



# The Anti Bullying Policy of Ysgol Dyffryn Conwy

Dyddiad Cymeradwyo a Dyddiad Adolygu  
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau  
See Policy Review Timetable*

# The Anti Bullying Policy of Ysgol Dyffryn Conwy 2023

## Introduction

Our school 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 Vision and the Values of the school

Our aim is to be a close, welcoming and inclusive community school, working with each pupil to help them achieve their potential. We believe in success for all, aiming to support each pupil to succeed within the curriculum and through a range of varied extracurricular activities.

We aim to provide the best possible education to develop confident bilingual learners who have the independence and skills to succeed in the future. In order to achieve this, we offer a broad, appropriate and challenging curriculum. We are extremely proud of the successes of our pupils, academically, in areas of sports and creative arts, and in the world of work and academic study. We are confident that we provide the learning and enrichment experiences that pupils can reflect proudly on.

## Our definition of what is meant by bullying

At Ysgol Dyffryn Conwy, we define bullying as:

Harmful behaviour which is:

- Repeated, and targeted towards a person.

It takes many forms and can include:

- Physical assault,
- Teasing,
- Making threats,
- Name calling, and
- Cyberbullying.

We strive to intervene immediately, whether it is bullying or any other one-off negative behaviour. Any 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

### **The distinctive elements of bullying behaviour**

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

*intention to harm* – bullying which is deliberate with the intention to cause harm.

*harmful outcome* – someone or a group is hurt physically or emotionally.

*direct or indirect acts* – bullying which involves 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 which involves repeated acts of negative behaviour or acts of aggression.

*unequal power* – bullying which 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.

### **How is bullying 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 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 will report concerns to the local authority's social services department.

### **What is not bullying?**

Some behaviour, though unacceptable, is not considered bullying. The school deals with these instances 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.
- *a one-off fight* – these instances are 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* – this is stopped and addressed immediately. Police involvement is used where cases involve physical assault.
- *insults and 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 is not regarded as bullying but it is criminal behaviour, which is dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy

All incidents are reported and recorded. This reveals any previously recorded incidents and allows a considered assessment to be made.

### **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, bi-phobic, 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 school challenges all forms of prejudice equally.

The school considers motivations when working with children and young people who bully others. This identifies the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

The school challenges the attitudes held in society and the wider school community beyond any case being addressed.

All hate cases are accurately recorded to enable the school to monitor patterns and prevent discrimination.

### **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 pupils 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.

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- using homophobic, bi-phobic, 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. All forms of prejudice will be challenged equally.

### **Online bullying and aggression**

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.

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 number 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.

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

Online bullying where it has an impact on the well-being of learners at the school is always addressed. Where necessary, the school refers cases to an appropriate agency or service. The school

acts in cases that involve a safeguarding concern. All staff receive regular training in safeguarding and online safety.

Online and mobile communications leave a digital trail. The school logs and records incidents as part of its wider safeguarding monitoring practice and impact evidence.

### **The law relating to bullying**

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

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.

### **Why it is important to prevent and challenge bullying**

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. When these incidents occur sensitive restorative work and education is effective. Group activities exploring why some words are unacceptable are used along with meetings with parents/carers to remind them about the values of the school.

The school engages with parents/carers from the outset in adopting an anti-bullying strategy that is beneficial to the school and its wider community.

When young people become adolescents, they are more likely to be influenced by their peers and therefore the school adopts a whole-school intervention approach, so that the majority opinion is heard.

### **Curricular approaches**

The objective of the school is to increase children's awareness about the key role that a group plays in bullying and the role it plays in stopping it. In addition, the goal is to enhance empathy towards bullied peers and to offer safe measures for supporting and helping them. The aim is to influence the pupils so that, instead of inciting the bully, they support the victim and show that they do not condone bullying. Stopping bullying is based on evoking a shared sense of responsibility among children, and consequently changing the group norms. The objective is to help a child to resolve the problem.

KiVa lessons form the core of the KiVa programme. The curriculum for implementing the programme includes two units. Unit 2 includes ten 90 minute lessons, divided into two 45 minute parts. Topics about how to function in a group and about bullying are discussed and examined through a variety of exercises.

