



Conwy Education Services Anti-bullying Guidance

Version		Other documents which may be referred to
Author		
Originally Approved by:		
Original Approval Date:		
Review Date:		

Challenging bullying

Rights, respect, equality: Statutory guidance for governing bodies of maintained schools

(Welsh Government November 2019)

Overview (WG guidance)

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. Each document within this series provides tailored advice specifically aimed at key audiences. This statutory guidance provides statutory guidance and advice to the governing bodies of maintained schools. This guidance replaces: Respecting others: anti-bullying guidance (circulations 2003 and 2011)

Background:

(1.17) Governing bodies of maintained schools

School governing bodies are accountable for ensuring effective policies are in place to safeguard and promote the welfare of children and young people in accordance with Welsh Government guidance and for monitoring its compliance.

The Welsh Government expects school governing bodies and individual school governors to act at all times with honesty and integrity and be ready to explain their actions and decisions to staff, learners, parents/carers and anyone with a legitimate interest in the school.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



The school governing body decides what they want the school to achieve. The Welsh Government expects that it should establish the strategic framework by:

- setting aims and objectives for the school
- adopting policies for achieving those aims and objectives
- setting targets for achieving those aims and objectives
- reviewing progress towards achieving the aims and objectives.
- Welsh Government: School governors' guide to the law

hwb.gov.wales/playlists/view/57976d4f-7a52-4733-9bf6-c316120ea30e/en/

The school governing body sets out a statement of principles for promoting positive behaviour. School governing bodies are required to have regard to guidance from the Welsh Government when making and reviewing the written statement of general principles on school discipline. The headteacher will use this statement of principles to lead work with the school community as a whole to determine the more detailed measures that make up the school behaviour policy.

(1) Policy

The Welsh Government expects schools to develop their anti-bullying policy as a separate policy document, but that it should link to the school behaviour policy, which schools must have by law.

(7.2) The Welsh Government expects school anti-bullying policies to outline:

- the vision and values of their school
- their definition of what is meant by bullying
- why it is important to prevent and challenge bullying
- how awareness of bullying will be raised
- how anti-bullying work will be embedded in the curriculum rather than an isolated annual event (such as during anti-bullying week)
- involvement of staff, learners, parents/carers and school governors in development and implementation of the policy
- signs a child or young person might be experiencing bullying
- how bullying will be prevented, including on journeys to and from school
- when the school will take action in relation to bullying outside the school
- how the school will respond to incidents
- how to report bullying
- what learners can expect
- what parents/carers can expect 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

Vision. Aspiration. Purpose.



Widen your horizons & believe in your dreams

- how the school will evaluate and review their policy and strategy.

The references to the guidance and relevant toolkits are listed below:

Anti bullying November 2019

Useful links:

Hawliau, parch, cydraddoldeb: canllaw i blant:

Cymraeg: <https://llyw.cymru/hawliau-parch-cydraddoldeb-canllaw-i-blant>

Hawliau, parch, cydraddoldeb: canllaw i bobl ifanc:

Cymraeg: <https://llyw.cymru/hawliau-parch-cydraddoldeb-canllaw-i-bobl-ifanc>

Hawliau, parch, cydraddoldeb: canllawiau ar gyfer rhieni a gofalwyr:

Cymraeg: <https://llyw.cymru/hawliau-parch-cydraddoldeb-canllawiau-ar-gyfer-rhieni-gofalwyr>

Rights, respect, equality: guide for children

English: <https://gov.wales/rights-respect-equality-guide-children>

Rights, respect, equality: guide for young people

English: <https://gov.wales/rights-respect-equality-guide-young-people>

Rights, respect, equality: guidance for parents and carers

English: <https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

<https://gov.wales/sites/default/files/publications/2019-12/anti-bullying-briefing-pack-question-and-answers.pdf>

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



Ysgol Gynradd *Sŵn y Don* Primary School



Anti-Bullying Policy

This document has been reviewed and approved by the Full Governing Body:

Signed:

Date:



The Anti Bullying Policy of Ysgol Swn y Don

Introduction

At [Ysgol Swn y Don](#) we believe that bullying behaviour is totally unacceptable and must not be tolerated. All members of our school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. [Ysgol Swn y Don](#) acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

This comprehensive policy has been created to support our whole school ethos of ensuring 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.

