



Anti-Bullying Policy

Ysgol Sant Dunawd has consulted with the following groups in developing this policy:

- Pupils (*PSE lessons, Circle Time, School Council, Worry Boxes and Questionnaires*)
- Parents/carers
- Staff
- Governors
- Lunchtime supervisors (*through discussion and logged incidents*)
- Welsh Government Guidance (*Rights, respect, equality: Statutory guidance for governing bodies of maintained schools - November 2019*)
- Community Police Officers (*workshops with children*)

At Ysgol Sant Dunawd we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a supportive, relaxed and secure atmosphere. Bullying of any kind is unacceptable at Ysgol Sant Dunawd and will not be tolerated. If bullying does occur; all pupils are taught and encouraged to tell an adult, and know that incidents will be dealt with promptly, fairly and effectively.

1. What is Bullying?

There is no legal definition of bullying in Wales or indeed in Great Britain. The definition used in the Welsh Government Guidance (*Rights, respect, equality: Statutory guidance for governing bodies of maintained schools - November 2019*) builds upon widely used principles established in the UK since 1993. Bullying is defined in the guidance as:

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

Ysgol Sant Dunawd has defined bullying as:

- Behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is intentional and occurs more than once.
- Bullying makes those being bullied (targets) feel powerless to defend themselves.

According to Welsh Government Guidance (*Rights, respect, equality: Statutory guidance for governing bodies of maintained schools - November 2019*) when referring to the roles played in bullying incidents it is preferable not to label children and young people as a ‘victim’ or ‘bully’. Therefore Ysgol Sant Dunawd will use the terms ‘*target*’ and ‘*perpetrator*’ when referring to the child that has been bullied and the child who has displayed bullying behaviours.



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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. 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 discipline policy.

2. 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.
- **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.

3. How is bullying expressed?

Bullying can take many forms. Ysgol Sant Dunawd identifies the following as forms of bullying behaviour:

- **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

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- **online** – bullying behaviour that is displayed through technology such as mobile/smart phones or the internet. This could include:
 - hurtful, embarrassing or threatening material posted online (e.g. on social media)
 - nasty messages sent as text messages, e-mails or via other websites or apps
 - being excluded from an online game or chat forum
 - fake profiles on a social network to make fun of others
 - misuse of intimate explicit images of the person targeted (the target) 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 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 (*age, disability, gender reassignment, race, religion or belief, sex and sexual orientation*). 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.

4. When is it not bullying?

The following examples are examples of unacceptable behaviour but are not examples of bullying:

- a disagreement or 'falling out'
- an argument or one-off fight
- relationship issues where children or young people need to learn how to get along better
- someone being 'nasty' with unkind or disrespectful words or action.

All unacceptable behaviour will be challenged, whether bullying or not.

5. Strategies for dealing with and preventing bullying behaviour

Ysgol Sant Dunawd fosters a clear understanding that bullying, in any form, is not acceptable and it is addressed as a whole school issue. This is done by:



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Dealing with bullying as a whole-school issue:

- Our policy has been reviewed and is in accordance with the latest guidance from the Welsh Assembly Government (*November 2019*). Procedures to deal with incidents of bullying have been put into place and all staff are aware of these procedures.
- Active involvement with pupils in deciding upon definitions and ways to prevent and deal with bullying.
- Pupils regularly discuss issues surrounding bullying during PSE lessons and during their Circle Time sessions. They carry out work based on the theme of bullying across the curriculum for example, in English they write poetry, stories and design posters. They use ICT skills to develop PowerPoint presentations to present to other children within our school. They convey their feelings and thoughts through role play. They study how groups of people have been bullied throughout History and the effects this has on society.
- We celebrate Anti-Bullying week annually.
- The implementation of 'Jigsaw' (the mindful approach to PSHE) across the whole school establishes strong foundations to prevent bullying as part of a whole school approach to health and well-being. At the core of the Jigsaw scheme are the social and emotional skills that create a social climate that does not tolerate bullying behaviour of any kind. It places the emphasis on positive behaviours such as respect and kindness. Learners are encouraged to develop the skills associated with empathy which drives them to refrain from hurting others and to challenge those that do so. They are encouraged to build a learning community where they feel responsible for their peers, and can develop and practice the skills associated with building positive relationships. They are supported to learn and practice the skills of assertiveness so they become more able to resist negative peer pressure, and are taught strategies to help them resolve conflicts before relationships are damaged or ill feeling escalates into bullying.
- Regular praise of positive and supportive behaviour is used by all staff.
- Any incidents are treated seriously and are dealt with immediately and with a consistent whole school approach.

