

Ysgol Deganwy-Challenging Bullying

*Ysgol Deganwy's Anti Bullying policy has been created in accordance with Welsh Government's **'Rights, respect, equality: Statutory guidance for governing bodies of maintained schools** (Welsh Government 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>



'Let children be children while they are children'



The Anti Bullying Policy of Ysgol Deqanwy

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.

1 Aims and objectives

Aims-what we hope to achieve

- To fulfil the school's statutory responsibility to respect the rights of our pupils, to safeguard them and promote their welfare
- To promote a common understanding of what bullying is
- To clarify our approach regarding responding to reports of bullying incidents with due regard for our legal obligations, and to demonstrate our commitment to ensuring that every reported incident is investigated and dealt with consistently
- To outline the strategies we will use to promote an anti-bullying ethos and a respect for diversity and inclusivity, taking due regard of the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (Equality Act 2010)
- To protect the wellbeing of the whole community and give appropriate messages to staff, pupils and parents/carers

- To create an ethos that develops mutual respect between all members of the school and makes everyone in the school community feel valued **(Be respectful)**
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions **(Be responsible)**
- To prepare students to lead challenging and fulfilling lives as effective members of society **(Be the best you can be)**

Objectives-how we plan to achieve our aims

- We will promote a culture of respecting ourselves and others through whole school programmes, such as PIVOTAL's five pillars of behaviour.
- We will maintain the focus on respecting ourselves and others through: assemblies, Playground Pals, encouraging the school council to be proactive and anti-bullying campaigns
- We will demonstrate that bullying behaviour is unacceptable through carrying out restorative meetings and imposing consequences. We will take action to safeguard targeted individuals and groups
- We will record all incidents of bullying and monitor for re-occurring themes and the effectiveness of strategies for preventing bullying
- We will challenge children who exhibit bullying behaviour in a firm and non-aggressive way and provide them with support to change their problematic behaviour.

2 Our definition of what is meant by bullying (WG guidance Section 2)

2.1 Bullying can be defined as:

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

2.2 At Ysgol Deganwy, here is a selection of definitions given by learners, school staff and school governors:

'A continuous series of actions or events that purposefully effect somebody emotionally or physically over a sustained period of time'

'I think bullying is an act of harm, either physical or emotional, that is carried out purposefully by the perpetrator upon the victim and is often done persistently over a period of time.'

'The definition of bullying is behaviour by an individual or group, usually repeated overtime, that intimidates, coerces or intentionally hurts others either physically or emotionally.'

'Is a repetitive behaviour that causes intentional harm to another either physically or emotionally.'

'Bullying is when a group or individual repeatedly targets one person, to make them feel alone or that they are not good enough to be friends with the group or individual.'

They can also be made to feel inadequate, or isolated, this also shows the power of the person or individual that is/are the bully. Bullying can also be done in front of an audience which then reinforces the power that the bully has.

Bullying is done intentionally with an aim of hurting or harming a specific person either physically, mentally, or emotionally. This could include domestic abuse.

In my opinion bullying can be used in several ways and forms.

There is no one way of seeing bullying, bullying can be several different things such as physical bullying which is hitting, kicking, biting, pulling, and pushing.

Verbal - Which is when a child is called a name or made fun of because of their weight, size, gender (LGBTQ+).

Emotional - which is where a child is made fun of or can be spoken about behind their backs and it affects their mental wellbeing and their confidence.

Online - which is where a child can be taunted and made to feel ashamed through the internet where it is not always possible to see what it is happening.'

'Mae bwlio yn fath o ymddygiad annerbyniol. Ond mae'n bwysig cofio nid bwlio yw pob ymddygiad annerbyniol. Mae bwlio yn ymddygiad sy'n digwydd dro ar ôl tro sydd fel arfer yn digwydd dros gyfnod o amser. Mae'n gallu digwydd wyneb yn wyneb, neu y dyddiau yma gyda'r oes yn newid— mae'n gallu digwydd ar-lein. Mae bwlio yn gallu digwydd o fewn unigolyn neu grwp. Gall bwlio fod ar sawl ffurf, corfforol, eiriol neu emosiynol - ymddygiad gyda'r bwriad o ynysu, brifo neu fychanu rhywun.'

