

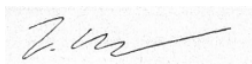
# Ysgol Penmaes

## Challenging Bullying Policy:

## Rights, Respect, Equality

### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Acting Headteacher: Luci Clark		09.10.24
Chair of Governors: Clancy Brett		09.10.24
Next review date: Sept. 25		



## **Introduction:**

### **Our Mission Statement is clear:**

Successful Healthy Individuals Nurturing Excellence (SHINE)

### **Our Vision is simple:**

At Ysgol Penmaes we continually strive to do more than just educate; it is our aim to offer every pupils the opportunity to achieve their full potential in a safe, secure and enriching environment. We offer a curriculum that promotes ambitious, capable and informed pupils at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum, that is fun and provides real life authentic experiences to help build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. We, as a special school, ensure a common language for learning. We celebrate and embrace Cynefin/place, and planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the four core purposes of the Curriculum for Wales whilst encouraging pupils to be the best they can be.

### **Our School Values are fundamental:**

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity and creativity
- Tolerance

All of our values promote healthy, positive relationships. By modeling the values, we aim to raise pupils' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

## **Policy statement:**

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property. At Ysgol Penmaes everyone has the right to:

- Feel safe and respected.
- Be able to learn to the best of his/her ability.
- Be treated equally equal.

Everyone is expected to:

- Be responsible for their own behaviour.
- Respect the rights of others.
- Share our values.

## **Legislation:**

This policy is formulated in line with Welsh Government statutory guidance:

### **Challenging Bullying: Rights, Respect, Equality. Statutory Guidance for Governing Bodies of Maintained Schools (2019)**

The guidance states that:

- Governing bodies *must have* regard to this statutory guidance when exercising their functions relating to the conduct of a school and making arrangements for safeguarding and promoting the welfare of children and young people who are pupils at the school.
- Governing bodies must have regard to this statutory guidance when exercising their functions relating to promoting good behaviour and discipline at schools.
- This statutory guidance refers to *legal duties*, and to matters to which persons must have regard. It identifies Welsh Government expectation, outlines good practice, and makes



recommendations.

- School governing bodies are *accountable* for ensuring effective policies are in place to safeguard and promote the welfare of children and young people in accordance with Welsh Government guidance and for monitoring its compliance.
- The Welsh Government expects school governing bodies and individual school governors to act at all times with honesty and integrity and be ready to *explain their actions and decisions* to staff, pupils, parents/carers and anyone with a legitimate interest in the school.

This policy should be read in conjunction with the following policies and guidance:

- Safeguarding and Child Protection Policy
- Pupil Discipline, Behaviour and Physical Intervention Policy
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies 2017
- GDPR Policy
- Social Media and E-Safety
- Cyberbullying: Advice for headteachers and school staff DfE
- Personal and Social Education Policy (PSE)
- Protection of Children Act 1978
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989 & 2004
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003
- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education and Inspections Act 2006
- Pupil Travel (Wales) Measure 2008

- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015

## **Rationale:**

All pupils in Ysgol Penmaes have a disability and/or ALN diagnosis so it is important to raise awareness that promotes a holistic approach to challenging bullying. Reports from Mencap and the Anti-Bullying Alliance show that children and young people with disabilities and/or ALN are more likely to experience bullying than their peers. A study by the Institute of Education in 2014 found that even after controlling other factors that might influence the likelihood of a child being bullied, at age seven a child with ALN is twice as likely to be bullied as a child with no SEN.

Pupils with a disability and/or ALN pupils may be more vulnerable to bullying because:

- Negative attitudes towards disability or perceived disability
- A lack of understanding of different disabilities and conditions
- They may not recognise they are being bullied
- They may be doing different work or have additional support at school
- They may be more isolated than others due to their disability or condition
- They may find it harder to make friends as a result of their disability or condition
- They may exhibit perceived bullying behaviour due to their disability or condition, e.g. autistic pupils may not be aware of other people's personal space, or pupils with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk over other pupils
- They may experience lots of change, e.g. moving from a mainstream to a special school or pupil referral unit, or spending periods of time in hospital.

## Bullying - a universal definition:

A widely acceptable definition of bullying is:

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

There are a number of distinct elements associated with bullying:

- **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.

The definition of bullying is to be used in staff training, when supporting pupils, and to clarify the position for parents/carers. This will help to make the policy clear and consistent for the whole community.

## What is *not* bullying?

Bullying is behaviour that is intended to hurt, is repeated and usually happens where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This

means that one off incidents are not usually bullying behaviour though they may still be frightening and harmful.

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

## **Bullying can take many forms:**

- **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 pupils targeted
- **Prejudice-related** – bullying of a pupil or a group of pupils because of prejudice. There are many examples of prejudice-related behaviour. Some of these might include:
  - stigmatising a pupils 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.

## **Impact of Bullying:**

Bullying and unkindness whether physical or emotional are entirely unacceptable at Ysgol Penmaes. It conflicts sharply with the school's principles and we will always treat it seriously. Bullying is now classified as an 'adverse childhood experience'.