Strategies to prevent bullying behaviour:

- Circle Time - helps to create a positive ethos and builds the self-esteem of each child. It encourages children to take responsibility for the consequences of their actions.
- Restorative Practice Training
- Student Assistance Programme (SAP)
- Friends for Life group
- Use of Jigsaw used throughout the school (Nursery – Year 6) in PSE lessons and whole school assemblies.

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- Curriculum for Wales 2022 will provide opportunities across all six areas of learning and experience to embed positive behaviour and respect thus supporting 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.

6. Dealing with incidents off school premises

We expect high standards of positive behaviour of children off the school site in the same way as we do on-site. This includes behaviour on activities arranged by the school such as educational visits and sporting events, as well as behaviour on the way to and from school and behaviour when wearing school uniform in a public place. Schools are expected to 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. 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 would be an example of when this provision may be implemented.

When determining whether a sanction would be applied for misconduct off school premises, the following would be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether the child/ren 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 child or member of staff (e.g. bullying another learner or insulting a member of the staff)
- whether the misbehaviour in question was on the way to or from school
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school
- whether the misbehaviour was while the child was participating in a sports event / visit with another school (i.e. when the learner might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other learners in the future.

In some cases there may not be a strong case for the school to impose sanctions for misconduct outside of school e.g. in connection with members of the public, whilst not wearing school uniform at the weekend. Liaison between the school, parents/carers and those in the local authority and wider community responsible for tackling antisocial and bullying behaviour may be particularly relevant in this type of context.



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7. Strategies for Parents and Carers

It is important that all staff, pupils and parents should be aware that if bullying exists, we share a commitment to combat it and to make our school a happy place for everyone. We value the support of our parents and believe that it is key to the success of our anti-bullying strategies. Our parents are kept informed through:

- Parent's Evenings
- Anti-bullying week – guidance sent home
- Leaflets
- The school prospectus
- Information posted on our Facebook site when appropriate
- Our 'open door' policy
- Policies shared on school website

How to deal with bullying?

If a parent is worried that their child is being bullied, we suggest they try asking their child the following questions:

How was school today?

What did you do at school today?

Who did you play/spend time with?

What did you play/do?

Did you enjoy it?

Would you have liked to have played/spent time with someone else?

Would you have liked to have played a different game/do a different activity?

What did you do at break-time/lunchtime?

Is there anyone you don't like at school? Why?

Are you looking forward to school tomorrow?

If a child does not find it easy to talk about how they are feeling, we suggest trying the following:

- use toys, puppets or animals e.g. a family pet, to encourage your child to talk. Your child may feel more comfortable talking to something which can't react or talk back about what is happening
- ask your child to draw a picture of how they feel or what they have been doing
- use scales to rate how your child is feeling at different times during the day
- use pictures of faces or emojis showing different expressions to explain feelings



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- use visual prompts like pictures in books or characters from films or television programmes to describe how they feel
- use music to help your child tell you how they feel.

Spotting the signs

Possible signs to look out for, which might indicate a child is being bullied include:

- coming home with damaged clothes or school bag
- 'losing' belongings
- coming home with cuts or bruises
- reluctance to go to school or take part in group activities they previously showed interest in
- difficulties sleeping
- changes in behaviour – loss of appetite, bed wetting
- noticeable changes in their mood – becoming withdrawn, depressed, angry, tearful, upset, anxious or unhappy
- wanting to change their journey/route/time of travel to school
- wanting to change school.

However, it is important to understand that there could be other reasons for these signs, so not to jump to conclusions.

Dealing with and reporting suspected incidents of bullying

We ask parents to contact the school as soon as possible if they suspect that their child is being bullied. Parents should:

- Talk to the child calmly about the situation – try not to panic.
- Listen and reassure the child that coming to you was the right thing to do.
- Assure them that the bullying is not their fault and that you are there to support them.
- Make a note of what the child says.
- Find out what the child wants to happen next.
- Make an appointment to speak to/see the child's **teacher** as soon as possible.
- Discuss the next steps with the **class teacher** and make a note of the action to be taken.
- Agree upon a follow up meeting to review/monitor the situation.
- If you do not feel the situation is being dealt with successfully after allowing a suitable amount of time and opportunity to put in place action to remedy the

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situation and giving the action time to take effect, make an appointment to see the **Deputy/Head Teacher**.