Above all, the goal of the lessons is to prevent bullying. This is likely to affect the on-going bullying processes. It is important to note that bullying is discussed at a general level and that acute bullying cases are not tackled. These will be addressed by the KiVa team and the class tutor together with the bullied pupil, the bullies and several classmates.

The KiVa lessons are child-centered, experiential and versatile. Child-centeredness means that the teacher does not give the pupils ready-made and correct answers but encourages them to think and find solutions to the themes on their own. Experiential refers to clarifying matters through different exercises and learning by doing. Versatility means that lessons are not copies of each other, but that themes are handled in many different ways.

As the lessons progress the anti-bullying contract of the class is gradually developed so that after each lesson the core message of those lessons are summed up as one of the class rules. At the end of the school year all of the important topics are revisited after which all the rules are put together

to form the class KiVa contract. At the same time everyone thinks about what exactly each rule stands for in the class.

In Unit 3 there are four themes, each theme with respective lesson plans. The aim here is to increase social-emotional skills and to promote the children's awareness of the importance of the group in bullying and stopping bullying. The lessons strive to inspire empathy towards bullied students and provide safe ways to help and support the students who are treated badly.

### **KiVa computer game**

The KiVa computer games can be played during the lessons, between lessons or at home. The game has three goals: First to provide children with information about bullying and to test what has been learned in lessons. Second, pupils can practice different skills, such as supporting the victim, resisting group pressure, or how to behave in a situation where you are being bullied, in a virtual learning environment. Of course, virtual practice alone is not enough. The third goal of the game is the transfer of these skills to real life, e.g. at break time, on the way to school, and in other everyday situations. Each level of the computer game involves three modules based on; I know, I can, and I do.

### **How awareness of bullying will be raised**

The KiVa programme provides school staff with information about bullying and how to tackle it. The school strives to get the whole community committed to tackling bullying. Staff meetings are used to ensure that everyone working at the school knows that "we are a KiVa school." Information on what this means from the school's perspective is often given and recapped; this includes posters on the walls, playground supervisors' vests, KiVa lessons and the creation of a KiVa team for tackling acute cases of bullying.

All pupils are informed that the school is a KiVa school and that bullying is not tolerated. Pupils are told that certain classes will receive KiVa lessons. In addition, they are informed that all instances of bullying will be tackled by the KiVa team.

The KiVa materials include posters, which will remind pupils that the school is a KiVa school where bullying is not tolerated. The posters are displayed in the school corridors and classrooms.

The KiVa vests are used to enhance the KiVa buddies' visibility. These vests help children to recognise the KiVa buddies and to remind the buddies of their duty to ensure every pupil's safety, to reduce the possibility of bullying, and to tackle bullying cases, and other problematic situations. At the beginning of the school year parents are invited to attend KiVa awareness evening. During the event parents are informed about the KiVa programme and with whom they should contact in case of suspected cases of bullying. Materials for parents are also available. These provide basic information about bullying and the ways in which they can affect its frequency. The materials are a guide for parents as to how they should discuss bullying at home and how they should deal with a situation in which their own child has taken part in bullying.

### **Indicated actions: Tackling bullying**

Indicated actions are used once a case of bullying has come to the attention of the school staff. Cases of bullying are tackled by the members of the KiVa team together with the class tutor. The work in dealing with these cases is divided as follows: the KiVa team members carry out individual and group discussions with the bullies and the victimised child whereas the form tutor meets with several of the victim's classmates and challenges them to think about how they could support their bullied classmate.

### **Discussion together with the bullied pupil**

Each bullying case is tackled by 1 – 2 KiVa team members. The purpose of this discussion is to shed light on what has happened, for how long, which pupils are involved, and which pupils could possibly support the victim in the future.

- The victim describes the course of events. It is important to record information on the form about bullying that has taken place as well as the people involved. The adult shows that they are on the victim's side and that they will put an end to the bullying.

- The time for the next meeting is scheduled (for example, in 1-2 weeks).