*'Bullying does much more damage than you'll ever know. When you have thoughts of bullying or doing or saying anything mean to anyone—don't do it, just let it go.'* Ty Howard.

## **Universal Provision:**

### **Staff, Parents, Governors and Other Stakeholders**

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 pupils. This policy has been written with input from a range of stakeholders.

## **Raising Awareness**

To raise awareness, staff and the link Governor will be expected to undertake annual training provided by the Anti Bullying Alliance

<https://learning.anti-bullyingalliance.org.uk/>

## **Governors**

All members of the Governing body should be familiar with the school Challenging Bullying Policy and statutory guidance provided by the Welsh Government

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



## Parents, Caregivers and Other Stakeholders

Parents, Caregivers and Other Stakeholders should have easy access to the school Challenging Bullying Policy and statutory guidance provided by the Welsh Government, as well as the Complaints Procedures Policy if not satisfied with the outcome

<https://www.gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guidance-for-parents-and-carers.pdf>

## Pupils:

Anti-bullying work will be embedded in the curriculum rather than an isolated annual event.

Proactive measures to Challenging Bullying include:

- RSE sessions that promote positive relationships (see RSE policy).
- Whole School Approach to Mental Health and Wellbeing (WSAMHWP) that focus on pupils mental health (see WSAMHWP policy)
- Pupil Behaviour, Discipline and Physical Intervention approaches to positive behaviour (see Behaviour, Discipline and Physical Intervention policy)
- Digital Competence Framework lessons, including Internet Safety Day, Safer Online and Social Media.
- Lessons provided by external providers including PC Skyrme, CAMHS and Spectrum.
- Weekly assemblies (see Collective Worship schedule).
- Ysgol Penmaes will take part in Anti Bullying Week annually. Activities are planned by each class.
- School council campaigns/voice.
- Clear policy for managing behaviour, including strategies for challenging bullying behaviour and promoting respectful relations off school premises.
- Expected behaviour on transport and while walking or cycling to and from school, educational visits or other placements such as work experience or college courses
- Expected behaviour that does not threaten the health or safety of pupils, staff or members

of the public. In such circumstances, Team Teach may be required.

- Offer strategies and 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.

All pupils will have easy access to the statutory documentation:

### **YOUNG PEOPLE**

<https://www.gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-children.pdf>

### **YOUNG ADULTS**

<https://www.gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-young-people.pdf>

### **Signs a child may be being bullied:**

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, faking illness.
- Changes in eating habits: skipping meals or binge eating.
- Difficulty sleeping or frequent nightmares.
- Loss of interest in schoolwork, appearance, hobbies.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self esteem.
- Anxiety/depression
- Self-destructive behaviours.

## Signs a child may be bullying others:

- Getting into physical or verbal fights.
- Being friendly with those who bully others.
- Becoming increasingly aggressive.
- Having unexplained extra money or new belongings.
- Blaming others for their problems.
- Not accepting responsibility for their actions.
- Becoming increasingly competitive and worrying about their reputation or popularity.

## Response to Bullying:

Ysgol Penmaes must comply with their legal duty to safeguard and promote the welfare of pupils and any other legal duties. There is a need to support those who are being bullied, and those that perpetrate bullying. Depending on the situation, support can be received from Teachers, Thrive or Elsa practitioners, SLT, or external services listed in Appendix 1. 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 pupils who bully. This policy needs to be used in conjunction with the school's Safeguarding Procedures Policy.

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. Ysgol Penmaes offer a range of ways for pupils to report bullying:

- Trained peer supporters or 'buddies'
- Quiet and private spaces to talk, such as the Cwtch
- Intervention trained staff available at key times
- School nurses or counsellors

- Feedback boxes

When a suspected bullying case comes to the attention of the school, the adult who was the first to hear about it will consider whether it is bullying (by using the definition of bullying) and then forward the case to the SLT team if necessary.

The team members will:

- discuss the situation with the bullied pupil
- discuss the situation with the pupil(s) who have taken part in the bullying
- organise follow-up discussions with children
- inform parents of the cases which have been addressed by the team

The Welsh Government expects pupils 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.

**NO ONE SHOULD GO THROUGH BULLYING ALONE.**

## **Dealing with Incidents On and Off School Premises:**

Ysgol Penmaes will only impose sanctions when the pupils are 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 pupil is on their journey to or from school. In such circumstances, the member of staff could indicate to the pupils 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 pupils are next in school to apply the sanction.



This includes behaviour on activities arranged by the school such as:

- work experience placements
- educational visits
- sporting events
- behaviour when wearing a school uniform in a public place.

In such cases, the following factors will be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether the pupils/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 pupils or member of staff (e.g. bullying another pupils or insulting a member of the staff)
- whether the misbehaviour in question was on the way to or from school;
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school
- whether the misbehaviour was while the pupils 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 pupils 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 pupils/pupils were truanting.