- It may not be possible to completely resolve the situation immediately, but you should feel confident that timely action is being taken. If this is not the case, report to the **Governing Body**.
- If you still feel that the situation has not been addressed, report to the **Local Authority**.
- You should not take to social media to complain about the school or insult, offend or threaten individual school staff. It may cause more harm and it will not resolve the issue. Schools have a duty of care to their own staff as well as to their pupils. In severe cases, legal or other action may be taken by the school against parents/carers if they endanger staff.
- You should also not take matters into your own hands or attempt to tackle other children or young people involved in the incident or their families, be this in person or via social media or other online platforms.

If, following discussion, we confirm a child has been displaying bullying behaviour towards another pupil we will contact the parents to discuss the situation. We will ask parents to support us by:

- Talking to the child and explaining that this behaviour is wrong and makes others unhappy
- Showing the child how to join in with others without bullying
- Make an appointment to see the child's **teacher** as soon as possible (to discuss how the school and the parents together can help the child to change their behaviour)
- Talking to the child regularly about how things are going at school
- Giving the child lots of praise and encouragement when they are being kind and considerate to others
- Remembering that a child is not a bully, it is the way that they are choosing to behave and that behaviour can be changed. It is often the case that when a child chooses to bully others, they are often crying out for help themselves.

For more information please refer to Appendix 2 (*Rights, respect, equality: Guidance for parents and carers*).

8. Strategies for Pupils

At Ysgol Sant Dunawd we encourage all of our pupils to 'tell' someone if they are being bullied or if they know that another pupil is being bullied. At no point should they keep it to themselves. The person they choose to tell can either be:

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- Another pupil
- Class Teacher
- Another member of teaching staff
- A member of the School Council
- Teaching Assistant
- Lunchtime Supervisor
- Deputy/Head Teacher
- Parents/Carers
- If the child is unable to tell, they are encouraged to write a note and place it in the class worry box.

During PSE lessons, Circle time and Anti-bullying week pupils are shown ways of dealing with bullying behaviour. They learn ways of resisting peer pressure and are given possible ways of 'getting out' of threatening situations.

If our pupils are faced with this situation, we encourage them to:

- Stay calm and act confident (even if you do not feel it)
- Tell the person who is bullying you that you do not like the way they are treating you
- Think of a reason to leave the situation (make something up if necessary)
- Tell someone in school straight away (if you can't report it immediately try to write down exactly what happened and who was involved)
- Tell your parents as soon as you get home
- Remember it is not your fault and you do not have to put up with it
- Remember - as soon as you tell someone, the situation is going to improve
- Once you have told someone about the way you are feeling action should be taken which will stop the bullying from happening
- If you find it difficult to talk to someone at school or at home, contact Meic - a free helpline for children and young people to talk to someone about their worries every day, 8a.m.–midnight. www.meiccymru.org 📞 080880 23456 or call Childline 08001111
- **For more information please refer to Appendix 3** (*Challenging bullying: rights, respect, equality*).

9. Procedures for reporting and dealing with incidents of bullying

If a child has been involved in a bullying incident the following procedures will be followed:

- A meeting will be held with both the target and the perpetrator (separate meeting initially). Both parties will be given a chance to share their feelings.



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- If the child who has bullied (perpetrator) shows remorse and recognises that they have acted wrongly, the incident will be recorded in the class log by the class teacher, the parents will be informed and the situation will be monitored closely.
- However, if the child continues to bully the target, the situation will be logged officially with the Anti-bullying Lead and Head teacher.
- The perpetrator's parents will be invited into school to discuss the matter and to discuss next steps.
- The child may be withdrawn from break and lunch times for a fixed period of time.
- Withdrawal from the group/class if necessary.
- Support from outside agencies e.g. counselling services.
- If all of the above steps fail in helping the child to change their behaviour then it may be necessary to exclude the child for a fixed period (see Discipline Policy).

