

ANTI-BULLYING POLICY

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a calm and secure atmosphere. Bullying is anti-social behaviour and affects everyone; it is unacceptable- and will not be tolerated. If bullying does occur, all students should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively. We are a LISTENING school – anyone who knows that bullying is happening is encouraged to tell someone.

Aim of the Policy

The aim of this policy is to give clear advice and guidance on how to deal with bullying in line with the Welsh Government's Guidance: 'Rights, respect, equality: Statutory guidance for governing bodies of maintained schools,' 2019, Disability Discrimination Act 2001, Human Rights Act 1998 and the Race Relations Amendment Act 2010 and the Equality Act 2010.

What do we mean by bullying?

- A bully is a person who makes life hard for others by *deliberately* picking on them for no reason.
- This happens not just once, but many times.
- It can be hitting, hair pulling and other things that hurt the body.
- It can be spreading rumours, name-calling or threats that hurt you inside and make you afraid. Bullying is nasty.
- People will get hurt if there is a bully around.

Bullying is behaviour by an individual or group, which is intended to hurt another person, either physically or emotionally, and results in pain and distress to the individual and is not a 'one-off' incident.

However, we are aware that we need to teach our students that what is CONSTRUED as bullying and what IS bullying can be different.

Elements of bullying behaviour

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.

Bullying can take many forms including:

Emotional bullying – excluding, tormenting, hiding belongings, being unfriendly, giving someone the ‘silent’ treatment, threatening, ignoring someone as they come into the room.

Verbal bullying – including name calling, teasing, using nicknames, taunting or threatening, spreading rumours, picking on someone who is different, perhaps overweight, small, tall, has a disability, doesn’t wear trendy clothes or is not allowed to do things after school, or may be of a different racial, sexual or cultural background.

Physical bullying – pushing, kicking, hitting, pinching or any use of violence.

Indirect bullying – sly or underhand actions carried out behind the targets back or rumour spreading.

Online bullying – use of any form of technology, mobile phone, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or videos.

Relational aggression bullying - tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s Additional Learning Needs (ALN) 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.

Specific types of bullying linked to protected characteristics

There are specific types of bullying related to protected characteristics. These can broadly be categorised into:

1. bullying connected with age
2. bullying involving learners with disabilities, which can include ALN
3. homophobic, biphobic and/or transphobic bullying
4. bullying connected with race, religion and/or culture
5. sexist and/or sexual bullying.

Learners with a disability and/or ALN learners may be more vulnerable to bullying because of negative attitudes towards disability or perceived disability or a lack of understanding of different disabilities and conditions. **They may not recognise they are being bullied.** They may exhibit perceived bullying behaviour due to their disability or condition e.g. autistic learners may not be aware of other people’s personal space

Pupils who are bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. Students must be encouraged to report bullying in school.

All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Signs of bullying?

No single sign will indicate for certain that your child's being bullied. Things to look out for:

- Losing things
- Things being 'lost'
- Physical injuries e.g. unexplained bruises
- Saying they are 'ill'
- not doing as well in work as they had been doing
- asking for money
- stealing
- being nervous
- losing confidence
- becoming distressed
- becoming withdrawn
- problems with eating
- problems with sleeping
- bullying others

Please be aware that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

What do we do to prevent bullying?

- We have worked together to ensure that we all have an understanding of bullying; Pupils, Parents/ Carers, and Staff.
- We make sure that every student knows that we do not tolerate bullying.
- We use every opportunity possible to talk about appropriate ways of behaving towards each other.
- We deal immediately with any complaints and deal firmly with anyone using bullying behaviour.
- We are aware of those who have been bullied and keep in contact with their parent/parents/carers.

Dealing with incidents of misconduct on and off school premises

We expect positive behaviour from our learners both on and off the school site. This includes behaviour on activities arranged by Pathways Learning, educational visits, as well as behaviour to and from school. We will take account of the following factors:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether the student(s) in question was/were 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 student or member of staff (e.g. bullying another student or insulting a member of the staff)

How do we monitor and record bullying?

- We expect all incidents of bullying to be recorded on an incident form and placed in the incident folder.
- Incident forms will be monitored on a regular basis and trends/pupils identified and used to inform teaching.

Procedure

- We ask that all bullying incidents are reported.
- Victims will be supported and listened to carefully.
- We will inform parents of the incident.
- We will, where appropriate, enforce sanctions against the bully. (This could include working from home for a period of time).
- We will attempt to help the bully to change his or her behaviour.
- We discuss the incident with parent/parents/carers if applicable.
- Pupils who have been bullied will be offered support and steps will be taken to restore their self-esteem and confidence.
- We will if necessary and if appropriate involve the police.
- In instances where a member of staff is found to be the perpetrator, disciplinary proceedings may be enacted by the Headteacher.

Outcomes

The Behaviour Policy will be followed, this may include for severe and persistent cases of bullying fixed term or permanent exclusion.

The Safeguarding Policy should be referred to in severe cases of bullying, particularly those involving sexual harassment or aggression.

Prevention:

- Rewarding good behaviour at every opportunity
- Support with interventions
- Support for parents to increase awareness of parental controls
- Awareness training for parents/carers
- Digital competency training
- Gaming updates for staff to prepare for potential problems resulting from game releases
- Training for obsessive online activity (Prevent)
- Listening to and providing opportunities for students to express views and opinions
- Writing stories about bullying
- Writing poems about bullying
- Drawing pictures about bullying
- Reading stories about bullying
- Have discussions about bullying and why it matters
- Multi-agency working with police, youth service, housing, health professionals etc

What can a student do if they are being bullied?

- Remember it is not your fault that you are being bullied.
- Tell someone you trust.
- Tell the bully to leave you alone and sound sure of yourself.