### **Individual discussions with the pupils who have taken part in bullying**

Two different approaches can be used for discussion with the children who have taken part in bullying: Non-confronting method and Confronting method. When using the confronting method, bullying is condemned as such. In the Non-confronting approach, a feeling of concern is evoked in the bully, which is followed by a discussion on how they could change the situation in future

#### **Confronting**

After the discussion with the victim, separate individual discussions are conducted with the children whose names come out either as the incident was reported or during discussion with the victim. These pupils will be summoned to a discussion during the same day and, if possible, during the same class period so that they will not have time to talk with each other between the discussions. The discussions will come to them as a surprise so that they will not have time to prepare themselves for them to agree among themselves which version of the events to tell the adults.

The discussions are short, usually no more than 5-10 minutes. This means that if, for example 3-4 pupils have taken part in the bullying, there will be plenty of time to talk to all of them during one class period. The pupils can be removed from the class one by one, or the class teacher may send them to the team one by one.

The most important goal of the individual discussion is to let the pupil know the teachers are aware of the case, that bullying is not tolerated and that it must end immediately. The pupil must commit themselves to changing their behaviour. If the bully wants to point out some things in their defence they may be heard but tackling them in more detail is not an issue for this discussion.

- The pupils are clearly told that what they have done is wrong and against the school regulations; bullying must end immediately.
- Ways in which the pupil plans to change their behaviour are agreed to and noted.

#### **Non-confronting**

The discussions are meant to be fairly short, usually not more than 5-10 minutes. This means that if, for example 3-4 pupils have taken part in the bullying, there will be plenty of time to talk with all of them during one class period. The pupils can be removed from class one by one, or the class teacher may send them to the team one by one.

The purpose of these individual discussions is not to punish, blame or even mention that the pupil is known to have been bullying someone. Instead, the goal is to create mutual concern between the adult and the bully for the victimised pupil. If the bully wants to point out some things in their defence they may be heard but tackling them in more detail is not an issue for this discussion.

- The aim is to agree that the things which have happened to the victim cannot make him/her feel good.
- The pupil is asked to suggest what they could do about it.
- The things which have been agreed on with the pupil are noted.

### **Group discussions with the pupils who have taken part in bullying**

#### **Confronting**

Right after the individual discussions the pupils who have taken part in the bullying meet together as a group with the KiVa team. The goal of this short meeting is for the pupils, together as a group, to strengthen decisions which they have already made individually.

- Things that everyone has agreed to do are reviewed together.
- Follow-up meeting for the same group is scheduled to be held, for example, in 1-2 weeks.

#### **Non-confronting**

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- Things that everyone is committed to are discussed together.
- Follow-up meeting with the same group is scheduled to take place in 1-2 weeks or earlier, if necessary.

**Discussion between the class teacher and several classmates**

For each case addressed by the KiVa team, the class teacher organises a time during which they and some pupils of their choice can discuss in private what the pupils could do to affect the situation and support the victim. The KiVa team will inform the class teacher about the discussion who have been friendly towards them and supported the past or who could continue supporting them in the future.

- You are needed. I believe that you can help another pupil who is going through a difficult time.

**Follow-up discussions**

The follow up discussions will be organised at a pre-schedule time between the team members who dealt with the matter and the pupils concerned. The purpose of this meeting is to verify that the situation has changed for the better.

**Victim**

- Has the bullying stopped?
- Has the situation changed for the better?

Afterwards a meeting is held, together with all the pupils who have taken part in bullying to ensure that they have stuck with the agreements made. If so, they will be commended for it. The bullied pupil is free to attend the meeting if they want to.

The purpose of the meeting is to ensure that the change is permanent. Sometimes they are not, therefore sanctions will be executed. For example, inviting the bullies’ parents to the school to discuss the matter or passing on the incident to the school police liaison officer: PC Manus Sheridan.

**Group**

- Has everyone stuck with the agreement?
- How to make sure that bullying will not start again?

**Parents**

Parents will be informed about the bullying cases being addressed by the KiVA team however, only after the first discussions have taken place.

**Reporting and incident of bullying**

- An incident of bullying can be reported by completing the screening form or sharing information: with a KiVa Ambassador
- with a responsible adult
- with a school nurse or counsellor
- in a feedback box.
- 

The KiVa team will not tackle each incident that takes place during break-time or address all the cases in which a pupil reports that others have called them names or pushed them around. Instead, the team tackles such cases which fulfill the criteria for systematic bullying.