Incidents of bullying on the grounds of protected characteristics:

Strong legislation exists (for Wales, the UK and internationally) which aims to protect the rights of children and young people to a life free from abuse and harm, including bullying. Hate Crime is a crime or incident committed because of who someone is or who someone thinks they are. This may include:

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Cyber bullying
- Abusive texts, emails or phone calls
- Taking money

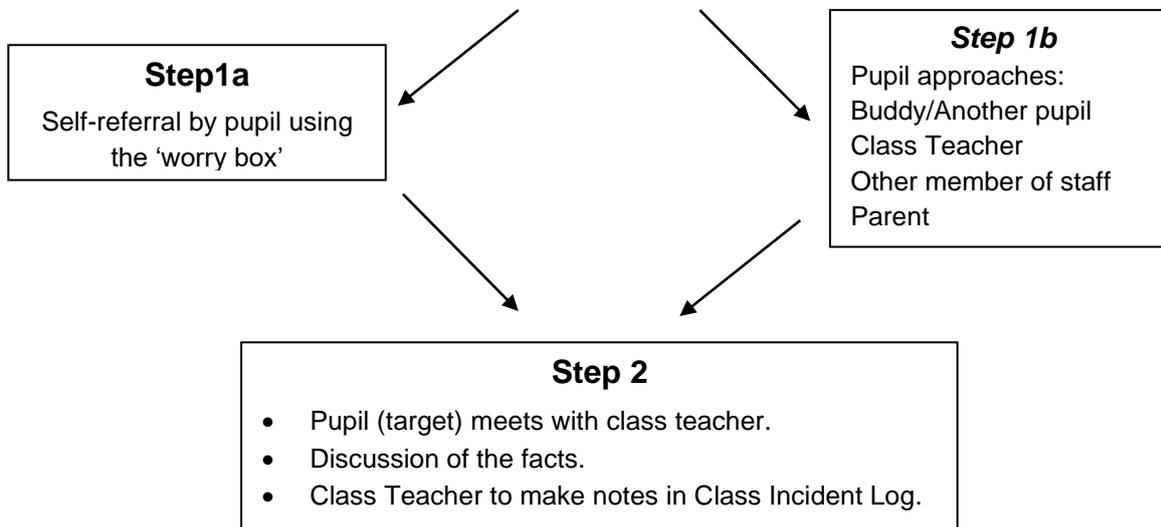
People in immediate danger should:

- Call the Police directly by dialling 999, or 101 for non-emergencies.
- Victim Support can be contacted directly on (Free) 0300 30 31 982 (24/7) to contact Victim Support directly. Calls are treated confidentially and there is the option to remain anonymous.
- Reporting online is available at www.reportheate.victimsupport.org.uk

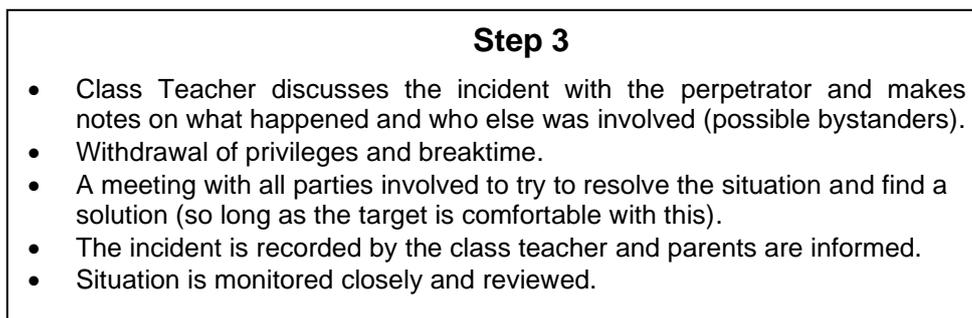
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PROCEDURES FOR REPORTING & DEALING WITH INCIDENTS OF BULLYING AT YSGOL SANT DUNAWD

