



NUTURING HEALTHY, ETHICAL, CREATIVE,
AMBITIOUS LEARNERS.



Antibullying Policy 2024 - 2026

This policy has been reviewed and approved by the
Governing Body

Signed: _____

Date: April 2024

Review date: April 2026

Introduction

Ysgol Pen-y-Bryn believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. The school 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.

The Mission, Vision and the Values of the school

At Ysgol Pen-y-Bryn, it is our mission to: 'Nurture, Healthy, Ethical, Creative and Ambitious Learners'.

Pupils who are able to express themselves with confidence and listen to others with open minds and open hearts. Our aim is to provide an inclusive, secure, caring, high quality learning environment and to strive to develop life-long learning skills to equip our pupils for the future. By placing an emphasis on resilience and perseverance and through developing positive attitudes to learning, we encourage children to respond to challenges and setbacks and set high expectations for themselves and for others.

Our Vision - This explains what we want to do and our way of working. At Ysgol Pen y Bryn we aim to:

- Firmly establish a culture within the school that focuses on the consistent improvement of teaching and learning in order to ensure that all children can achieve their best.
- Encourage collaboration, cooperation and teamwork to develop skills, knowledge and confidence with children and staff.
- Actively search for and embrace, innovation and effective methods of achieving excellence.
- Develop, support and celebrate the achievements of the children in our care.

Our definition of what is meant by bullying

There is no legal definition of bullying in Wales or indeed in Great Britain. Therefore the definition used in this policy builds upon widely used principles established in the UK since 1993 and the recommended

definition in the guidance 'Rights, Respect, and Equality: Statutory Guidance for Governing Bodies of Maintained Schools, (Welsh Government November 2019).

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

Bullying is expressed through a range of hurtful behaviours:

It can happen face-to-face or in the digital environment. It can be carried out by an individual 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.

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

- is deliberate or intentional
- is generally repeated over time. However one-off incidents will be handled as inappropriate behaviour and addressed under our behaviour policy
- 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.

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.

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

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 one-off fight*
- *An argument or disagreement*
- *A one-off physical assault*
- *Insults and banter*

What motivations lie behind acts of bullying?

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 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.

The Welsh Government expects all forms of prejudice to be challenged equally.

Recording all hate incidents

The Welsh Government expects all hate incidents to be accurately recorded to enable schools to monitor patterns and prevent discrimination. Local authorities frequently monitor hate incidents and may require schools to report these to evidence how they are complying with the public sector Equality Duty (PSED) under the Equality Act 2010.

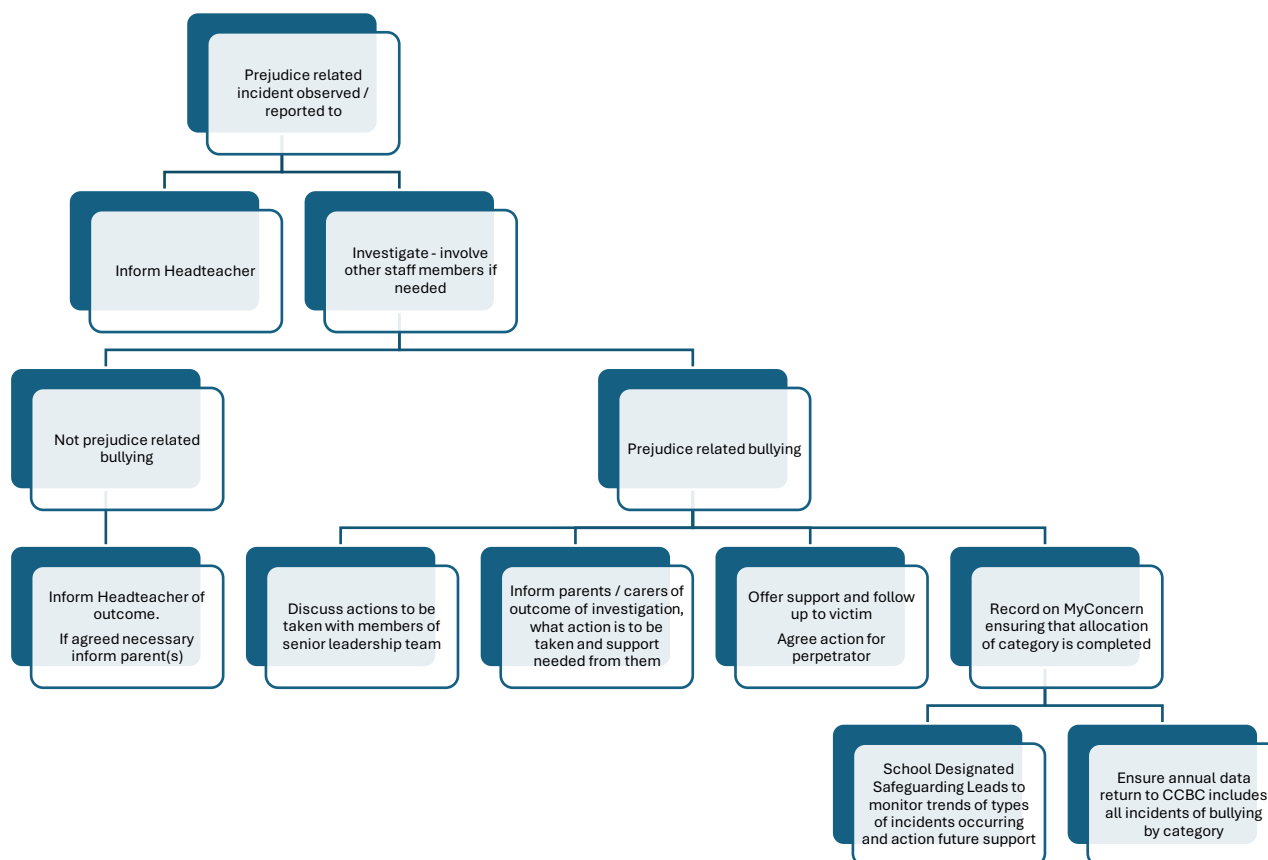
In Ysgol Pen-y-Bryn we use 'My Concerns' to record incidents. Designated safeguarding leads use the 'categories of concern' feature in order to categorise bullying / hate option.

