Ysgol Uwchradd Bodedern

Anti-Bullying Policy

Original:	September 1997	
Adapted:	February 2000	
Adapted:	September 2002	
Adapted:	September 2003	
Adapted:	September 2004	
Adapted:	July 2007	Adopted: July 2008
Adapted:	March 2009	Adopted: March 2009
Adapted:	June 2011	Adopted: July 2011
Adapted:	July 2013 [New Policy]	Adopted: July 2013
		Adopted: July 2015
Adapted:	July 2016	Adopted: July 2016
Adapted:	July 2017	Adopted: July 2017

<mark>Adapted in light of Transgender Policy November 2018</mark>

Next review date: July 2020

This policy is reviewed annually and through consultation with the School Council.
Ongoing consultation with the school council, 23:06:16.
The council accept the principles and steps of the policy.

SCHOOL STATEMENT:
Everyone at Ysgol Uwchradd Bodedern has the right to feel comfortable, secure and happy so that everyone has the ability to achieve their full potential. Bullying of any kind is not acceptable at Ysgol Uwchradd Bodedern. Ysgol Uwchradd Bodedern's whole ethos is based on **RESPECT.**

Summary:
The purpose of this policy is to provide a clear guidance on what is considered bullying and how to respond to allegations of bullying, with clear responsibilities and actions.

This policy was created in consultation with:

1. Anti-Bullying Guidance (Letter 23/2003)
2. Respecting Others: Anti-bullying Overview (Document No: 050/2011)
3. Respect for others: A Guide to bullying about race, religion and culture
   (Guidance document No: 051/2011)
4. Respect for others: A Guide to sexist, sexual and transphobic bulling
   (Guidance document No: 055/2011)
5. Respect for others: A Guide for Homophobic bullying
   (Guidance document No: 056/2011)
6. Respect for others: A Guide to Cyberbullying
   (Guidance document No: 057/2011)
7. E-safety policy
8. Respect for others: A Guide to bullying relating to special educational needs and disabilities
   (Guidance document No: 052/2011
9. Transgender Policy (Anglesey Education Department 2017 adopted November 2018)

AIM:
Promote effective co-relations in school.

OBJECTIVES:

1. Create an environment and a community where everyone feels comfortable, safe and happy. Only in this atmosphere can everyone reach their full potential. Bullying of any kind undermines equal opportunity.

2. Where bullying occurs, we are able to identify the issues early, deal and eliminate as soon as possible

FEATURES:

   a. WHAT IS BULLYING?
The term 'bullying' refers to a range of harmful, physical and psychological behaviours. All bullying behaviour usually follows four characteristics.

   1. Is repeated and sustained
   2. Intentionally harmful
   3. Involving an imbalance of power, leaving someone feeling ineffective to prevent or end it.
   4. Can cause feelings of anxiety, fear, loneliness and lack of confidence in those who are affected.

Definitions of different types of bullying.

Racist Bullying
This is not simply a matter of colour or creed (see Anti-Racist Policy)
The term 'racist bullying' can refer to a range of harmful behaviours, physical and psychological, making someone feel unwelcome, marginal, excluded, or useless because of their colour, ethnicity, culture, faith, community, national origin or national status.

Sexist Bullying
This is bullying based on sexist attitudes that are expressed through degrading, intimidating or harming another person because of their sex or gender.

Sexual Bullying
This is bullying behaviour with a specific sexual dimension or sexual dynamic that can be physical, verbal or non-verbal / psychological.

Transphobic Bullying
Transphobic bullying stem from hate or fear of people who are transgender. Transsexualism is a term that describes people who demonstrate a sense of gender or sexual identity unlike typical sexual norms. Transphobic incidents are noted and they are dealt with in the same way as other forms of prejudice e.e. racial or homophobic incidents. *See the Transgender Policy*

Homophobic Bullying
Homophobic bullying is a particular form of bullying and occurs when motivated by prejudice against Lesbian, Gay and Bisexual people (LGB), or against those who are perceived as LGB.

Cyberbullying
Cyberbullying can be defined as the use of information and communication technology (ICT), especially mobile phones and the internet (including social networking sites, blogs, e-mail, video and sending direct messages), to deliberately upset someone else.

SEN Bullying
The term 'SEN Bullying' refers to a range of harmful behaviors, physical and psychological, which makes someone feel unwelcome, marginal, excluded, or useless because of a disability or learning difficulty.

Bullying can take many forms, but the three main types are:

• Physical - hitting, kicking, taking belongings, sexual harassment or being aggressive

• Verbal - name calling, insulting, making offensive remarks

• Indirect - spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending malicious emails or text messages on mobile phones.

It must be accepted that some of the above takes place as part of the growth process and by chance, without malice. This is not defined as bullying in this context, but is dealt with immediately when it comes to the attention of teachers, however if it happens to the same person on several occassions, it is regarded as bullying.

b.   WHEN DOES BULLYING HAPPEN?

Bullying can happen at any time but most often when adults are unlikely to be an eyewitness to the event (e.g. on the way to school or home from school, break time, or in quiet areas of the school). In such situations, teachers are dependent on children, parents or carers to inform them of any bullying. Often, however, cases are not reported because:

- Other children afraid of being bullied themselves if they complain;
- The fear that the bullying will worsen if a complaint is made;
- A child's worry that the complaint won't be taken seriously.