'Bullying is when a child/person seeks out to upset, hurt or intimidate another child/person. Children need to understand that the term bullying should not be used lightly, through educating children by using our school rules: 'Be respectful, Be responsible, Be the best that you can be' and using resources such as stories (for younger children), concept stories and using different scenarios to discuss with their talking partners. Children will then have the tools to make the decision, to be kind or to identify when bullying is taking place.'

'Repeated negative behaviour or aggression, performed either face to face or digitally, to deliberately hurt others physically or mentally/emotionally. The perpetrator feels power over the target by picking on aspects such as appearance, personality or identity. The victim is made to feel upset, distressed, hurt, afraid, lonely or humiliated and their self-worth reduced.'

'My definition of bullying is when a perpetrator persistently makes a conscious effort to make a person feel bad about themselves. This can be physically, mentally, emotionally, racially or online.'

'Doing or saying unkind things to deliberately hurt another person, not a one-off incident but a repeated behaviour against the same person (or several different people).

School Council members Year 1/2

'Bullying is being mean and not kind. Being nasty, over and over again. Hurting you every day.'

School Council members Year 3/4

'Bullying is constantly being mean to someone. Bullying is when you aggressively hurt someone.'

School Council members Year 5/6

'Bullying is someone consistently harassing you for a period of time. Physically and mentally hurting someone. Punching and kicking someone.'

- 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.

Intervention will be 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 will be handled as inappropriate behaviour and addressed under the school's behaviour policy based on the 'Five Pillars of Pivotal Practice.'

3 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 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
- *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.

4 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.

5 *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.

6 *What is not bullying?*

- 6.1 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.
- 6.2 The following examples are cases which would not normally be considered bullying:
- *friendship fallouts* – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
 - *a one-off fight* – the Welsh Government expects it to be addressed according to the school’s behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual

- *an argument or disagreement* – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- *a one-off physical assault* – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- *insults and banter* – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed a one-off instance of hate crime – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

6.3 These examples illustrate the need to deal with the incident reported and record it. The Welsh Government expects this to reveal any previously recorded incidents and allow a considered assessment to be made. Further information on reporting, recording and monitoring incidents is provided in section 11 of the guidance and will be highlighted later on in this document.

7 What motivations lie behind acts of bullying?

7.1 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
- 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.

- 7.2 School will consider motivations when working with children and young people who bully others. This will help our understanding and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.
- 7.3 Bullying behaviour may reflect attitudes held in society or expressed in the media. Schools will sometimes find they need to challenge these attitudes with the wider school community beyond the case they are addressing.
- 7.4 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.

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

Prejudice in context

- 8.1 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.

- 8.2 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.

The Welsh Government expects all forms of prejudice to be challenged equally. Please refer to sections 3.1-3.44 for exact guidance on each group and positive actions suggested.

Ysgol Deganwy can identify and work on these elements in line with needs at any one time although all need to be considered.

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

Online bullying and aggression

9.1 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.

9.2 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.

9.3 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.

- 9.4 The Welsh Government expects schools to address online bullying where it has an impact on the well-being of learners at the school. Where necessary, the Welsh Government expects schools to refer a case to the appropriate agency or service. Schools must act in cases that involve a safeguarding concern. All staff should receive regular training in safeguarding and online safety.
- 9.5 Online and mobile communications leave a digital trail. Keeping evidence is essential. Schools should be 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. The Welsh Government expects schools to log and record incidents as part of their wider safeguarding monitoring practice and impact evidence. 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. Further information and guidelines on recording information is provided in section 11 or later on in this document.

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

- 10.1 There is no legal definition of bullying in Great Britain, but broader legislation can be applied to address certain acts of bullying.
- 10.2 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.

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

- 11.1 Planning: what does the Welsh Government expect schools to consider?

Before deciding on which of the many effective approaches they should use it is important that each school has some structure in place across its whole setting. Prevention is a vital component of a school's strategy.

The Welsh Government expects schools to adopt 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. The Welsh Government expects this approach to be woven through all school activity, creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour. This will help create an inclusive, engaging environment where learners feel safe and are ready to learn.

12 Tailoring intervention

- 12.1 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. Group activities exploring why some words are unacceptable can be used along with meetings with parents/carers who should be reminded about the values of the school. Effective engagement with parents/carers in developing the values and anti-bullying strategy in their

school from the outset may also encourage learners and their families to adopt the shared values in the wider community.

- 12.2 When young people become adolescents they are more likely to be influenced by their peers and therefore the Welsh Government expects interventions to adopt a whole-school approach, addressing the whole group or class so the majority opinion is heard.