If a pupil has bullied someone:

- Explain that what they're doing is unacceptable.
- Help them to understand how much their actions have hurt someone.

Help pupils understand what bullying behaviour is:

- Explain how bullying can make people feel
- Direct them to ChildLine
- Help them realise how what they've done will have affected the other person
- Ask them how they think the other child is feeling
- Remember how they've felt when someone has said or done something unkind to them
- Ask them whether they have any questions about why their actions need to change

REMEMBER - WE WILL NOT TOLERATE BULLYING

Appendix 1 – Guidance for Staff

Bullying is the wilful, conscious desire to hurt, threaten, frighten someone else through physical, verbal, emotional or psychological aggression over a period of time.

Students must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of Pathways Learning. Individual staff need to be alert both inside and outside the school. Students must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

If you come across bullying what can you do?

Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
Ensure the individual is safe.
Take the incident seriously (report it!).
Take action as quickly as possible.
Think hard about whether your action needs to be private or public, who are the students involved?
Reassure the individual, don't make them feel inadequate or foolish.
Offer concrete help, advice and support to the individual(s).
Make it clear to the bully that you disapprove (action, not person).
Encourage the bully to see the individual's point of view.
Explain clearly the sanction and why it is being given.
Record it electronically.

Involving Others

Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.

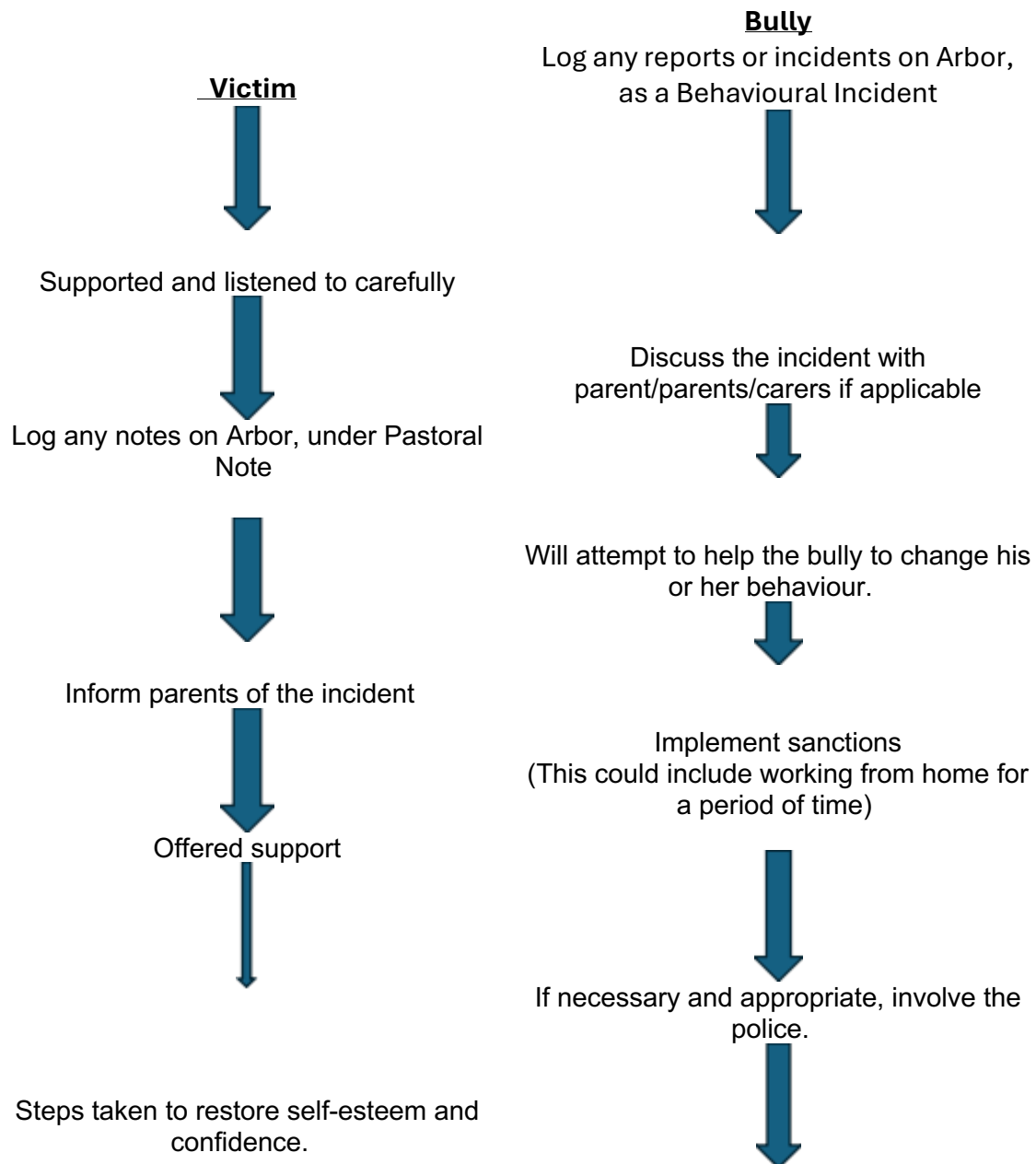
Refer to the Headteacher and/or Directors who will, if necessary, inform parents about the incident and reassure them that the incident will be dealt with appropriately.

Appendix 2 – Bullying Flowchart

Bullying is behaviour which is intended to hurt another person, and results in pain and distress to the individual and is not a 'one-off' incident.

Anti Bullying Procedure

Bullying incident reported



In instances where a member of staff is found to be the perpetrator, disciplinary proceedings enacted by the Headteacher.