Prevent
PSE offers a range of opportunities to explore issues relevant to all forms of bullying.
The Personal and Social Education Framework for 7 to 19 year olds in Wales (Welsh Assembly

Government, 2008) aims to equip children and young people to be more informed and confident to interact effectively with others, and allows them to develop the interpersonal skills needed to be emotionally literate.

There are also a range of strategies used to prevent bullying. These include:

Create a civilised society - celebrating success and diversity
Bully boxes
Education Welfare Officer
The Police- education and liaison officers and school police officers (PCSO)
External guest speakers
External agencies - SNAP, CAMHS, NSPCC, Social Services, the Youth Justice Service (YJS)
School Counsellors
Anti-Bullying 'Bandits'
Solution Focus
Restorative Justice

ACTION TO BE TAKEN

Preventing bullying from happening is better than trying to stop it when it has happened. The school will keep a close eye on possible signs and take all reports of bullying seriously. The school uses the opportunities within the curriculum to introduce the ethos of the school and to raise awareness of how to respond positively to conflicts that may arise from time to time.

When bullying is reported, each case is dealt with individually in the light of what has happened. The ultimate goal is not to 'rescue' the victim, or to punish the bully (although both occur naturally) but try to be helpful for both to come to a better understanding of their behaviour and to consider ways to avoid or overcome difficulties they are facing or demonstrating.

Generally this procedure is followed in cases of bullying:

i.   **Discuss the incident separately with the individual pupils.**

This will support the victim by:
• ensuring that the pupil feels that someone is listening to him / her;
• reassures the pupil that each instance of bullying is taken seriously;
• asking the pupil what they would like as a result of the intervention;
• explaining how he/she will be supported and how the complaint is being dealt with.
• staff member to make note of the conversation

It's necessary to show that the bully is also being treated fairly by:
• explaining the reasons why the meeting is held;
• be relaxed and non-judgmental in order to ensure that this pupil also feels he/she is being listened to;
• ensuring the pupil that all cases of bullying is serious and such behaviour will not be tolerated;
• staff member to make note the conversation
• explain how he/she can provide help and support to the pupil and how the incident will be dealt with.

ii. **Interviewing the two pupils together (where appropriate)**

This interview should:
    i. give pupils the opportunity to discuss the issue according to their own understanding of it, while the teacher is quiet and uncritical;
    ii. the teacher to listen more than talk. It is important that the teacher does not assume how the pupils feel or foresee what they have to say. Pupils are much more likely to think about the behaviour when they feel that someone is listening rather than talking to them;
    iii. paraphrase what is heard, to show understanding of what was said. It is more important to

understand how the pupils interpret the situation than how a teacher sees it;
iv. encourage pupils to reflect on the behaviour and factors.
v. encourage pupils to find ways to solve the problem and avoid a repeat of the incident.

iii. Holding a meeting for parents / guardians

If a problem arises with one pupil then parents / guardians should be made aware of the nature of the problem and concern.

vi. Recording

The recording is made through SIMS and Behaviour Manager. The type of bullying is recorded by the Head of Year / Senior Leadership Team to ensure consistency. The information recorded on Behaviour Manager (SIMS) include the following:

Details of the person bullying
Details of the person being bullied
Type of bullying (by classification guidance of the Welsh Government)
Where the bullying happened
Further action taken

Once a year Secondary Schools are asked to run the report of 'Behaviour Manager' to be included in the Annual Report to the Governing Body on Child Protection.

vii. Further action

When the above strategy is failing, and the bullying continues, further action will be taken.
These measures may include:

Bring external agencies into the discussion (in order to consider whether there are serious social, emotional, physical or mental health problems that need to be addressed by external agencies).

Punishment such as:
    Remove the student from the group
    Refusing privileges
    Pastoral support program
    If all attempts failed, consider exclusion from certain periods.
    Restorative Justice
    Managed Move
    Permanent exclusion

Naturally, this policy coincides with the 'Response to Work and Behaviour Policy', Internet Use (children), E-Learning Policy, Transgender Policy and the school Strategic Equality Plan

PROCEDURES RECOMMENDED FOR REPORTING BULLYING IN SCHOOL
PATHWAYS TO HELP
(In severe cases it is possible to go directly to the appropriate step)

Child being bullied

Step 1a
Self-referral by the pupil using the 'bully box" or peers.

Step 1b
The pupil personally goes to:
'Bandit Bwlio'/ 'Partner Prepian'
Class tutor
Class Teacher
Staff member (not learning) trusted in the school community
Support staff

Step 2
The student meets with the class tutor
Discuss the facts
Suggest ways forward
Short review time

Written note

If it continues

Form tutor records on SIMS
FOR INFORMATION
+ Ensure that a paper record is kept in the pupils file

If a child protection concern arises then refer directly to the Child Protection Team: Mrs Heather Roberts, Mr Bryan Griffiths, Mrs Carys Rowlands

Step 3
Progress Leader
Discussion / Interview with the two sides
Suggest and agree on how to act / what strategies
Informing parents
Short term review

Progress Leader will change the FOR INFORMATION entry to a category of bullying.

If it continues

Step 4

Senior member of staff (considering a fixed term exclusion)
Refers to a variety of support strategies presented by trained personel for example;
• Restorative Justice
• Re-conciliation / counseling
• Anger management and self-help
• Peer mentor / 'buddy' support
• Outside agencies - Careers Wales, SNAP, YJS, NSPCC, CAMHS
• Group of friends

If it continues

Step 5
Headtacher to notify the Local Education Authority and seek advice from the Local Authority in relation to the options available e.g. managed move / permanent exclusion.