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.

In relation to the Equality Act 2010 it is our school's duty to:

- 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.

1 The Vision and the Values of the school

At [Ysgol Swn y Don](#) we nurture creativity and encourage all to follow their dreams.

We are passionate about putting the children first, through an inclusive, inspiring and innovative curriculum, which goes beyond the classroom. We provide a learning environment that is built on the foundations of trust, respect and acceptance. Our children are safe and happy.

We truly believe at [Ysgol Swn y Don](#), anything is possible!

Through support and care, we empower our pupils to be successful, giving them the tools to understand how to reflect, develop and take responsibility for their own learning journeys.

Working together, to create a better future for all!

Widen your horizons.

Believe in your dreams.



2 Our definition of what is meant by bullying

2.1 Bullying can be defined as:

(2.2) 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally'.

(2.3) 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 or 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.

(2.4) Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally 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 traumatised and nervous of reprisals or future recurrence.

At [Ysgol Swn y Don](#) we ensure intervention is immediate whether it is bullying or any other one-off negative behaviour. One-off incidents that do not appear to be the start of bullying are handled as inappropriate behaviour and addressed under the school's behaviour policy.

2.2 The distinctive elements of bullying behaviour.

(2.7) There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- **intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often 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 their target
- **harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
- **direct or indirect acts** – bullying 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
- **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

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



- **unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

2.3 How is bullying expressed?

(2.8) 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.

2.4 Bullying and safeguarding.

(2.9) Some cases of bullying might be a safeguarding matter or require involvement of the police – this is dealt with on a case-by-case basis.

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, the school must report their concerns to their local authority's social services department.

2.5 What is not bullying?

(2.10) Some behaviour, though unacceptable, is not considered bullying. These instances will be dealt with in accordance with [Ysgol Swyn y Don's](#) behaviour policy, to prevent an incident potentially escalating to become bullying.

(2.11) The following examples are cases which would not normally be considered bullying:

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



- **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.

2.6 What motivations lie behind acts of bullying?

(2.14) Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience. Perpetrators' motivations may also include a desire:

- for power, pride and popularity
- to belong to a strong in-group with a robust sense of identity and self-esteem
- to avoid being a target of bullying themselves
- to compensate for humiliations, which they themselves have suffered in the past.

There are many examples of prejudice-related behaviour. Some of these might include:

- stigmatising a learner with a disability or ALN
- using homophobic, biphobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



Prejudice-related bullying

- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour.

All forms of prejudice will be challenged equally.

(2.15) [Ysgol Swn y Don](#) will consider motivations when working with children and young people who bully others. This will help us to understand and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

(2.16) Bullying behaviour may reflect attitudes held in society or expressed in the media. [Ysgol Swn y Don](#) will sometimes find the need to challenge these attitudes with the wider school community beyond the case they are addressing.

(2.13) All hate incidents will be accurately recorded to enable our school to monitor patterns and prevent discrimination. Local authorities frequently monitor hate incidents.

2.7 Prejudice-related bullying (Section 3 of WG guidance).

Prejudice in context

(3.1) Acts of prejudice-related behaviour often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled (which can include those with SEN), who are lesbian, gay or bisexual; or who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of the prejudice-related behaviour. Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs (ALN) that do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

In relation to the Social Services and Wellbeing (Wales) Act 2014, it extends a duty on all public bodies including schools to take into consideration needs of vulnerable children and adults and a duty to report.