Option 1	Option 2
Complete an incident report form on Google Classroom.	Report the bullying incident to a member of staff and complete the incident report form on Google Classroom.

For teacher to discuss the incident with the victim (Screening form 1)	Member of staff to discuss the incident with the victim (Screening Form 1)
The form tutor / member of staff to complete column J in the spreadsheet.	
<b>Bullying</b> KiVa team meet the victim and the bully, inform parents.	<b>Not bullying</b> The incident is dealt with by the form tutor

**How anti-bullying work will be embedded in the curriculum rather than an isolated annual event.**  
Year 7 Timetable for executing KiVa (Unit 2) – to be updated annually as part of the school calendar

Month	Assemblies	Pupils	Acute cases of bullying
September		Kick-off (all pupils) <b>Lesson 1</b>	Immediate response to bullying cases and Follow-up.
October		<b>Lesson 2</b>	
November		<b>Lesson 3</b> KiVa computer game, level 1	
December		<b>Lesson 4</b>	
January		<b>Lesson 5</b> KiVa computer game, level 2	
February		<b>Lesson 6</b>	
March		<b>Lesson 7</b> KiVa computer game level 3	
April		<b>Lesson 8</b> KiVa computer game level 4	
May		<b>Lesson 9</b>	
June		Lesson 10 KiVa pupils survey (all years)	

Year 9 Timetable for executing KiVa (Unit 3) – to be updated annually as part of the school calendar

Month	Assemblies	Pupils	Acute cases of bullying
September		Kick-off (all pupils) <b>Lesson 1</b>	Immediate response to bullying cases and Follow-up.
October		<b>Theme 1</b> (Year 9)	
December		<b>Theme 2</b> (Year 9)	
February		<b>Theme 3</b> (Year 9)	
April		<b>Theme 4</b>	

		(Year 9)	
June		KiVa pupil survey (all years)	

Year 8, 10, & 11 Timetable for executing KiVa – to be updated annually as part of the school calendar

Month	Assemblies	Pupils	Acute cases of bullying
September		Kick-off (all pupils) <b>Lesson 1 (Unit 2)</b>	Immediate response to bullying cases and Follow-up.
October		<b>Year 8:</b> Bullying <b>Year 10:</b> Respect	
November		<b>Year 8:</b> Banter	
December		<b>Year 10:</b> Racism	
January		<b>Year 8:</b> Friendship <b>Year 10:</b> Sexism	
February		<b>Year 8:</b> Peer pressure	
March		<b>Year 10:</b> Cyber bullying	
April		<b>Year 8:</b> Conflict management <b>Year 10:</b> Homophobia	
May		<b>Year 8:</b> Body shaming	
June		<b>Year 10:</b> Transsexual	

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

Month	Staff training	Parents	Governors
September	School meeting day	Information about KiVa shared Year 7- induction evening	
October		Back-to-School Night	<i>Policy Sub-committee of governors</i>
November			Full governors meeting to approve
December		Newsletters to homes	
January			
February			

March		Newsletters to homes	
April			
May			
June		Newsletters to homes	

**Involving learners in developing and implementing an anti-bullying strategy?**

Month	Surveys	School council meetings	KiVa buddies
September			
October			
November		School council meeting	
December	Questionnaire		
January			
February			
March	Questionnaire	School council meeting	
April			
May			
June	Questionnaire	School council meeting	

**Why is it important to involve parents/carers in developing and implementing an anti-bullying strategy?**

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 does the school.

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.

The school engages with parents/carers, taking into account the following considerations when developing and rolling out the anti-bullying strategy.

- To whom they would like to report any concerns and how to appropriately escalate matters should they not be satisfied with the outcome of their initial concern.
- To whom they should speak to when raising a concern about bullying and what evidence they should provide.
- How to support their children and support the vision and values of the school. The school engages with parents via:
  - online feedback forms,
  - group meetings with staff and parents/carers,
  - parents/carers evenings to help families provide support for learning as well as allowing parents/carers the opportunity to provide quality feedback on their child's

progress and learning environment.

The school attempts to take advantage of other opportunities to communicate to support learning and well-being. For example, designing homework tasks that learners can work on with their families and by providing messages in the pupil planners.

### **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 behavior 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.

