



## Penrhyn CiW School

### Anti bullying Policy

'Together Stronger Learning with Confidence'

Updated		
Reviewed		
Signed:		
	Chair of the Governors	Head Teacher



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**SPRING 2023**



## Penrhyn CiW School

### Anti bullying Policy

In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

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## **Penrhyn CiW School**

### **Anti bullying Policy**

- 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

#### **Aims of the Policy**

This policy is essential to support our whole school ethos which is to ensure that children feel safe, secure confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children's safety, health and well-being is of paramount importance and everybody's business.

Prevention includes sending out a clear message that negative behaviour is anti- social, unacceptable and will not be tolerated here. This school policy is based on the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' which includes statutory guidance for local authorities and governing bodies, as well as advisory guidance for children and young people, parents and carers.

#### **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 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.

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- 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.

### **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.



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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.

#### **How will we prevent bullying at Penrhyn Church of Wales School?**

- Expecting positive behaviour which helps and supports learning and development
- Developing a positive ethos which includes knowing bullying is unacceptable here
- Encouraging those who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter the bullies
- Showing respect for others.
- Promoting co-operation and expecting socially responsible behaviour
- Supporting the development of emotional literacy, self-esteem and resilience through the Restorative Practice approach, KiVa approach, assemblies, Circle Time, PSE, the Healthy Schools programme, Nurture Groups, skills development, teaching pupils personal coping strategies, School Council involvement, Buddy schemes, Safety Action Group and Peer Mentoring
- Working in conjunction with parents to raise the profile of the School Anti- Bullying Policy to develop an understanding of the preventative measures and procedures that are implemented when bullying is reported or occurs.
- Valuing and celebrating everyone's differences, skills and talents and promoting the virtues of individuality, tolerance, social responsibility and consideration for others
- Restorative Practice - a framework to resolve conflict and build relationships. This approach focuses on resolving conflicts at the earliest possible stage, seeking to avoid blame and supporting people to take responsibility for finding a constructive solution to issues. It encourages effective communication and working towards positive outcomes. All pupils 'check-in' and 'check-out' and use mood boards to communicate their emotions. RP conferences are held by the RP Team to resolve conflict and build relationships. Pupil RP Teams are available to support with minor conflicts which may arise in the KS2 playground.

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- Involving all members of the school community in designing / implementing policy.
- Understanding the social and emotional challenges pupils may face during transition between Key Stages and promoting care of younger pupils by older
- Providing throughout the school year, social, cultural and sporting activities, which encourage pupil motivation and enhance well-being.

All school staff, teaching and non – teaching, will watch out for and challenge bullying behaviour where it is seen. Effective, active supervision is one of the most important strategies in the prevention of bullying. Increased supervision at problem times will be used where appropriate, monitoring cloakrooms and toilets etc. The school will continually review general practice in order to identify any aspects that might allow or encourage bullying

All staff are responsible for taking all incidents seriously. If there is a suspicion that bullying is taking place then a full investigation will take place.

At Penrhyn Church of Wales School, we will offer a range of ways for our pupils to report bullying or issues linked to bullying:

Pupils checking in and checking out at the start and end of the school day.

Through restorative practice techniques,

Speak to a lead member of staff in a quiet and private space.

Pupils can be assured that: they have required considerable courage to come and report a problem; they will be thanked for reporting any problems; their concerns will be taken seriously and will be dealt with accordingly.

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 and Peer Mentoring.
- Active involvement of our designated Police SCPO in the delivery of the allWales School Liaison Core Programme.

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- 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. #

Encouraging Reporting of Incidents if Bullying occurs:

Pupils and parents/carers can be assured that their concerns will be responded to with sensitivity.

- All reports will be taken seriously and investigated.
- Confidentiality for anyone who shares information will be respected.
- Opportunities for children to communicate concerns include a problem box access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' We will take all incidents seriously and record their occurrence on a Bullying Log.

A designated person will monitor and collate information on victims of bullying and perpetrators, that person will:

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- Investigate the incident / establish facts by independently talking to all involved.
- Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.
- Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents.
- Involve parents as early as possible where appropriate.
- Apply guidelines from the all Wales Police “School Beat” partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible.
- Keep accurate, factual records of all reported incidents and the school’s response.
- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased.
- Provide on-going support for those involved where necessary; Welsh Government leaflets are available for children, young people and parents/carers.

The school will always offer a Restorative Approach and look to repair harm. It may also, depending on the type of incident, use sanctions, these may include;

- Withdrawing privileges/free time.
- Preventing access to parts of school.
- Short or long term exclusion, detention or lunchtime exclusion.
- Involving parents when necessary.
- Involving appropriate outside agencies.
- Including details on the perpetrator’s school record.

#### Reviewing the Policy

The final details of this policy have been drawn up in consultation with pupils, parents, staff and members of the school community. It will be discussed, reviewed and revised annually.

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