(3.2) There are many examples of prejudice-related behaviour. Some of these might include:

- stigmatising a learner with a disability or SEN
- using homophobic, biphobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil
- Prejudice-related bullying
- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour



2.8 Online bullying and aggression (Section 4 of WG guidance)

Online bullying and aggression

(4.1) Understanding children and young people's lives in a digital age is a complex task, and considering the implications for education is often a fine balance. On one hand there are calls to recognise the sophistication of children and young people's everyday uses of digital media, and for much greater integration of technology in education to equip learners effectively for their current and future lives. On the other hand there are anxieties about the implications of extensive screen time and online harms that are hard to regulate and difficult to confine. Moreover, while many children and young people gain understanding and experience of digital environments from birth, their access to devices and experience of using technologies varies considerably. This disparity is not just linked to economic circumstances but to the different ways in which digital toys and resources are taken up within different families.

(4.6) Online bullying behaviour can take different forms including:

- **profile** – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- **location** – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- **audience** – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- **anonymity** – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- **motivation** – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

(4.7) Why online bullying is uniquely distressing

Although offline bullying remains more common than online bullying, learners report that the features of online bullying, stated below, make the experience uniquely distressing.

- The audience can be unlimited.
- It can occur anywhere and at any time, there is no respite from it.
- It can involve unknown people, although most cases involve known peers.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



- Technology facilitates the storage of images and messages for repeat viewing.

(4.13) [Ysgol Swyn y Don](#) will address online bullying where it has an impact on the well-being of learners at the school. Where necessary, we will refer a case to the appropriate agency or service. We will act immediately in cases that involve a safeguarding concern. All staff receive regular training in safeguarding and online safety.

(4.14) Online and mobile communications leave a digital trail and we ensure our learners and staff know and understand this.

Keeping evidence is essential. [Ysgol Swyn y Don](#) are mindful that evidence can be taken down or disappear from viewer online platforms at any time, whether removed by individuals or at the request of corporate administrators of social media platforms. Screen-grabbing is a useful route to preserve evidence.

[Ysgol Swyn y Don](#) logs and record incidents as part of our wider safeguarding monitoring practice and impact evidence on our reporting system MyConcern. In some cases, further evidence may come to light at a later point and it may become necessary to review the entire history of the case again.

2.9 The law relating to bullying (Section 5 WG guidance)

(5.1) There is no legal definition of bullying in Great Britain, but broader legislation can be applied to address certain acts of bullying.

(5.2) Legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in Wales include, set out in chronological order, in Section 5 of the WG guidance that this document refers to.

3. Why it is important to prevent and challenge bullying (WG guidance section 8)

(8.1) Planning: what does the Welsh Government expect schools to consider?

Prevention is a vital component of a school's strategy to prevent and challenge bullying.

[Ysgol Swyn y Don](#) adopts a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of our whole-school approach to health and well-being. We do this through a trauma informed and rights-based curriculum.

This approach is woven through all school activity, creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour. This helps us to create an inclusive, engaging environment where learners feel safe and are ready to learn.

3.1 Tailoring intervention

(8.5) Young children who bully others by using insults may not always understand the hurt they have caused and may be repeating what they have heard at home or in the community. Sensitive restorative work and education can be effective in these cases. We offer group activities through targeted nurture groups, exploring why some words are unacceptable can be used along with meetings with parents/carers who are reminded about the values of [Ysgol Swyn y Don](#). We foster

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



an ethos of effective engagement with our parents/carers in developing the values and anti-bullying strategy in our school from the outset.

[Ysgol Sw'n y Don](#) participates in the Conwy primary online wellbeing survey and PASS survey which informs our targeted intervention/nurture groups. Leaders analyse the data and this enables us to raise issues by reflecting on real data which in turn represents pupil voice.

3.2 Curricular approaches

(8.7) Our new curriculum was introduced in September 2022. It equips all our children and young people for life. It has four key purposes to support all learners to become ethical, informed, healthy and confident individuals who are ready to learn throughout their lives as they become citizens of Wales and the world.

