endeavour to instil in our students the values of respect, tolerance and kindness, to be exhibited within our school and the local community.

Aims of policy

We aim to:

- Prevent bullying
- Cultivate a climate where bullying is not accepted in any form
- Educate our students and staff to be aware of the signs of bullying
- Ensure that staff respond consistently and appropriately to any reported or known incidents of bullying
- Empower the target of bullying to seek help
- Inform parents
- Involve all members of the school community to take action against bullying
- Provide support for those involved in bullying to change their behaviour
- Identify key staff who will support students, making it clear who will support

Definition of Bullying

‘Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts others either physically or emotionally.’

Bullying is expressed through a range of hurtful behaviours: it can happen face to face or in the digital environment. It can be carried out by an individual group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying is:

- a deliberate or intentional act, designed to upset or harm the person(s) it is aimed at
- a repetitive act as opposed to a one-off incident
- taking advantage of a perceived imbalance of power between the perpetrator(s) and the target(s) for their actions
- creating feelings of fear, distress, anxiety, humiliation and powerlessness

How is bullying expressed?

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 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.
- **manipulating** – manipulates social networks with the intention of excluding or isolating individuals from their friends and for damaging other relationships. Spreading rumours or making malicious accusations or spreading malicious gossip.

What is not 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
- **a one-off fight** – the Welsh Government expects it to 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
- **an 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
- **a one-off physical assault** – the Welsh Government expects it to 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 asking malicious accusations or spreading malicious gossip

Policy Components

The policy comprises of the following components:

- How awareness of bullying will be raised
- How anti-bullying work will be embedded in the curriculum
- Signs a child or young person might be experiencing bullying how to report bullying
- How to report bullying
- How the school will respond to reports/incidents of bullying
- How incidents will be recorded and monitored
- How learners and/or parents/carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously
- How the school will evaluate and review their policy and strategy

Preventative Anti-Bullying measures and awareness across the curriculum

Ysgol Y Grango aims to educate its children and young people about their awareness and responses to bullying. This is a continuous process delivered through pastoral, academic and extra curriculum activities.

Students should feel safe, secure and valued as a consequence of the school creating and maintaining a positive learning environment. Should students require support then they know that this can be accessed via staff in the school, peer mentor groups or sign posted towards to external agencies. See **Appendix 1** for further information.

Signs and symptoms that a child or young person might be experiencing bullying include:

- Truanting or refusing to go to school
- Scared to walk to/from school
- Illness, changes in sleeping or eating habits
- Changes in behaviour for example, anxious, withdrawn, low self-esteem, aggressive and/or unreasonable behaviour
- Unexplained damage to clothes or possessions
- Unexplained marks, bruises or self-harming
- Deterioration in school work or lack of concentration
- Anxiety regarding the use of Social Media/mobile phone

How students and parent/carers can report bullying incidents.

All students are taught to take responsibility for their own behaviour and actions and to treat each other with respect and kindness and to report any incidents of bullying to a member of staff. If any pupil has any difficulties they are unhappy about they should use the following routes to report:

- Form Tutor
- Progress/Assistant Progress Leaders
- Any teacher
- Parents/Carers or any family member.
- A friend, any other adults in the school e.g. classroom support staff, office staff, lunchtime staff, School Nurse, School Counsellor, Youth Workers, ESW, Librarian etc.

It is parents' responsibility to support the school in the implementation of the Behaviour policy. If there are any concerns regarding your child, and bullying, it is important to contact the school and seek support in addressing the matter.

All incidents of bullying are dealt with promptly, sensitively, investigated thoroughly and are viewed as serious.

How school will respond to, report / incidents of bullying

The following process will be implemented when dealing with concerns regarding bullying:-

- Potential incidents of bullying will be investigated immediately by the member of staff it was reported to or witnessed by.
- All considered incidents of bullying must be recorded on MyConcerns, including an account of what happened and any actions which were taken when the incident first came to the attention of the member of staff.
- The safeguarding team will review the bullying incident reported and triage if this incident needs to be dealt with further and by whom.
- A record shall be kept of any interviews or statements taken during the course of the investigation with such items being held for reference in line with GDPR practice.
- The Progress Leader and SLT link to be kept informed of any repetitions conduct connected to bullying
- The parents/carers of perpetrators and targets to be kept informed
- Where incidents occur outside of school then other relevant schools and agencies should be kept informed or advice sought as appropriate.
- **SEE PROCEDURES FLOW CHART- RESPONDING TO BULLYING INCIDENTS**
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Recording and monitoring of identified of bullying

Every case is different and will require different solutions, for most situations an informal discussion with both parties is arranged and is positively resolved. After the incident has been investigated and dealt with, it will be monitored to ensure repeated bullying does not take place. Every incident will be logged on MyConcerns including: details of the type of bullying, severity of bullying, details of those involved (targets and perpetrator/bystanders /participants, age/gender/ethnicity/disability). The school uses its monitoring data on bullying to regularly review and update its policy and practices. As each incident is resolved, the actions will be recorded. Bullying logs are compiled every two weeks and shared with Progress Leaders to monitor bullying incidents across individual year groups.