Ysgol Deganwy participate in the Conwy primary online wellbeing survey, the SHRN survey with Years 5/6 and also the eAware survey. This data supports the school in being able to raise issues by reflecting on real data which in turn represents pupil voice.

13 Curricular approaches

- 13.1 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.

- 13.2 The new Curriculum for Wales 2022 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.

- 13.3 Curriculum for Wales 2022 has six areas of learning and experience. 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.

- 13.4 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.

- 13.5 The key characteristics outlined, which will support 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.

- 13.6 While Curriculum for Wales 2022 provides further opportunities for schools to embed health and well-being at the heart of all learning, the Welsh Government expects schools to adopt and maintain a whole-school approach, working across the existing curriculum to build a supportive school culture and shared values. Implementing this approach can be 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.

- 13.7 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.
- 13.8 Schools should not be restricted to embarking on targeted initiatives only within dates set aside for planned prevention activities. In fact, limiting discussion of equality or discrimination issues solely to publicised or scheduled events misses numerous opportunities for ‘teachable moments’ such as what is topical in the news.

Additional support networks used at Ysgol Deganwy include:

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

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

- 14.1 Schools must comply with their legal duty to safeguard and promote the welfare of learners and any other legal duties. The Welsh Government expects all headteachers and school governing bodies to ensure all teachers and administrative staff are aware of their 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.

- 14.2 If a learner reports being bullied, the member of staff will listen and record incident using Part 1 of Ysgol Deganwy’s ‘Bullying incident reporting, recording and monitoring form’ (Appendix 1). A member of the school’s SLT will investigate further and complete Part 2 of the form.

During the first term of each school year, School Council members will take part in an anti-bullying workshop session. Following the session, they will re-visit the school’s procedures on reporting bullying and update if needed. The School Council will also prepare a short, child friendly presentation for the whole school in order to raise everyone’s awareness of bullying and the procedures to follow.

15 The Welsh Government expects work to be undertaken with all parties

- 15.1 Alongside the support provided to targets of bullying, the Welsh Government expects schools to recognise that those who perpetrate bullying of others also need help, support and opportunities to change their behaviour and to ensure that they receive these. Effective listening can be used 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. The Welsh

Government expects staff to be appropriately prepared for such disclosures as part of broader training, such as safeguarding. Schools with an open culture and good safeguarding protocols will be responsive to all parties involved in bullying. (See the reference to 'Bullying and safeguarding' in paragraph 2.9.)

- 15.2 The Welsh Government expects schools to support bystanders of bullying. Children and young people 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. The Welsh Government expects schools to ensure children and young people 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.
- 15.3 Educating 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.

The current methods of raising awareness include:-

- an annual whole school presentation by School Council members to raise awareness
- a child friendly School Council Anti Bullying policy to be displayed at key points around the school
- Anti-bullying class activities
- a school hero mascot called 'Super Sorter', introduced to the whole school during assemblies and circle time sessions
- use of school liaison officer-PC Gary Sinfield
- use of buddy boxes
- playground buddy benches

16 How anti-bullying work will be embedded in the curriculum rather than an isolated annual event

At Ysgol Deganwy, anti-bullying work is embedded in all learning. Activities have been mapped out across the school year.

17 Involvement of staff, learners, parents/carers and school governors in development and implementation of the policy (Section 6 of WG guidance)

- 17.1 Staff should be well prepared and feel confident to handle any incidents reported to them. This includes teaching and non-teaching staff. They should expect more reports than usual when a new strategy is launched. It is considered a positive sign when children and young people come forward. Staff training will be carried out at the beginning of each new school year, along with training on PIVOTAL's Five Pillars of Behaviour.
- 17.2 The Children's Commissioner for Wales found that 'trust' was a recurring theme raised by children. Having a trusted person to talk to emerged as a key pathway to address bullying.
- 17.3 An effective anti-bullying strategy works best when it is part of a broader school framework, specifically a whole-school approach to health and well-being, which includes cross-cutting policies and procedures that help deliver the strategy in a consistent and coherent manner.

18 Why is it important to involve learners in developing and implementing an anti-bullying strategy? (Section 6 of WG guidance).

