Anti-bullying Policy

Date of policy:	November 2019
Adopted:	November 2019
To be reviewed:	July 2023 September 2025
Member of staff responsible:	VCW

Ty Gwyn Education Centre's Behaviour for Learning Policy is built on four key principles. They are;

- **Be Respectful:** Staff and pupils at Ty Gwyn are respectful to themselves, others and their environment
- **Be Responsible:** Staff and Pupils at Ty Gwyn take responsibility for their actions**,** personal belongings and school property
- **Be Engaged:** Staff and pupils at Ty Gwyn are engaged in pro-social behaviour, self-development and contribute to school life.
- **Be Safe:** Staff and pupils at Ty Gwyn are responsible for their own safety and that of their peers and are supported to develop resilience for life and make positive relationships

We ask all staff and visitors to observe this.

Ty Gwyn is a Rights Respecting School
Article #36 the right to be safe from harm

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Our Policy

Rationale

It is acknowledged that bullying goes on in all schools in a variety of ways and to varying degrees. There is therefore a need for a coherent and co-ordinated whole school approach to try and prevent it from happening and to respond to it when it does.

Ty Gwyn Education Centre believes that all learners have right to learn in a supportive, caring and safe environment without fear of being bullied.

Ty Gwyn Education Centre recognises the importance and worth of each individual and the need to respect other people and is Rights Respecting School.

Definition of bullying

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 and can happen face to face or in the digital environment
- It can be carried out by an individual or a group but is usually carried out in front of an audience to assert power or popularity
- It may involve an element of secrecy from adults
- It differs from an argument or friendship fallout because it is:
  Intentional
  Repeated over time
  Involves a perceived imbalance of power between **perpetrator** and **target**
  Causes feelings of distress, fear, loneliness, humiliation and powerlessness

It is recognised that a one-off incident can leave a learner distressed and fearful of reprisals and future incidents. Such incidents may not be judged as bullying. These will be dealt with as serious incidents in line with how Ty Gwyn manages all unwanted behaviour

*Rights, respect, equality: Statutory guidance for governing bodies of maintained schools. Welsh Government November 2019

Ty Gwyn Education Centre values

- **Be Respectful:** Staff and pupils at Ty Gwyn are respectful to themselves, others and their environment

- **Be Responsible:** Staff and Pupils at Ty Gwyn take responsibility for their actions**,** personal belongings and school property

- **Be Engaged:** Staff and pupils at Ty Gwyn are engaged in pro-social behaviour, self-development and contribute to school life.

- **Be Safe:** Staff and pupils at Ty Gwyn are responsible for their own safety and that of their peers and are supported to develop resilience for life and make positive relationships

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These beliefs are core aims of the school ethos and are key in delivering our Anti – Bullying policy. To prevent bullying this policy needs to be clear to all stakeholders ensuring all are committed.

Aims and Objectives

1. To support Ty Gwyn Education Centre and its broader aims of providing all pupils with equal opportunities to achieve their potential, within a safe and caring environment
2. Ultimately, to achieve a school community which is free from all forms of bullying and distinguished by its anti-bullying culture
3. The promotion of co-operative behaviour and improvement in pupils' personal and social skills to reduce the likelihood of bullying
4. To involve the whole school in the development and implementation of the policy
5. The provision of guidelines for preventative and responsive action, coupled with clearly defined roles, responsibilities and procedures
6. Communication of the message that bullying is unacceptable, will not be tolerated and must be reported
7. To provide support for individuals who are bullied
8. To teach perpetrators how to change their attitudes and behaviour
9. To monitor, evaluate and when necessary modify and refine policy

How bullying is 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 additional learning needs (ALN) 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.

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Bullying and safeguarding
Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, Ty Gwyn will report the concerns to Children's Services.

What is not bullying?
Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to 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
• 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
a 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 Welsh Government would expect to be dealt 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.