Actions to be taken

The school employs a range of approaches for responding to bullying incidents that are appropriate to the type and severity of bullying and the age, gender and ability of pupils involved. Approaches and methods include:-

- Talk to the target
- Talk to the perpetrator
- Mediation and/or conflict resolution – Restorative Justice where both target and perpetrator are willing, staff will bring them together to discuss how a resolution can be achieved.
- Design coping strategies for the victim – Peer Support – befriending / buddying / mentoring / listening / counselling / assertiveness / training / anger management
- Design intervention strategies for the perpetrators. Anger management / information on the law / empathy and acceptance of others
- Alert relevant teachers to the incident
- Involving and working with parents to agree strategies to tackle the problem.
- Break time, lunch time and after school detentions.
- Use of monitoring books to be signed for each lesson.
- Introduce a Behaviour Improvement Plan (BIP)
- Introduce a Pastoral Support Plan/Programme (PSP)
- Use of internal exclusion
- Fixed term exclusions
- Submission of racist incident form to LA
- Conflict resolution with the local Police Community Support Office (PCSO) and Restorative Justice practice involving trained staff and the School Police Liaison Officer

How the school deals with incidents of bullying off the school premises

The Rights, Respect, Equality guidance directly refers to incidents of misconduct on and off the school premises.

This includes behaviour on:-

- 1) activities arranged by the school such as educational visits and sporting events
- 2) behaviour on the way to and from school
- 3) behaviour when wearing school uniform (if any) in a public place
- 4) where the learner is identifiable as a member of the school

All incidents will be thoroughly investigated by the school and the police will be involved where deemed necessary. Actions will be taken to address and resolve issues.

What does the Law say?

See Appendix 2

How learners / parents / carers can appropriately escalate the matter if they feel that their concerns are being taken seriously.

A constructive dialogue between parents and the school will, in the vast majority of cases, result in issues being concluded. However, if parents continue to have concerns, we advise you to discuss this matter with a member of the SLT and follow the guidance in the Complaints Policy.

Support – There is a list of support available:

- 1) School website – links to Hwb Resources and other agencies
- 2) Educational School Worker
- 3) Progress Leaders
- 4) School counsellor
- 5) School nurse
- 6) Youth Workers on school premises

Roles and Responsibilities

The Headteacher has overall responsibility for student/staff behaviour.

All staff have a responsibility to deal initially with reports of bullying.

Monitoring and Evaluation

The school monitor bullying via the regular reviewing of the schools Bullying Logs. This tracks the frequency, student involvement and nature of the incidents recorded. Such data directs the school to undertake preventative work in relation to the nature of bullying taking place in the school and to identify individuals who are repeat offenders so that bespoke rehabilitative work can be identified and undertaken.

The school seeks the views of its students on a regular basis via surveys, including how they feel the school tries to prevent bullying and how incidents are responded to when they occur.

Policy Links

This policy should be read in conjunction with:

Safeguarding Policy

Behaviour Policy

E-Safety Policy

Appendix 1

Preventative measures in place at Ysgol Y Grango

We have many preventative measures and strategies through the curriculum and our core values which include respect,

- All staff are trained in managing and responding to bullying in promoting and modelling good behaviour and respect
- Extensive CCTV system in place. In the event of an incident, they can be used to identify anyone involved
- Student Assistance Programme (SAP)
- PSE programme
- Form Tutor groups
- Year assembly
- Raising awareness through assemblies during Anti-bullying week
- Involving local Police Liaison Officers in classroom session on bullying
- Restorative Justice approach to help teach pupils skills in decision making, negotiation and anger management and also mediation and conflict resolution
- A high profile Anti-Bullying publicity campaign
- Nurture Base. A quiet safe nurturing area which can be accessed break and lunchtime and at other times by arrangement if required

Exploring bullying issues through the Subject Curriculum in:-

- RE, History, Drama/Literacy, English/Welsh
- Student Council regularly discusses bullying and Children Rights.
- Celebrating and displaying initiatives by pupils to tackle bullying
- School based counsellors available
- Young Carers Support
- Youth Work in Education
- Personal Development and communication skills enhancement
- Linking with other outside agencies to help and support students when required and promote kindness and caring towards others, for example
- CAMHS – 5 ways to wellbeing.
- The school makes pupils, parents and carers aware of relevant support helplines. These may include posters/details in advice leaflets/details in student planners/visual displays/school websites, resources on Hwb
- The school develops understanding and respect for a diverse range of cultures and faiths within the local area and the UK in order to address prejudice and discrimination, promote inclusion and prevent involvement in violent extremism.

Examples are seen in:

- 1) PSE Citizenship to challenge prejudice and promote Human Rights.
- 2) Cross-Cultural exchanges / trips.
- 3) Celebration of significant religious events.

Appendix 2

The Equality Act 2010

This came into force on April 5th 2011 and places a requirement with a particular focus on tackling prejudice based bullying.

Rights, Respect, Equality – Statutory Guidance for Governing Bodies of maintained school came into effect November 2019. This document forms part of a series of statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools. Governing Bodies must have regard to this statutory guidance when exercising their functions relating to the conduct of the school, safeguarding arrangements, promoting the welfare of young people, promoting good behaviour and discipline at school.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a Child Protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'

Where this is the case, the school staff should report their concerns to the LA Children's Social Care.

If safeguarding is not considered an issue, schools may need to draw on a range of external services to support the pupil being bullied or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Bullying itself is not a specific criminal offence in the UK. Some types of harassing, threatening behaviours or communications could be a criminal offence. Under the Protection from Harassment Act 1977, The Malicious Communications Act 1988, The Communications Act 2002 and The Public Order Act 1986 if a school feels an offence has been committed they should seek assistance from the Police.

From the Malicious Communications Act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.