- 18.1 Without the wholehearted involvement of the children and young people in their school, anti-bullying strategies are not likely to succeed.
- 18.2 The Welsh Government expects schools to consult learners as an essential step in all stages of anti-bullying work. It is recommended that the school governing body appoint a link governor to liaise with the school council. The School Council link governor for Ysgol Deganwy is Mrs Eirwen Edwards.
- 18.3 To determine how effective a school strategy is, it is important to consult with all those involved in implementing the strategy – this includes the learners. For strategies to be most effective there needs to be a general consensus that the strategy is working. This involves ongoing dialogue between staff and learners.
- 18.4 Useful questions schools might ask prior to implementing anti-bullying strategies include:
- do learners understand what is meant by bullying?
 - do learners understand that they can report other types of incidents which are not bullying?
 - how can learners report a concern or a bullying case and are these strategies effective and being used?
 - have learners' suggestions and observations been considered when developing this strategy?
 - have learners been fully prepared for the launch of a new strategy?

19 Why is it important to involve parents/carers in developing and implementing an anti-bullying strategy? (Section 6 of WG guidance).

- 19.1 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.
- 19.2 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
- 19.3 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.

20 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.

21 How bullying will be prevented, including on journeys to and from school (Section 6 WG guidance)

- 21.1 Successful implementation of an effective anti-bullying strategy to challenge and prevent bullying in schools must involve the whole school community. Taking a whole-school approach is more likely to succeed than a single initiative by a teacher or group of learners.
- 21.2 The most effective interventions are sustained over the long term, developed with staff, learners, parents/carers and partners in the community. These are monitored, evaluated and revised regularly to reflect changes in circumstances or context. Interventions are supported by a school ethos that inhibits bullying and promotes empathy and respect
- 21.3 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.

22 Behaviour and conduct outside of school

- 22.1 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.
- 22.2 While schools are able to regulate certain conduct off school premises, such as bullying behaviour, they can only impose consequences when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a learner is on a school trip, but not while the learner is on their journey home from school for instance. In such circumstances, the member of staff could indicate to the learner that

they have been seen misbehaving and/or engaging in bullying behaviour and will receive a consequence; however, the member of staff must wait until the learner is next in school to apply the consequence.

23 Dealing with incidents of misconduct on and off school premises

- 23.1 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.
- 23.2 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.

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

- 24.1 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 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.*

- 24.2 Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident. 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 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
- 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 consequences – schools can use disciplinary consequences, 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.

25 How to report bullying

Members of the school's Senior Leadership 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 consequences 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 consequences, 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.

26 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. 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.

27 Consider the setting

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.

28 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.

29 What parents/carers can expect how incidents will be recorded and monitored (Section 11 WG guidance)-Reporting, recording and monitoring

Effective record maintenance enables schools to review an incident, check whether there are other reports concerning the learners involved and make a decision in the light of what is recorded in a holistic and informed way. Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying; the Welsh Government expects schools to then take proactive steps to challenge it.

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.

Please see appendix 1 for copy of school's reporting, recording and monitoring form

30 How learners and/or parents/carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously (Section 10 WG guidance)

The right of parents/carers to escalate the matter

- 30.1 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.
- 30.2 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.
- 30.3 A school complaints policy must be available on the school website and/or made available on request from the school or school governing body. The policy must explain the process for raising a complaint to enable the complainant to understand how the school governing body will deal with the issue.
- 30.4 In accordance with the principles of the UNCRC, the Welsh Government expects all children and young people to be listened to and treated with respect. The Welsh Government

expects schools to ensure a learner making a complaint has fully understood what is on the complaint form and any decisions that may flow from this.

30.5 The Welsh Government expects information to be 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.

30.6 All complaints must be handled fairly, openly and without bias. The Welsh Government expects schools to investigate the concerns raised and make a decision quickly.

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

31 How the school will evaluate and review their policy and strategy (Section 11 of WG guidance).

31.1 The Welsh Government expects their school anti-bullying policy and strategy to be regularly reviewed and involve consultation with school staff, learners and parents/carers.

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

31.3 The Welsh Government expects school governing bodies to monitor the following in relation to bullying:

- that schools maintain an overview of recorded bullying incidents in their setting 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.