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

Successful implementation of the anti-bullying strategy involves the whole school community.

It is monitored, evaluated and revised regularly to reflect changes in circumstances or context. The interventions are supported by a school ethos that inhibits bullying and promotes empathy and respect.

The Children Act 2004 places a statutory duty on all authorities delivering children's services to work together with stakeholders and partner agencies to deliver integrated services and improve preventative and early interventions for children and young people and their families.

The Welsh Government recommends that schools establish an anti-bullying lead within their schools as a designated role for an individual or a team. The key responsibilities of the role are:

- anti-bullying policy creation, review and ongoing development. This involves all pupils, staff, parents/carers, school governors and relevant local authorities.
- implementation of the policy. This includes scheduled assessments and monitoring of its effectiveness and the progress that is being made. Also, ensuring that an evaluation of every procedure takes place and that it informs policy reviews. This includes documenting all reviews in procedures, documentation, etc.
- managing bullying incident processes, such as intervention, 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.

The Welsh Government expects an effective anti-bullying strategy to set out how the school intends to coordinate its anti-bullying work within the whole school. The Welsh Government expects it to include developing a holistic range of interventions, which includes preventing, identifying, responding to and challenging incidents of bullying.

To achieve a whole school approach, the school aims to:

- have a strong moral leadership from 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.
- 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 effective methods to monitor and evaluate this.
- provide a curriculum that meets the needs of pupils (both now and for their future), implemented with learning experiences that support and challenge them 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 (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.)
- ensure effective communication and partnership working with parents/carers
- support professional learning for all staff, tailored to meet their needs and responsibilities.
- In implementing an effective anti-bullying programme, the school strives 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 pupils 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 pupils and thus protect the reputation of the school.
- provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

### **When the school will take action 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. The school is best placed to make judgements about what is reasonable in a particular circumstance.

While schools are able to regulate certain conduct off school premises, such as bullying behaviour, they can only impose sanctions when the pupil is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a pupil 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 pupil 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 pupil is next in school to apply the sanction.

#### **Dealing with incidents of misconduct on and off school premises**

The Welsh Government expects effective policies on school behaviour, anti-bullying and discipline will clearly set out expectations for positive behaviour of pupils off the school site. This includes behaviour on activities arranged by the school such as work experience placements, educational visits and sporting events, as well as behaviour on the way to and from school and behaviour when wearing school uniform (if any) in a public place.

The school acts reasonably both in relation to expectations of pupil behaviour and in relation to any measures determined for regulating behaviour by pupils when off the school site and not under the lawful control or charge of a school staff member.

*(see school Behaviour for Learning Policy)*

The Welsh Government expects schools to decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable; challenging bullying behaviour is an example of when the school implements this provision. A school takes account of the following factors (which may not all apply to every incident):

- the severity of the misbehaviour.
- the extent to which the reputation of the school has been affected.
- whether the pupil/pupils 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 pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff)
- whether the misbehaviour in question was on the way to or from school; the Welsh Government expects the school in collaboration with the 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.
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school.
- whether the misbehaviour was while the pupil 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 pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.
- whether the pupil/pupils were truanting.

Applying such factors, there would, for example, be a strong case for disciplining a pupil 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 pupil for verbally abusing other people, including members of the public, while travelling on the way to/from school. However, the case for disciplining a pupil for verbally abusing somebody who had no connection with the school on a weekend would be much weaker.

Many extended school activities take place off school premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity. It would be logical to deal with behaviour during off-site extended school activities which are not supervised by school staff in the same way as behaviour during further education, college or work experience placements.

### **How the school will respond to incidents**

Bullying damages healthy self-esteem, replacing positive beliefs about oneself and beliefs linked to shame, disgust, criticism, incapacity, powerlessness and helplessness. The Welsh Government expects that 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 unless, in doing so, there is a risk of evidence of significant harm. In that case the Welsh Government expects staff to apply their school safeguarding procedures. Choices offered to the targeted learner may include:

- how the incident could be handled

- whether changes to the pupil'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.
- Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident.
- There are a variety of intervention methods the school may choose to use. Examples of these include:
- 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 pupil'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
- 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 – the school uses 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.