(8.8) Curriculum for Wales 2022 has six areas of learning and experience. Here at [Ysgol Sw'n y Don](#), there are opportunities across all six areas of learning and experience to embed positive behaviour and respect, not limited to the Health and Well-being Area of Learning and Experience.

(8.9) Recognising good health and well-being as a key enabler of successful learning. The Health and Well-being Area of Learning and Experience supports learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being. It also supports learners to develop positive relationships in a range of contexts. Drawing on subjects and themes from mental, physical and emotional well-being, learning in this area of learning and experience also links to how the school environment supports children and young people's social, emotional, spiritual and physical health and well-being.

(8.10) The key characteristics outlined, which supports learners to become ethical, informed members, include:

- making positive choices, and learning how these affect their own and others' health and well-being
- interacting with others within different social situations
- engaging with different social influences and to appreciate the importance of respecting others
- considering the social and ethical issues that impact on the health and well-being of others.

(8.11) [Ysgol Sw'n y Don](#) adopts and maintains a whole-school approach, working across the existing curriculum to build a supportive school culture and shared values. Implementing this approach is instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to manage their relationships with others and equip them to respond to bullying in an appropriate and if necessary, assertive way. This approach to bullying enables the issue to be introduced progressively in an appropriate way and not treated as a 'one-off' lesson. It allows learners to make use of preferred and appropriate learning styles and can include the use of literature, audio-visual material, drama, music, debates and outside visitors.

(8.12) Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This includes awareness days, workshops, sign-posting and drop-in sessions, as well as involving the wider neighbourhood and utilising a variety of organisations.

Vision. Aspiration. Purpose.



Widen your horizons & believe in your dreams

(B.13) When significant incidents are reported we offer 'One-off lessons or short 'blitz'-type activities as a reminder to pupils of issues raised. However, we at [Ysgol Swyn y Don](#) understand that these one-off sessions are less likely to succeed than work embedded in the curriculum, that progressively addresses relationships, positive behaviour and resilience, but acts as a reinforcement of lessons already taught.

Additional support networks we use at [Ysgol Swyn y Don](#):

- 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, KiVa and Peer Mentoring.
- Active involvement of our designated Police SCPO in the delivery of the all-Wales School Liaison Core Programme.

4. How awareness of bullying will be raised (Section 9 of WG guidance)

(9.1) All teachers and administrative staff are aware of [Ysgol Swyn y Don's](#) anti-bullying policy and the procedures to follow if a learner reports being bullied.

Staff are mindful that a learner may approach any member of staff they trust. Staff training and regular updates will increase their readiness and confidence to notice and respond when issues of bullying present.

5. How anti-bullying is embedded in the curriculum

At [Ysgol Swyn y Don](#) we follow; **KIVA**

KiVa is an antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The program is evidence-based which means that the effectiveness of KiVa has been proven scientifically. KiVa offers a wide range of concrete tools and materials for schools to tackle bullying.

We explicitly teach our pupils KIVA's definition of what is bullying?

A commonly used definition of bullying is that bullying is intentionally and repeatedly causing distress or harm to the same individual. In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties – the bullied child usually has less power or physical strength than the bully or bullies.

Bullying can take many different forms. Most often it consists of verbal abuse and public ridicule of the target, but there are many other forms of bullying as well. Often the targets are bullied in more than one way and bullying is more than just single attacks. It is a rather stable relationship between the bully and the bullied child, and this relationship is further embedded in the larger peer setting.

The Architecture of Bullying

Bullying is a group phenomenon. For perpetrators bullying seems to be motivated by the pursuit of visibility, power and a high status in the peer group. For that reason, bullies need bystanders or spectators.

Vision. Aspiration. Purpose.



Widen your horizons & believe in your dreams

These bystanders play different roles in the bullying situation. They may reinforce the bully's behaviour by verbal or nonverbal signals that are socially rewarding. These signals suggest that bullying is acceptable, or even funny and entertaining.