## **Responding to Incidents**

The graduated response could include:

Stage 1: Daily report/Class based sanctions/Parents contacted (a decision will be made as to whether incidents need to be reported using the LA processes and procedures)

Stage 2: SLT Team involvement/Assistant Headteacher meet with parents

Stage 3: Deputy Headteacher meet with parents

Stage 4: Headteacher meet with parents

Stage 5: Best interests Professional Meeting

There are a variety of intervention methods that could be used to deal with bullying:

- **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 pupils 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 pupils. 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** – Ysgol Penmaes may use disciplinary sanctions, as set out in school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

## Recording and Reporting

The Welsh Government advises that schools should carry out a self-evaluation exercise seeking feedback from both staff and pupils to measure the extent of bullying behaviour present. This should be completed on an annual basis and feedback should advise further policy updates.

Incidents of bullying are recorded under 'Bullying' on CPOMS. The response is graduated and has consequences at every stage. Parents of the victim and the instigator (no matter which stage the pupil is at) are informed about every single bullying incident. Racial incidents are also recorded on a Powys Proforma and logged with the Local Authority Schools' Effectiveness Coordinator.

## Complaints Procedure

Having reported an issue regarding bullying to the school, if a pupil 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, which is detailed in the school Complaints Policy.

## Appendix 1: External Support Services

### Anti-bullying charities

#### Bullies Out

Anti-bullying charity based in Wales. Their e-mentors offer online support.  
[www.bulliesout.com](http://www.bulliesout.com)  
[mail@bulliesout.com](mailto:mail@bulliesout.com)

#### Anti-Bullying Alliance

Information for children, young people, parents/ carers and schools  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### Kidscape

Anti-bullying charity.  
[www.kidscape.org.uk](http://www.kidscape.org.uk)

#### The Diana Award

Young ambassadors trained to help others.  
[www.antibullyingpro.com](http://www.antibullyingpro.com)

#### Children in Wales

[www.childreninwales.org.uk/our-work/bullying](http://www.childreninwales.org.uk/our-work/bullying)

#### Stand Against Bullying [Bridgend] at Mental Health Matters

[www.imhawales.org](http://www.imhawales.org)

### Toolkit

There is a toolkit with more information and help if you want it.

For more information please go to the [Hwb website](#).



### Helplines and advice

#### Childline

Childline offers advice.  
☎ 0800 1111  
[www.childline.org.uk](http://www.childline.org.uk)

#### Kooth

Counselling service.  
[www.kooth.com](http://www.kooth.com)

#### CALL

Community Advice and Listening Line.  
[www.callhelpline.org.uk](http://www.callhelpline.org.uk)

#### The Mix

Support service helpline for under 25's  
☎ 0808 808 4994  
[www.themix.org.uk](http://www.themix.org.uk)

#### Mind Hub Cardiff and Vale

[www.mindhub.wales](http://www.mindhub.wales)

#### The Children's Commissioner for Wales

[www.childcomwales.org.uk](http://www.childcomwales.org.uk)

#### Equality and law

The Equality and Human Rights Commission.  
[www.equalityhumanrights.com/en/commission-wales](http://www.equalityhumanrights.com/en/commission-wales)

### Homophobia

#### EACH

Education Action Challenging Homophobia.  
☎ 0808 1000 143  
[www.each.education](http://www.each.education)

### Racism

#### Show Racism the Red Card

[www.theredcard.org](http://www.theredcard.org)

### Disability

#### MENCAP Cymru

Helpline Mon to Fri, 9a.m. – 5p.m.  
☎ 0808 8000 300  
[wales.mencap.org.uk](http://wales.mencap.org.uk)

### Emotional health

#### Heads Above the Waves

Support for young people suffering depression or self-harming.  
[hatw.co.uk/straight-up-advice](http://hatw.co.uk/straight-up-advice)

#### Samaritans

A safe place for you to talk anytime.  
☎ 116 123  
[www.samaritans.org](http://www.samaritans.org)

#### Rethink Mental Illness

Advice and information for vulnerable people with mental health issues.  
☎ 0300 500 0927  
[rethink.org/help-in-your-area](http://rethink.org/help-in-your-area)

### Crime

#### Internet Watch Foundation

Report illegal images of children and young people.  
[www.iwf.org.uk](http://www.iwf.org.uk)

#### Victim Support

Report hate crime in Wales.  
[www.reporthate.victimsupport.org.uk](http://www.reporthate.victimsupport.org.uk)

### Child Exploitation and Online Protection Centre (CEOP)

If child sexual abuse or exploitation is suspected.  
[www.ceop.police.uk](http://www.ceop.police.uk)

#### NSPCC

If you or you think another child or young person is in immediate danger, don't delay – call 999 or call us  
☎ 0808 800 5000  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### SchoolBeat

[www.schoolbeat.org/en](http://www.schoolbeat.org/en)

### Online issues

#### Internet Matters

Advice on online issues for children, young people and their families.  
[www.internetmatters.org.uk](http://www.internetmatters.org.uk)

#### Childnet International

All aspects of online safety.  
[www.childnet.com](http://www.childnet.com)

### Online safety

In this area on Hwb you can find resources and links that will help to keep you safe online.  
[hwb.gov.wales/zones/online-safety/learners/](http://hwb.gov.wales/zones/online-safety/learners/)