Learner Travel (Wales) Measure 2008
The headteacher must require learners at the school to comply with the All-Wales Travel Behaviour Code ('the Code') statutory guidance made by the Welsh Ministers under section 12 of the Learner Travel (Wales) Measure 2008. The Code sets out specific requirements regarding the behavioural conduct of learners when travelling. **The Code requires all learners to 'never bully other learners' and 'respect others** (including the bus driver)'.
The purpose of the Code is to promote safety when travelling, by laying down a set of behavioural standards across Wales, for all learners, irrespective of the mode of travel. This includes contract buses, public buses, public trains, walking, taxis, scooters and motorbikes, cycling and journeys in cars. It applies to all learners under the age of 19 years (or who have reached 19 but started a course when under 19 and continue to attend that course). The Code guidance sets out the framework for

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the sanctions regime within the Code, which provides for the removal of free or subsidised transport for set periods of time if a learner misbehaves on learner transport, in conjunction with the management of behaviour and relationships policy.

Behaviour and conduct outside of school

Section 89(5A) of the Education and Inspections Act 2006 gives headteachers a statutory power to regulate learners' behaviour in these circumstances 'to such extent as is reasonable'. Bullying may be an example of where headteachers used this power. Individual schools are best placed to make judgements about what is reasonable in their particular circumstances. However, paragraph 6.26 suggests factors that a school could take into account in making such judgements.

While schools are able to regulate certain conduct off school premises, such as bullying behaviour, they can only impose sanctions when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a learner is on a school trip, but not while the learner is on their journey home from school for instance. In such circumstances, the member of staff could indicate to the learner that they have been seen misbehaving and/or engaging in bullying behaviour and will receive a consequence; however, the member of staff must wait until the learner is next in school to apply the consequence.

Effective anti-bullying strategies

Ty Gwyn Education Centre will:

- have a strong moral leadership from the headteacher, senior leaders and the Management Committee of the PRU which models values and high expectations, thereby 'leading by example' by valuing health and well-being
- develop a trauma informed culture and ethos where help seeking behaviour is promoted and all adults contribute to this by acting as emotionally available adults
- embed a climate and culture where learners feel safe, secure and valued, promote the UNCRC and, in particular, seek and listen to the voice of the child or young person
- have in place a secure understanding of the health and well-being of their learners and effective methods to monitor and evaluate this regularly
- provide a curriculum that meets the needs of learners (both now and for their future), implemented with learning experiences that support and challenge learners about their health and well-being via a carefully designed PSE and RSE/RVE programme across both Key Stages
- establish and maintain strong and responsive care, support and guidance throughout the school day
- create an environment that promotes health and well-being (e.g. space to play and relax, maximising the benefits of outdoor learning where possible, pleasant toilet facilities, a focus on healthy food and drink and safe use of the internet
- ensure effective communication and partnership working with parents/carers via newsletters, the Family Engagement Officer and the school's website
- support professional learning for all staff, tailored to meet their needs and responsibilities throughout the year, including annual updates on this policy.

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Self evaluation
To ensure the agreed strategies are implemented and successful, Ty Gwyn will:

- Use Bromcom to record and collect all data on both behaviour and bullying incidents
- Ensure all recorded incidents are reviewed in the daily end of day briefing and follow up actions agreed (by senior staff if required)
- Ensure all follow up actions are recorded in Bromcom to close the incident
- Ensure the monthly report on bullying incidents is reviewed by Senior Leadership and appropriate actions agreed and taken forward
- Undertake termly learner surveys to ensure learner views are listened to and acted upon
- Hold half termly School Council meetings with anti-bullying as an agenda item
- Survey outcomes are shared with School Council at monthly meetings and discussed for action
- Undertake regular feedback surveys with parents and carers as a whole school and at other points of contact with the Family Engagement Officer
- Feedback from these will be shared on the school's website

Staff responsibilities
- Teachers should be on time to their rooms and ready to welcome learners
- Teachers and support staff should appropriately challenge all incidences of inappropriate, racist, homophobic or other offensive language and record these on Bromcom
- Teachers and support staff should be observant and take action wherever required, recording any details the same day and ensuring SLT are aware
- The supervision by staff of corridors and toilet areas at break, lunch and transition times is essential. Visibility and vigilance in carrying out supervision duties is essential