Other bystanders are more active in assisting the bully. For instance, some children are eager to join in the bullying even if they do not typically initiate it themselves.

Some peers might just silently witness what is happening, without acknowledging that the bully might interpret such behaviour as an approval of his or her mean acts.

Few students who observe bullying have the courage to intervene or take the bullied child's side.

KiVa's key message is that we all are responsible for our shared well-being. If everyone could be motivated to think of ways to help their classmates and peers instead of taking part in bullying, a large part of the bullying problem would be eliminated.

Here is a handy link to a guide for parents, which outlines the KIVA Programme in more detail – this is embedded in our curriculum and took explicitly - [KiVa Program - Parents' guide](#)

Each session looks at what is bullying, the architecture of bullying and what to do if you are being bullied. At **Ysgol Sw'n y Don** we have a dedicated KIVA team lead by our wellbeing lead and a number of emotionally available adults who have been trained through a trauma informed approach.

WE TEACH OUR PUPILS TOO;

What to do if you are bullied?

If you're being bullied, there are things you can do, even though it might sometimes feel like the opposite. Talking to someone and seeking for supporters are the most important things to do.

Tell someone you can trust either at school or at home. It can be a schoolmate, a friend, your parents or the teacher. It is the adults' duty to help you.

Look for friends in your class that could help or support you. If you feel too embarrassed to tell the teacher by yourself, ask a friend and do it together.

Be assertive. Communicate with your whole body that you will not accept bad treatment. Stand tall, look the bully in the eye and speak with a clear voice that what you are experiencing feels bad and it should stop immediately. It can work as a first step to stop that situation. If possible, act like you don't care, try to walk away from the situation and go tell someone about the situation.

Every bullying situation is different and there is not a single right solution. These all are just suggestions you can try to do by yourself. **It is important to tell someone about bullying: don't keep it to yourself!**

Reporting

Any allegations of bullying or bullying incidents are taken seriously and our KIVA team follow strict procedures when investigating such incidents. (Please see our KIVA reporting procedures document.)

We follow a number of different reporting processes, some of which include;

- trained peer supporters or 'buddies'

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



- a quiet and private space to talk
- anti-bullying pastoral leads and staff available at key times
- school nurses or counsellors
- feedback boxes

Our role is to nurture and support learners to understand they are in the process of learning to be informed citizens of the future.

6. Involvement of staff, learners, parents/carers and school governors

We regularly involve our stakeholders by termly meetings, parent forums, parental questionnaires, school council and wellbeing warrior meetings.

7. Signs a child or young person might be experiencing bullying.

Warning signs at school

If a student is being bullied at school they may:

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch
- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking or ridicule.

Warning signs at home

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings and anxiety
- have unexplained bruises, cuts and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



The type of behaviour that might be an indication of bullying includes

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc; and
- wanting to leave for school much earlier than necessary or returning home late.

8. How bullying will be prevented?

Ysgol Sw'n y Don will endeavour to prevent bullying, through the creation of our anti-bullying policy, and by constant review and ongoing development. This will involve all learners, all staff, parents/carers, school governors and relevant local authorities

Ms Fox ensures the implementation of the policy and that all staff and pupils adhere to it. Scheduled assessments, monitoring of its effectiveness and the progress being made is embedded in the self-evaluation cycle with all stakeholders.

To achieve a whole-school approach, Ysgol Sw'n y Don ensures:

- We have a strong moral leadership from Ms Fox (the headteacher), other senior leaders and the governing body, which models values and high expectations, thereby 'leading by example' by valuing health and well-being
- We embed a climate and culture where learners feel safe, secure and valued
- We follow a rights-based curriculum and we promote the UNCRC. In particular we seek and listen to the voice of the child or young person, by following our 'Charter of Rights.'
- We have a secure understanding of the health and well-being of our learners and we have effective methods to monitor and evaluate this.
- We 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
- We establish and maintain strong and responsive care, support and guidance through a TIS approach.
- We create an environment that promotes health and well-being (e.g., space to play and relax maximising the benefits of outdoor learning where possible, suitable toilet facilities, support healthy food and drink, ensure site security, etc.)
- We ensure effective communication and partnership working with parents/carers
- We support professional learning for all staff, tailored to meet their needs and responsibilities.