- 31.4 The Welsh Government expects the policy to be regularly updated. The Welsh Government expects reviews of the policies and any relevant updates at least every three years or sooner in light of new initiatives or broader policy change. As part of the review, it is recommended that all members of the school community 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, schools may wish to review their policy and strategy and make relevant adjustments.
- 31.5 The Welsh Government expects the anti-bullying policy to be user-friendly and be made known to all teaching and support staff, to learners and parents/carers. The Welsh Government expects schools to publish the policy on their websites. Where this is not an option, the Welsh Government expects schools to outline clearly how staff, learners and parents/carers can access the policy. Schools may also adopt an approach whereby the policy, or specific elements of it, are included in homework books/e-learning books such as an index code on the inside cover. This may help to embed the policy into their school culture and extend the message to learners' homes too.
- 31.6 As part of the school's approach to ongoing training and development the Welsh Government recommends staff should receive regular training on their anti-bullying policy and procedures, including in relation to any new trends or concerns arising within their school. The Welsh Government expects that on induction all new staff will be made aware of the policy, the approach taken by their school and how the procedures are administered. The Welsh Government expects playground, lunchtime and school administrators to be fully aware of the policy and the procedures they should follow.

Resources that can be used:



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](http://Youngminds.org.uk)

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



'Home shouldn't be a place of fear' campaign so far. It aims to let those at risk of domestic abuse, sexual violence and coercive control know that help is available 24 hours a day, every day, via Live Fear Free. We need your continued support to reach anyone in a position to help those who may be at an increased risk, including family, friends and service providers, also volunteers.

There are a number of ways to contact the Live Fear Free helpline for help and support – by telephone 0808 8010800, also live chat, text or email, visit our website for information.

The campaign includes advertising on TV (Sky AdSmart and S4C), regional and community radio, Spotify, social media and digital channels.

We've developed an animation illustrating snapshots of scenarios and the issues that Live Fear Free can support. We've also updated our 'Partner pack' with new messaging and creatives as restrictions ease, and again want to promote the link to the on-line training available that so many have now taken.

To find out more visit: <https://gov.wales/live-fear-free/staying-safe-during-coronavirus-emergency>

How You Can Support the Campaign

- Sharing and re-tweeting messages from our social media channels: [Twitter](#) and [Facebook](#)
- Tagging the campaign in your own social media messages using #livefearfree #bywhebofn
- On your website, in newsletters, emails and downloading and displaying posters and sharing images on digital screens as areas open to the public
- Complete the VAWDASV ELearning module and also encourage others

If you need information in a format not included, please contact us: VAWDASV@gov.wales

All campaign materials (including jpegs, posters and social media assets) can be downloaded here:

<https://gov.wales/home-shouldnt-be-place-fear-campaign-campaign-material>

All materials are available bilingually

VAWDASV@llyw.cymru

Appendix 1

Bullying incident reporting, recording and monitoring form-Ysgol Deganwy

PART 1

Name of person reporting incident (please note anonymous if this is an anonymous report):	
Name of person recording incident:	
Date of report:	

Type of bullying incident (please tick all that apply):

Physical	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Exclusion and isolation	<input type="checkbox"/>
Online or via mobile	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			

For prejudice-related incidents please select the category which best describes the prejudice involved:

Racist (focused on race, religion or culture)	<input type="checkbox"/>	Related to gender identity	<input type="checkbox"/>
Homophobic (LGBT+)	<input type="checkbox"/>	Related to SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Related to family status or looked after child (LAC) status	<input type="checkbox"/>
Transphobic	<input type="checkbox"/>	Related to disadvantage	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>

Other (please state):

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

Brief summary of incident:

Name of alleged target:			
Class/form/age:		Year group/ house:	

Name of alleged perpetrator(s) (if known):			
Class/form/age:		Year group/ house:	

Date(s) of incident(s):	Day		Month		Year	
Approximate time(s):	Before school	Morning	Afternoon		After school	

Signed..... Date

PART 2

Named member of SLT: _____

Is this incident linked to previous incidents of victimisation of the target?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how long has victimisation of this person being going on? Please provide details		

What occurred?

Who was involved?

Has any intervention been tried?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----------------------------------	------------------------------	-----------------------------

Does this case require the serious incident protocol to be activated?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Do the police need to be informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------------	------------------------------	-----------------------------

Does a device or evidence need to be confiscated/isolated as evidence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

Does online material need to be taken down?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Have parents/carers been informed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------------	------------------------------	-----------------------------

Who has taken responsibility for these steps?

Action taken:

Follow-up required?:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
----------------------	------------------------------	-----------------------------

Case resolved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If so please note date:		

Outcome summary:

Learning opportunities:

Would you recommend any changes to approaches, policies or procedures as a result of this incident?

Signed..... Date