Prejudice-related bullying

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.

As a school we will challenge all forms of prejudice equally. The flow chart below is used in cases of prejudice related bullying.



Online bullying and aggression

Although offline bullying remains more common than online bullying, Ysgol Pen-y-Bryn will address online bullying where it has an impact on the well-being of learners at the school. Where necessary, the school will refer a case to the appropriate agency or service. The school will act in cases that involve a safeguarding concern. All staff receive regular training in safeguarding and online safety.

Online and mobile communications

Online and mobile communications leave a digital trail. Keeping evidence is essential. The school will log and record incidents as part of their wider safeguarding monitoring practice and impact evidence. This will be recorded on 'My Concern'.

Why it is important to prevent and challenge bullying?

Anti-bullying ethos

Ysgol Pen-y-Bryn has a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of their whole-school approach to health and well-being. This is known in Ysgol Pen-y-Bryn as RPM (Respect, Politeness and Manners).

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

Tailoring intervention

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 is employed in such cases and where necessary in partnership with parents/carers can be effective in these cases.

Ysgol Pen-y-Bryn use GL PASS (Pupil's Attitudes to Self and School) and Conwy primary online wellbeing survey to ascertain pupils view and support us in being able to raise any issues by reflecting on real data which in turn represents pupil voice.

Curricular approaches

One-off lessons or short 'blitz'-type activities are less likely to succeed than work embedded in the curriculum that progressively addresses relationships, positive behaviour and resilience. Curriculum for Wales looks to equip all our children and young people for life. It has four key purposes, which are integral to our school vision, 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.

Health and Wellbeing

In Ysgol Pen-y-Bryn we recognise good health and wellbeing as a key enabler of successful learning the Health and Wellbeing 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 will also support learners to develop positive relationships in a range of contexts.

Targeted initiatives

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

Additional support networks that schools are known to use:

- 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, School and Sports Ambassadors, ELSA and Seasons for Growth groups, Buddy schemes.
- Active involvement of our designated Police SCPO in the delivery of the all Wales School Liaison Core Programme.

How awareness of bullying will be raised

Legal Duty

Ysgol Pen-y-Bryn staff comply with their legal duty to safeguard and promote the welfare of learners and any other legal duties. All staff are aware of the school's anti-bullying policy and the procedures to follow if a learner reports being bullied. Staff should be 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.

Dealing with bullying behaviour

The school recognises that those who perpetrate bullying of others also need help, support and opportunities to change their behaviour and the Ysgol Pen-y-Bryn is committed to providing effective listening along with teaching relationship skills to those who bully others. Bullying behaviour can be a sign of some bigger problem at school, home or elsewhere in a child or young person's life. Domestic violence, punitive parenting,

neglect, bereavement or parents/carers parting can be revealed when working with learners who bully. Staff understand that the behaviour may be due to a broader safeguarding issue and know the safeguarding procedures to follow if there are any disclosures.