9. Behaviour and conduct outside of school

(6.25) 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 use this power.



(6.26) While we at [Ysgol Sw'n y Don](#) are able to regulate certain conduct off school premises, such as bullying behaviour, we 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 sanction; however, the member of staff must wait until the learner is next in school to apply the sanction.

9.2 Dealing with incidents of misconduct on and off school premises

(6.27) [Ysgol Sw'n y Don](#) takes into account our behaviour, relationship, anti-bullying and parent code of conduct policies when dealing with incidents on and off school premises.

(6.28) [Ysgol Sw'n y Don](#) acts reasonably both in relation to expectations of learner behaviour and in relation to any measures determined for regulating behaviour by learners when off the school site and not under the lawful control or charge of a school staff member.

[Ysgol Sw'n y Don](#) sensibly takes into account the following factors:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether the learner/learners in question was/were wearing the school uniform or was/were otherwise readily identifiable as a member/members of the school
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another learner or member of staff (e.g., bullying another learner or insulting a member of the staff)
- whether the misbehaviour in question was on the way to or from school; the Welsh Government expects schools in collaboration with their local authority to consider whether to impose sanctions under the travel behaviour code or school behaviour policy when addressing misconduct on the journey to and from school (paragraphs 5.17–5.21 provide more information relating to this provision)
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school
- whether the misbehaviour was while the learner was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the learner might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other learners in the future
- whether the learner/learners were truanting.

(6.29) Applying such factors, there would, for example, be a strong case for disciplining a learner for harassing and/or bullying a member of staff off school premises, including through the internet.

There would also be a strong case for disciplining a learner for verbally abusing other people, including members of the public, while travelling on the way to/from school. However, the case for

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



disciplining a learner for verbally abusing somebody who had no connection with the school at a weekend would be much weaker

(6.30) Ysgol Sw'n y Don use a set of overall objectives which make clear how to regulate behaviour, including strategies for challenging bullying behaviour and promoting respectful relations off school premises. We encourage and teach pupils to;

- maintain good order on transport and while walking or cycling to and from school, educational visits or other placements such as work experience or college courses
- ensure behaviour does not threaten the health or safety of learners, staff or members of the public
- provide reassurance to learners who may feel threatened or intimidated by the behaviour of a small minority of their peers or from 'stranger danger'
- provide reassurance to members of the public about school care and control over learners and thus protect the reputation of the school
- provide protection to individual staff from harmful conduct by learners of the school when not on the school site.

(6.31) Many extended school activities take place off school premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

10. How the school will respond to incidents (Section 10 WG guidance).

(10.2) Bullying damages healthy self-esteem, replacing positive beliefs about oneself and beliefs linked to shame, disgust, criticism, incapacity, powerlessness and helplessness.

Ysgol Sw'n y Don staff will apply our behaviour, relationship and school safeguarding procedures, alongside the support of parents/carers. Choices offered to the targeted learner may include:

- How the incident could be handled
- Whether changes to the learner's current journey to and from school should be considered in more detail
- whether the learner would like help from a peer or wants to join a club or lunchtime activity.

(10.3) Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident.