### **Monitoring and collating information**

The KiVa team will monitor and collate information on victims of bullying and perpetrators, they 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.
- 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.

### **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 (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.

### **Consider the setting**

(9.10) The Welsh Government expects staff to 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.

### **Saving evidence**

The Welsh Government expects 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.

### **What parents/carers can expect how incidents will be recorded and monitored**

#### **Reporting, recording and monitoring**

The school has in place mechanisms for reporting and recording bullying which are clearly communicated to the whole school community. The information is recorded and monitored to relate directly to their school's definition of bullying and the broader provisions outlined in their school's anti-bullying strategy and policy.

Effective record maintenance enables the school to review an incident, check whether there are other reports concerning the learners involved and make decisions in the light of what is recorded in a holistic and informed way. Monitoring incidents of bullying enables the school to identify patterns of behaviour and the extent of bullying.

The school ensures that the information they recorded complies with data protection laws, such as the EU GDPR and the UK DPA 2018.

Our procedure for the recording and monitoring of individual cases at school will be the following:

- Any member of the school community is able to report an incident of bullying via the electronic 'Incident report form' or by informing a member of staff.
- If somebody informs a member of staff of an incident, they will complete an 'Incident report form'.
- Information from the 'Incident report form' will be collated into a spreadsheet for use by the form tutor and the KiVa team.
- The form tutor will discuss the incident with the victim and decide whether or not the incident should be referred to the KiVa team.
- If the incident is to be referred to the KiVa team, a designated member of staff will check the spreadsheet and alert the team.
- Once the KiVa team are aware of the incident, they will interview the victim and bully / bullies. All parents / guardians will be informed. The form tutor will be kept informed and advised on strategies on how to assist the victim.
- The date of the interview and phone call home will be logged into the spreadsheet.
- A discussion form will be completed by a Member of the KiVa team and filed for future use or reference.
- A second meeting with the victim and bully / bullies will take place the following week to

check up whether or not that the situation has improved.

- If after a third meeting the situation has not improved, the parents of the bully / bullies will be asked to attend a meeting with the school liaison officer.
- If the situation persists following the meeting with the 'School liaison officer' the parents / guardian of the bully / bullies will be invited into school to discuss the situation and the possible sanctions to follow.
- If both sets of parents are in agreement, a meeting can be organised alongside the 'School liaison officer' to discuss potential solutions.
- All incidents will be tracked using a traffic light system. For example, green = resolved.

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

#### **The right of parents/carers to escalate the matter**

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

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.

The school's complaints policy is available on request. The policy explains the process for raising a complaint to enable the complainant to understand how the school's governing body will deal with the issue.

In accordance with the principles of the UNCRC, all children and young people will be listened to and treated with respect. The school ensures that each learner making a complaint fully understands what is on the complaint form and the decisions that may follow.

Information is recorded to enable the school 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.

All complaints will be handled fairly, openly and without bias. The school will investigate the concerns raised and make a decision quickly.

Further information on complaint procedures can be found in the Welsh Government's guidance on complaint procedures for school governing bodies in Wales.

#### **How the school will evaluate and review their policy and strategy**

The school's anti-bullying policy and strategy will be regularly reviewed and involve consultation with school staff, learners and parents/carers.

Surveys and group discussions will be used to identify which aspects of the school's current policy and strategy work well and any areas for improvement.

The school's governing bodies will monitor the following in relation to bullying:

- That the school maintains an overview of recorded bullying incidents to see how long it takes on average for cases to be resolved.
- 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.

The policy will be regularly updated (every three years). As part of the review, all members of the school community will be consulted, including staff, learners, parent/carers and support agencies and organisations, such as the school nursing service and police 'All Wales School Liaison Core Programme'. Following a serious incident of bullying, the school will review the policy and strategy and make relevant adjustments.

The policy will be user-friendly and be made known to all teaching and support staff, to learners and parents/carers. A copy of the policy is available on the school website. The policy, or specific elements of it, is included in homework books.

Staff receive regular training on the anti-bullying policy and procedures, including in relation to any new trends or concerns arising within the school. All new staff will be made aware of the policy, the approach taken by the school and how the procedures are administered. Playground, lunchtime, school transport supervisors and school administrators are aware of the policy and the procedures that should follow.