



## Anti-Bullying Policy 2021 - 2022

At Bryn y Deryn & Carnegie Center we believe that young people have the right to learn in a supportive, caring and safe environment without fear of being bullied. It is the responsibility of all members of the school to support this aim. The policy has taken into consideration the Disability Discrimination Act (2005), Equalities Act (2010), Wellbeing of Future Generations Act (2015) and Social Services and Wellbeing (Wales) Act (2014).

Learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, emotional outbursts, aggression, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Learners must be encouraged to report bullying in schools. Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the policy.

(Issues relating to bullying of staff are dealt with separately in the county guidance on harassment).

### **Aims**

- To create a supportive, caring and safe environment in which learners can enjoy learning
- To develop and use whole school measures to prevent bullying.
- To have strategies and procedures in place to deal with bullying when it occurs which are clear to learners, staff and parents/carers/carers

### **Definitions of Bullying**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- Repeated behaviour that usually happens over a period of time.
- Intention to hurt someone either physically or emotionally or mentally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation, age,
- Seek harm, intimidate or coerce someone perceived as vulnerable.
- The person or people being bullied feel powerless to defend themselves.

### **Forms of Bullying**

Bullying can take many forms, including:

- being called nasty names, teased, made fun of, threatened or put down
- being hit, kicked, punched, tripped up or knocked over
- having belongings stolen or deliberately damaged
- having rumours or gossip spread about you or people talking about you behind your back
- being left out, excluded or isolated
- being forced to do something you don't want to do or that you know is wrong.

Online bullying is 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).

### **Cyber Bullying**

Cyber bullying can be the most difficult to detect but can also have significant impact on learners. It can bring issues that have occurred during the day in to the home environment as young people can now be contacted 24 hours a day. Learners should be careful of who they are in contact with on social media and/or give their phone number to. They should be aware of security and privacy settings. Learners should keep a record/screen shot showing the date and time of any offensive message, and show them to a parent or member of staff as soon as possible. The school or learner's family might need to contact the police if the threats are deemed to put the learner in danger.

### **Onsite bullying**

Learners come to school to feel/ be safe. Any form of onsite bullying is completely unacceptable. If repeated incidents of targeted behavior should occur, the learner should report their concerns to their pastoral team. Should any incidents happen over the course of break or lunch time, learners should report to the nearest member of staff. Staff will log the incident of Behavior watch and report to appropriate staff members or pastoral teams. If the well-being team are unable to come to a resolution, the issue will be handed over to the SLT Team and the Head of Center who will resolve the situation.

If we suspect a learner of bullying, we will investigate the claims before we address the situation. We will utilize evidence to educate the learner on what is appropriate or expected of them while at Bryn Y Deryn & Carnegie Center.

As per the **Education Act 2002** some bullying incidents may reveal a child protect issue. A bullying incident should be addressed as a child or young person is suffering or likely to suffer, significant harm. These concerns must be reported to the member of staff in school responsible for child and young person protection and reported to local authorities' children's social services.

### **Types of bullying may include:**

**Homophobic Bullying** - behaviour or language which makes a person feel unwelcome or marginalised because of their actual or perceived sexual orientation.

**Transphobic Bullying** – bullying due to gender identity or perceived gender identity, or because they don't conform to the culturally conventional gender roles. 'Trans' is an umbrella term that describes people whose gender identity is seen as being different to typical gender norms.

**Sexist Bullying** - most commonly directed against girls and women and is often sexual in

nature. It includes behaviour with a sexual element that is harmful, non-consensual and repeated.

**Body image Bullying-** bullying on the grounds of body image/size is one of the most prevalent forms of prejudice related bullying.

**Racist Bullying** – bullying on the grounds of race, skin colour, nationality, ethnic or national origin. This includes traveller, Gypsy or Roma communities, or based on residential status, including asylum seekers and refugees.

**Disability Bullying** - bullying on the grounds of disability. Like other forms of prejudice related bullying, it is linked to irrational and unfounded beliefs, assumptions and stereotypes about the disabled person and his/her disabilities.

### **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 must be challenged, whether bullying or not. The Welsh Government expects schools to consider appropriate action for dealing with all unacceptable behaviour, whether bullying or not. If you feel the school is not doing this and addressing the situation you should raise your concerns with the school. Advice on how to raise your concerns with the school is explained further on in this guidance.

### **Preventative Measures**

This involves a whole school approach which includes: awareness-raising, actively involving learners in drawing up definitions and seeking solutions, involvement of the School Council, work on the school environment, and the supervision of learners in distinguishing acceptable and unacceptable behaviour in positive climate.

The key points are:

- never ignore suspected bullying or assume that it does not happen.
- never make premature assumptions
- listen carefully and record accounts – several learners saying the same things may not mean that they are telling the truth
- adopt a problem-solving approach
- follow up repeatedly, checking that bullying has not resumed.
- learners may need additional help or treatment

Bullying and how to deal with is covered in a variety of curriculum areas such as PSE, English, and RE taught at Bryn y Deryn, Carnegie Centre and Pupil Inclusion Project. The main objective is to raise awareness about bullying and the anti-bullying policy, which will help build an anti-bullying ethos, and teaches learners to manage their relationships in a constructive way.

### **Key preventative strategies**

- Pastoral/Form groups and support
- co-operative group work integrated into normal classroom practice
- peer support (Mediation)
- meditation by adults
- working towards individual targets
- working with external agencies
- supervision procedures
- counselling
- restorative work
- close communication with parents/carers/carers

Where other strategies do not resolve the bullying, exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

### **Procedures, Record Keeping and Sanctions**

The following steps may be taken when dealing with incidents:

If bullying is suspected or reported, the incident must be taken seriously and dealt with immediately by the member of staff who has been approached. It will also be logged immediately on BehaviourWatch, and MyConcerns if there is a significant risk to the learner.

Learners who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- ongoing staff support
- reassuring the learner
- flexible approaches to resolve the situation
- reassess their group
- actively help them to build friendships

A graduated approach should be taken depending on the frequency or severity of the incident, which would include:

- establish the facts as accurately as possible.
- a clear account of the incident/s will be recorded
- accounts will be taken from all parties concerned as much information as possible should be recorded

- all accounts are given to the Deputy/Head of Centre
- learners need to be made aware that their behaviour has consequences for themselves and others
- learners may have to spend time in TEAM to provide time out when he or she can think about their behaviour and work towards a resolution
- learners may be denied privileges
- parents/carers may be involved
- learners may be placed on a Pastoral Support Programme
- learners may be referred for counselling
- learners may be excluded
- police may be informed

### **Expectations of stakeholders:**

- the school will provide training to all staff on related issues; how to record incidents on BehaviourWatch and MyConcerns; provide information, guidance and support to learners, parents/carers and visitors
- staff will be vigilant to unwanted behaviours; undergo training; ensure incidents are recorded; provide safe environments and support all learners
- learners will adhere to the school ethos on behaviour and anti-bullying
- parents/carers will communicate concerns to the school and work cooperatively
- visitors will be directed to the Safeguarding Team if they raise any concerns in regard to bullying

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

A summary of all bullying incidents will be reviewed termly by the Deputy Head of Centre and the Behaviour and Attendance Subcommittee, and reported annually to the Management Committee.

This policy has links to the following school policies and procedures:

- Equality and diversity policy
- Behaviour/learner discipline policy
- Acceptable use policy (internet safety)
- Safeguarding (child protection) policy
- Complaints procedure

Date ratified: 2016

Dates reviewed and/or amended: annually, 1.2.19

Updated 1.2.19 by Mr P. Bevan Deputy Head of Centre