(10.4) There are a variety of intervention methods used including;

- mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity;

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted

- peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- school sanctions – schools can use disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

11. Reporting bullying

The designated person will monitor and collate information on victims of bullying and perpetrators, that person will follow the guidance and procedures through this policy and in conjunction with our KIWA programme:

- 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.
-

12 What learners can expect

We have a consistent approach to challenge bullying, one that utilises a range of tools to deliver the anti-bullying policy. This will enable staff to select the interventions they feel are best suited to address the individual needs of each case in a timely fashion.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



12.1 Effective listening

(9.9) Those who are targets of bullying behaviour tend to feel powerless. One of the first steps when responding to incidents is to work to restore their capacity to make choices for themselves. Using effective listening techniques, staff (or a peer supporter where these are used) can help the targeted learner to feel they are doing something about the problem. Acknowledge calmly the anger or distress of the targeted child or young person speaking. If they need time to process their thoughts or articulate the story, try not to rush them. Staff should be mindful that it may have required considerable courage to come and report what is happening. Thank the learner for reporting the problem. Explain to them the next steps of how their concerns will be taken forward. This will help to reassure them that their concerns are being taken seriously.

12.2 Consider the setting

(9.10) Staff consider the environment where discussions with learners about bullying take place. Ensuring the setting is neutral and offers suitable levels of privacy can make the difference between a learner engaging in discussion or not. Staff are recommended to sit at the same level as the learner reporting their experience of bullying. Placing chairs at a slight angle rather than directly opposite each other can also help reduce any conscious or unconscious sense of confrontation or opposition. Ensure privacy to avoid other learners overhearing what is said or seeing a meeting taking place, but for safeguarding best practice, it should be possible for other staff to observe the meeting.

12.3 Saving evidence

(9.11) We expect learners who are bullied to be encouraged, where possible, to keep evidence of the activity. Evidence may be threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes. Bystanders may also be able to provide witness statements or additional evidence. Dates and times when things happened should be noted. Screen grabs can be saved as online evidence.

Schools must ensure that the information they record, maintain and monitor complies with data protection laws, such as the EU GDPR and the UK DPA 2018.

13 The right of parents/carers to escalate the matter

(10.16) Having reported an issue regarding bullying to [Ysgol Swn y Don](#), if a learner or their parent/carer does not feel that [Ysgol Swn y Don](#) has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

(10.17) Under section 29 of the Education Act 2002, school governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay.

(10.18) [Ysgol Swn y Don](#) complaints policy is available on the school website and/or made available on request from the school reception. The policy explains the process for raising a complaint to enable the complainant to understand how the school governing body will deal with the issue.

(10.19) In accordance with the principles of the UNCRC, we ensure all children and young people to be listened to and treated with respect.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



Information that is recorded should enable us at [Ysgol Swn y Don](#) to:

- be clear about the nature of the complaint
- keep the complainant informed of the progress of their complaint
- make reasonable adjustments to timescales if the complaint is complex
- keep an accurate record of the complaint and process followed
- monitor the progress of a complaint
- document what has been done and what needs to be done
- provide evidence that the complaint was considered properly
- record information for future reference given that bullying cases can reoccur so a full picture should be available
- identify trends or recurring themes in complaints cases, to inform wider school improvement processes
- compile reports to school governors and others on complaints.

(10.21) All complaints will be handled fairly, openly and without bias. We endeavour to investigate the concerns raised and make a decision quickly.

Vision. Aspiration. Purpose.

Widen your horizons & believe in your dreams



Useful Resources



Bullying UK, part of Family Lives, is a leading charity providing advice and support to anyone affected by **bullying**. This could be bullying at school, work, advice for parents, cyber bullying and so much more....

Bullying.co.uk



Bullying affects over one million young people every year, and anyone can be bullied. Here's what you can do if you're being bullied. [Young minds](#)

Bullying and cyberbullying

If you or someone you know is being bullied we're here to help. Try our tips below or find out how to help a friend.



- [What is bullying?](#)
- [Dealing with bullying](#)
- [Can I talk to the police?](#)
- [Taking care of your mental health](#)
- [Supporting someone who's being bullied](#)
 - [Help if you're bullying someone](#)
 - [Childline](#)



Looking to get involved in #StandUpToBullying day? We've created a whole range of resource packs to get you started.

Whether you're looking to support on social media, run a session in your school or review your organisation's anti-bullying policy there's plenty to get you going.

standuptobullying.co.uk