Bystanders of bullying

The school recognises children who witness bullying and do nothing to help the target or stop the situation may feel bad or guilty about it later. Bystanders who laugh or join in the bullying are at risk of becoming bullies themselves. As a school we will endeavour to educate the children who are bystanders to bullying understand that they have the power to challenge the bullying, either by intervening – if they feel safe to do so – or by reporting it immediately to a member of staff or trusted adult.

To this end, we educate learners by helping them to develop resilience by practicing the problem-solving and assertiveness skills they need to challenge unacceptable behaviour, stand up for themselves and for their peers and feel safe, is important.

Routes to report

There are a variety of ways bullying can be reported:

- Staff available at key times
- Worry boxes
- All teaching staff approachable at any time
- Playground 'buddies'
- Quiet and private spaces to talk if required

Each incident is reflected upon to see if there is something to be learnt from it and relied to the whole school. We are committed to nurturing and supporting learners to understand they are in the process of learning to be informed citizens of the future and the necessary responsibilities they have.

How anti-bullying work is embedded in the curriculum

- Circle time, worry boxes and monsters
- PSE scheme of work throughout the school to provide consistency and progression. There is an emphasis to respect others.
- The school has embedded 'Five Ways to Wellbeing'. To take notice, to connect, to be active, to learn, to give. This emphasis the need to look after ourselves and others.
- Mindfulness curriculums to give learners tools to deal with difficult situations and to pause and be, before acting impulsively.
- PCO regularly visits the school and takes sessions with the different year groups and assemblies on a variety of topics including bullying.
- Online safety lessons highlights cyberbullying, facilitating discussions and strategies to avoid or deal with it.
- Anti-bullying week is a focus week to refer to throughout the year.
- Show Racism the Red Card, Children in Need, Comic/Sports Relief and Social Enterprise highlight diversity, acceptance of others and being informed citizens of the future in helping others and being kind.

Involvement of staff, learners, parents/carers and school governors in development and implementation of the policy

Our school believes that without the wholehearted involvement of the children, anti-bullying strategies are not likely to succeed.

We therefore inform our learners about the policy in child friendly terms and encourage pupil's voice in expressing their views. The school councillors and school ambassadors play an important role in communicating views on this matter. The ongoing dialogue between school councillors, teachers and learners allow us to evaluate the effectiveness of the strategies in place. All parties are consulted as to whether anything could be improved.

Parents/carers involvement

It is imperative that children and young people are taught, both at home and in school, about building and maintaining respectful relationships. This is the foundation on which positive behaviour is based.

Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school; so too do schools

Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

- Our vision and values are communicated to parents.
- The policy is available on the website or by request.
- An overview of procedures has been communicated to parents if they wish to report concerns. This is also on the website.

How bullying will be prevented, including on journeys to and from school

Prevention

Successful implementation of an effective anti-bullying strategy to challenge and prevent bullying in schools involves the whole school community, with a whole-school approach. Interventions are monitored, evaluated and revised regularly to reflect changes in circumstances or context. The interventions support Ysgol Pen-y-Bryn's ethos that inhibits bullying and promotes empathy and respect.

Anti-bullying Lead

Mr Richard Monteiro is the anti-bullying lead:

The key responsibilities of the role are:

- Anti-bullying policy creation, review and ongoing development. This will involve the whole school community.
- Implementation of the policy, with scheduled assessments and monitoring of its effectiveness and the progress to inform reviews. Reviews will be documented.
- Managing bullying incident processes, such as intervention used, reporting, recording, monitoring, etc.
- Coordinating and managing training and support for staff and parents/carers where appropriate
- Research, evaluate and appraise strategies for preventing bullying behaviour.

Whole School Approach

- SMT has strong moral leadership and the governing body, which models values and high expectations, thereby 'leading by example' by valuing health and wellbeing
- 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.
- Have in place a secure understanding of the health and well-being of their learners and effective methods to monitor and evaluate this through pupil voice and PASS.

- 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
- Establish and maintain strong and responsive care, support and guidance
- Create an environment that promotes health and well-being
- Ensure effective communication and partnership working with parents/carers
- Support professional learning for all staff, tailored to meet their needs and responsibilities.

When the school will act in relation to bullying outside the school

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.

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 sanction; however, the member of staff must wait until the learner is next in school to apply the sanction.

