



Ysgol Gymraeg Cwmnedd Anti-Bullying Policy

Llofnodwyd gan Gadeirydd y
Llywodraethwyr



Dyddiad cymeradwyo:
(gan y corff llywodraethol llawn)

24/10/18

Dyddiad adolygu:

Yn flynyddol

YSGOL GYMRAEG CWMNEDD

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

POLICY STATEMENT

ANTI-BULLYING POLICY

This policy should be reviewed every 3 years. Whilst creating this policy the following documents have been referred to:

1. Anti-Bullying Guidelines (Circular 23/2003)
2. Respecting others: Anti-bullying overview
Guidance document No: 050/2011)
3. Respecting others: Bullying around race, religion and culture Guidance
Guidance document No: 051/2011)
4. Respecting others: Sexist, Sexual and Transphobic bullying Guidance
Guidance document No: 055/2011
5. Respecting others: Homophobic bullying Guidance
Guidance document No: 056/2011
6. Respecting others: Cyberbullying Guidance
Guidance document No: 057/2011
7. Respecting Others: Bullying around Special Educational Needs and Disabilities

AIM:

Promote effective relationships in school.

OBJECTIVES:

1. Create an environment and community that makes everyone feel homely, safe and happy. Only in this type of atmosphere can everyone achieve their full potential. Bullying of any type undermines the equal opportunity for all.
2. Where bullying happens, that we can recognise it early and deal with the matter as soon as possible and hopefully abolish it

CHARACTERISTICS:

a. What is bullying?

The term 'bullying' refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

1. It is usually repetitive and persistent.
2. It is intentionally harmful.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Definitions of different types of bullying

Racist Bullying

The term 'racist bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual bullying

This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different to typical gender norms.

Homophobic Bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against Lesbian, Gay and Bisexual (LGB) people, or against those perceived to be LGB.

Cyber bullying

Cyber bullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet (including social networking sites, blogs, e-mail, video and instant messaging), to deliberately upset someone else.

SEN bullying

The term 'SEN bullying' can refer to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their disability or learning difficulties.

Bullying can take many forms, but the three main types are:

- **physical – hitting, kicking, taking belongings, sexual harassment or aggression**
- **verbal – name-calling, insulting, making offensive remarks**
- **indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.**

It must be accepted that some of the above take place as part of the process of growing up and sometimes by chance, doing so without malice. This is not defined as bullying in this connection, and if it is caught immediately and dealt with, but if it happens to the same person many times, that is considered to be bullying.

b. When does bullying take place?

Bullying can take place at any time but most often when adults are unlikely to be witness to the incident (*e.g. on the way to or home from school, playtime, or in more obscure places of the school*). In such situations, staff are dependent upon pupils, parents or carers to inform them of any case of bullying.

Very often however, there is no information of cases due to:

- other pupils' fear of being bullied themselves if they complain;
- fear by those who suffer the bullying that the bullying would become worse if a complaint is made;
- fear by a child that his/her complaint is not taken seriously.

Prevention

PSE offers a range of opportunities to explore issues related to all types of bullying.

- The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008) has personal and social development, well-being and cultural diversity as core elements. Children have opportunities to learn about themselves and their relationships with other children and adults within and beyond their family.
- The revised *Personal and social education framework for 7 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) aims to equip children and young people to be more informed and confident to interact effectively with others, and enables them to develop the intrapersonal skills needed to be emotionally literate.

There are also a range of strategies used by schools to prevent bullying. These include:

Friendly Friends
Concern Boxes
Listening Trees
Police – School liaison officers and PCSO
External speakers
External agencies – SNAP, NSPCC, Social services, SEAL and Childline
School counsellors
Restorative Circles

STEPS TO TAKE

Preventing bullying from taking place is better than trying to stop it when it has happened, therefore the school will have strategies in place to notice possible signs and take every report of bullying seriously. The school uses opportunities within the curriculum to present the school ethos and to raise the pupils' awareness of how to respond positively to conflict that can arise from time to time.

When a report is received that bullying is taking place every case is dealt with individually in the light of what has taken place. The main objective is not 'to save' the victim, or punish the bully (although both takes place naturally) but try to be of assistance for both to come to a better understanding of their behaviour and to consider ways of avoiding or solving difficulties they experience or display.

In general this procedure is followed in cases of bullying:

i. Discuss the incidence with the pupils individually.

This will support the victim by:

- ensuring that the pupil feels that somebody is listening to him/her;
- ensuring the pupil that every case of bullying is taken seriously;
- supporting the pupil in explaining how he/she can have support and how the complaint is dealt with.

There is a need to show that the bully also has fair play by:

- explaining the reasons why the meeting is held;

- be calm and uncritical in order to ensure that this child also feels that he/she is being listened to;
- ensure the pupil that every case of bullying is a serious case and that it is not possible to approve such behaviour;
- explain how he/she can be given assistance and support and how the incidence will be dealt with

ii. Interview both pupils together (where appropriate)

In this interview:

- i. the pupils should be given an opportunity to discuss the problem according to their understanding of it, whilst the staff member remains quiet and uncritical;
- ii. get the staff member to listen more than he/she is talking. It is important that the teacher does not take for granted how the pupils are feeling or predict what they have to say. The pupils are far more likely to think regarding the behaviour when they feel that someone is listening to them rather than talking to them;
- iii. paraphrase what was heard, in order to show an understanding of what was said. It is more important to understand how the pupils interpret the situation than how the teacher sees it;
- iv. encourage the pupils whilst questioning them to meditate regarding the behaviour and the factors.
- v. encourage the pupils to find ways of solving the problem in question and avoid repeating the incidence.

iii. Hold a meeting for the parents/guardians

If a problem arises with the same pupil then the parents/guardians should be informed about the nature of the problem and concern.

vi. Recording:

Incidents should be recorded according to the different types of bullying and reported to Governors as part of the Annual Report to Governing Body on Safeguarding Children.

vii. Further action

When the above strategy fails, and the bullying continues, further steps will have to be taken. These steps can include:

- Bringing external agencies into the discussion (in order to consider whether there are additional social, emotional, physical or mental health problems that the external agencies need to address).
- Punishments such as:
 - moving the pupil from the group
 - declining privileges
 - pastoral support programme
- If every attempt has failed, fixed term exclusions can be considered.
- Restorative justice
- Managed moves

- Permanent exclusion

Naturally, this policy runs in parallel with the School's Promoting Good Behaviour policy, Use of the Internet (pupils) Policy and Strategic Equality Plan.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING PATHWAYS OF HELP

(In serious cases it is possible to jump steps to the relevant step)