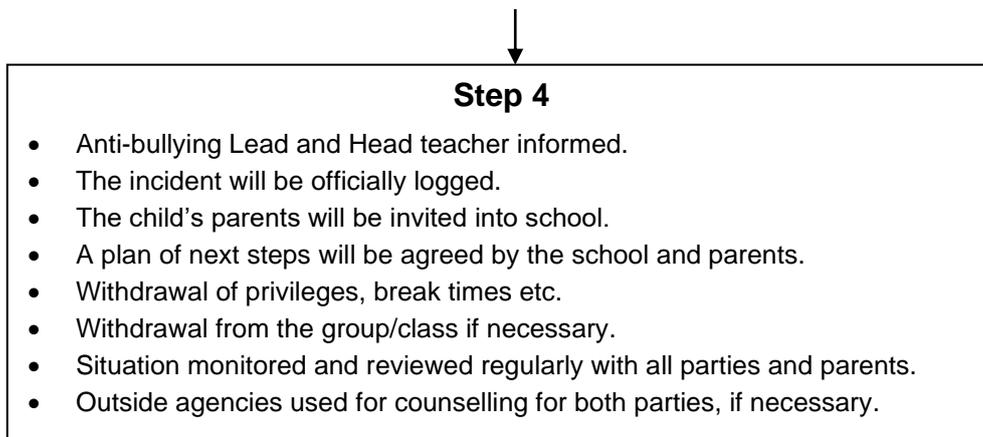
Child reports they are being bullied



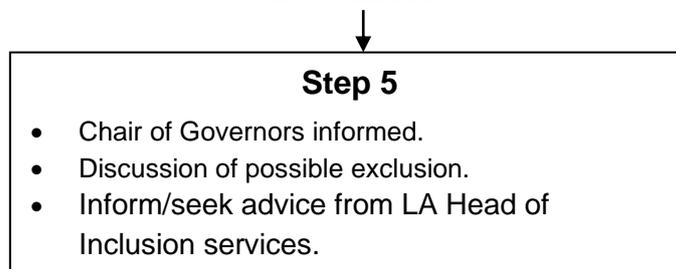
Confirm it is bullying



If behaviour continues



If continues





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Appendix

Where to find further help and advice

Bullying

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support:

(email mentorsonline@bulliesout.com).

www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.

www.kidscape.org.uk

The Diana Award – Trains young anti-bullying ambassadors to help others.

www.antibullyingpro.com

Helplines and support services

General

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available.

www.samaritans.org

Tel: 116 123 (English-language line – free to call)

Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.

www.rethink.org

Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.

<https://wales.mencap.org.uk>

Tel: 0808 8000 300



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Children and young people

Meic – Information advice and advocacy for young people.

www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK.

www.childline.org.uk

Tel: 0800 1111

Kooth – Online counselling and emotional well-being platform for children and young people.

www.kooth.com

CALL (Community Advice and Listening Line) – Emotional support and information/literature on mental health and related matters for the people of Wales.

www.callhelpline.org.uk

Parents/carers

Family Lives – Support and advice for parents/carers.

Tel: 0808 800 2222

ParentZone – Support and advice for parents/carers.

www.parentzone.org.uk

YoungMinds – Support to help improve the mental health of children and young people.

www.youngminds.org.uk

Tel: 0808 802 5544 (parents'/carers' helpline)

Schools/professionals

Professionals Online Safety Helpline – For those working with children and young people who require help for an online issue.

Tel: 0344 381 4772

e-mail: helpline@saferinternet.org.uk

Advice and support networks

General

Internet Watch Foundation – For reporting online images of child sexual abuse.

www.iwf.org.uk

Victim Support – Report hate crime in Wales.

www.reporthate.victimsupport.org.uk



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CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected.
www.ceop.police.uk

NSPCC – National Society for the Prevention of Cruelty to Children.
www.nspcc.org.uk
Tel: 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue.
www.mhmbcb.com/index.htm

Children and young people

Heads Above The Waves – Support for children and young people suffering depression or self-harming.
<http://hatw.co.uk/straight-up-advice>

Parents/carers

Internet Matters – Advice on online issues for parents/carers and children and young people.
www.internetmatters.org.uk

Resources for schools

EACH (Educational Action Challenging Homophobia) – Provide services to inspire lesbian, gay, bisexual and trans equality.
<https://each.education>

Show Racism The Red Card – Training and resources to tackle racism in society.
www.theredcard.org

The ACE Support Hub Wales – Toolkit for school staff on ACEs.
www.wales.nhs.uk/sitesplus/888/page/88504

South West Grid for Learning (SWGfL) – Self-evaluation tool for schools and guidance.
www.swgfl.org.uk

Other

School Beat – All Wales School Liaison Core Programme.
www.schoolbeat.org/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme

Children in Wales – www.childreninwales.org.uk/our-work/bullying



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Children's Commissioner for Wales – www.childcomwales.org.uk

Time to Change Wales – Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination.

www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill

Online issues

Childnet International – Support on all aspects of online safety.

www.childnet.co