Staff should:
- Take all incidences seriously and act in all incidences or reports of bullying
- Reassure the target – offer immediate support and/or practical help as appropriate
- Quickly determine if immediate action is needed after due consideration of the circumstances, balancing risk and action
- Show the perpetrator your concern over their behaviour
- Be careful not to over-react emotionally or aggressively
- Point out the effect of bullying on the target, if appropriate
- Reinforce the message that bullying is unacceptable behaviour and will not be accepted in school
- Record accurately the concern and those involved in Bromcom, the same day if possible
- Always be aware and communicate that the behaviour, not the learner, is unwanted and unacceptable

Learner responsibilities
If you are being bullied or see someone who is being bullied**:**

1. Tell an adult who you can trust – parent, member of staff, senior staff etc. and ask for help if you, or someone you know, is being bullied

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2. Tell your friends and ask for their support (do not get involved in physical retaliation either on line or face to face)
3. Try not give in to any demands. Say 'No' strongly and tell the bully you are going to speak to someone about it.
4. If you see someone being bullied, don't be a bystander, try to help or ask an adult for help

Parent and Carer responsibilities

It can be very distressing for a parent or carer if their child discloses bullying, either of themselves or someone they know. Parents and Carers should contact the school immediately to discuss the situation. There are signs of concern that parents need to be alert to that could indicate bullying:

- Finding reasons not to attend school or truancy
- Unexplained injuries
- Low mood and anxiety
- Requests for money and replacement of possessions
- Self harm and self isolation or withdrawal
- Under achievement in school, not performing as expected
- Worries and anxieties about travelling to school

Reporting and recording

Teachers and other staff should record the incident on SIMs and share with staff who work alongside the learner at daily briefings. All incidents of bullying are recorded as "bullying" on Bromcom under the appropriate category. The Bromcom system allows conflict and anti-social behaviour to be recorded separately so this distinction is important. A monthly report is run on bullying incidents for analysis and action by SLT.

Copies of reports and correspondence will be filed and kept on the Bromcom behaviour system (all additional documents should be scanned and uploaded to SIMs as linked documents).

Termly returns are submitted to the LA on numbers and types of bullying incidents and support is available if required/necessary.

Actions in response to bullying

- Learners will always be redirected to a better choice about their own behaviour
- Ty Gwyn is a trauma informed school and this informs our response to bullying
- A restorative approach will be used where appropriate to resolve the situation
- Learners involved will be offered ELSA support and counselling support (both perpetrator and target)
- Pupils can lose part of break or lunch time or have further consequences in discussion with parents or carers, appropriate to the situation. Repair and restoration are always our aims and actions or consequences will be in line with this
- Parental meetings and support from home will be sought to resolve issues
- **A fixed term exclusion can be used for serious or persistent cases**

Whole school activities and curriculum delivery

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- Messages about positive, acceptable behaviour will be shared through the curriculum in lessons, Form Family Time and assemblies. This includes thought of the week and theme of the week
- Ty Gwyn has prioritised increasing learner experiences of different people, places and cultures with information sharing, diverse visitors and presenters and widening the experience of all learners during the school year
- Focused assemblies on Anti –Bullying will take place once a term with additional focus activities throughout the year, as per the school calendar
- Anti-Bullying week takes place the third week in November. Daily events will be calendared for every day of this annual focus week. Cross-curricular activities for a whole school approach – poster design in Art and Design, Poetry through English etc.
- The P.S.E curriculum will cover core values of Anti-bullying across the school year
- Anti-bullying is an agenda point on every school council meeting and learner feedback will be shared with SLT for action

Appendices

Rights, respect, equality: Statutory guidance for governing bodies of maintained schools. Welsh Government November 2019

Rights, respect, equality: Anti- bullying kit for parents and carers. Welsh Government November 2019

Rights, respect, equality: Anti- bullying kit for young people. Welsh Government November 2019

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