Dealing with incidents of misconduct on and off school premises

Ysgol Pe-y-Bryn's behaviour, anti-bullying and discipline policies expect positive behaviour of learners off the school site. This includes behaviour on activities arranged by the school such as work educational visits and sporting events, as well as behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Schools must act 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.

When deciding if a rule or sanction in a particular case is reasonable the following factors will be considered:

- 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
- 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 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.

Challenging bullying behaviour and promoting respectful relations off school premises

Objectives

- Maintain good order on educational visits and sports events.
- Provide a strong sense of belonging to the school community and a pride in representing it.
- 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 small minority of their peers
- Provide reassurance to members of the public about school care and control over learners and thus protect the reputation of the school

Further information and guidelines on regulating behaviour and conduct outside of school is provided in section 5, 'Education and Inspections Act 2006'.

How the school will respond to incidents

Pupil Voice

Bullying damages healthy self-esteem, replacing positive beliefs about oneself and beliefs linked to shame, disgust, criticism, incapacity, powerlessness and helplessness. When deciding on next steps to increase the self-efficacy of the learner who reports being bullied, staff will try to include decisions made by the learner themselves **where appropriate**. Staff may wish to offer some choices.

Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident. This will be assessed for each case.

Examples of interventions

- 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; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- School sanctions – 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.

How to report bullying

Monitoring

The SMT will monitor and collate information on victims of bullying and perpetrators, that person will:

- 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.
- Keep accurate, factual records of all reported incidents and the school's response on 'My Concern'.
- Incidents are followed up after they have been dealt with and outcomes reviewed to ensure bullying behaviour has ceased.
- Provide on-going support for those involved where necessary

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.

What learners can expect

Effective listening

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 can help the targeted learner to feel they are doing something about the problem. Staff are aware to acknowledge calmly the anger or distress of the targeted child speaking. If they need time to process their thoughts or articulate the story, they will try not to rush them. Staff should be mindful that it may have required considerable courage to come and report what is happening. They will thank the learner for reporting the problem and 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.

Consider the setting

The environment where discussions with learners about bullying take place will be considered to ensure the setting is neutral as possible and offers suitable levels of privacy. Staff are recommended to sit at the same level as the learner reporting their experience of bullying. Staff will endeavour to provide 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.

Saving evidence

If there is evidence of threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes learners will be requested to show them. Bystanders may also be able to provide witness statements or additional evidence. Dates and times when things happened are noted. All types of additional evidence will be attached to MyConcern chronologies.

How learners and/or parents/carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously

Ysgol Pen y Bryn stresses that the 'concerns' of pupils and parents and carers should be dealt with, as far as is possible, on a discussion basis with the teachers and the Headteacher at the school.

Stage 1

The parent should initially contact the child's class teacher with their concerns. Often a problem can be resolved quickly at this stage, if concerns are shared.

Stage 2

If the parent is still concerned about their child they should then contact the Head of Key Stage.

Stage 3

If no satisfactory agreement can be reached then they should direct their concerns to the Headteacher.

If this incident is having an adverse effect on the child's attendance, the Conwy LA ESW Support Team may be contacted.:

Tel: 01492 575013

Stage 4

If the parents still remain dissatisfied after these stages have been exhausted then the following procedures detailed below come in to effect.

The parent should contact the school's **Chair of Governors** detailing the concerns and request that the Governors look into the incident.

Stage 5

If they are still dissatisfied the parent should be encouraged to write to the Local Education Authority

Contact Name: **Chief Education Officer: Dr Lowri Brown**

Address: Education Services, Government Buildings, Dinerth Road,

Colwyn Bay LL28 4UL 01492 575001

Stage 6

In the final instance the complaint can be referred to the Officer in charge of School Governing Body Complaints Procedures, Welsh Assembly Government, Head of Schools Management Division, Cathays Park, Cardiff, CF10 3NQ. Our Complaints policy is on our website.

N.B. It is essential that a record of all incidents and communications is kept by all those involved.

How the school will evaluate and review their policy and strategy

The school anti-bullying policy and strategy to be reviewed every two years and involves consultation with school community. This will be through discussion and/or online surveys and PASS results. Any reviews will be shared with the governing body and the school will maintain an overview of recorded bullying incidents with the following information:

- Average time to resolve
- The recurrence rates
- Whether learners who have reported bullying incidents believe they got a satisfactory outcome
- Whether there are any emerging trends or groups being discriminated against
- Whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying
- Absenteeism rates
- That the regularly collected data on reported incidents is showing progress towards the equality objectives.