



ANTI- BULLYING POLICY

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Anti-Bullying Policy

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Introduction

- This document is a statement of the aims, principles, and strategies for dealing with incidents of bullying at school. It was drawn up following the Rights, respect, equality Guidance for local authorities from the National Assembly for Wales document. [rights-respect-equality-statutory-guidance-for-local-authorities.pdf](#)
- The policy will be shared with staff and a discussion around the problem of bullying will take place- staff will review the policy annually to agree on good and bad practice.
- Policy will be available online for parents and carers to ensure correct procedures are followed at all times.
- The policy will be amended and adapted when appropriate.

At Ysgol Bryn Derw we are committed to providing a caring, friendly and safe environment for all our pupils so that they may learn in a relaxed and secure atmosphere. **Ysgol Bryn Derw** School aims to ensure that all learners have a life free from abuse and harm, including bullying. If bullying occurs, all pupils and parents/carers should be able to tell an adult at school and feel assured that incidents will be dealt with appropriately. The nature and needs of the pupils in an ASD Special School means that the approaches taken will need to be highly bespoke and individualised to the communication levels, behavioural needs and the emotional and inter-personal skills of each pupil. This policy sets out a set of approaches that will be adapted to each pupil and situation

What is bullying? Definition and forms.

There is no legal definition of bullying. Within our school, bullying is defined as:

“Behaviour by one or more children with the deliberate intention of hurting another child, either physically or emotionally, on a regular basis.”

Underpinning this definition are behaviours, which result in individuals or groups feeling unsafe. Bullying behaviour usually includes the following four features:

- It is usually **repetitive** and **persistent**
- It is **intentionally harmful**
- It involves an **imbalance of power**, leaving someone feeling **helpless** to prevent it or put a stop to it
- It causes feelings of **distress, fear, loneliness** and **lack of confidence** in those who are being targeted.

Within the above, it is important to consider our learner cohort and their primary complex need. All learners attend our setting as they are significantly delayed and need close adult support in the areas of social interaction, social communication and behaviour.

Bullying can take one of the following forms;

- Physical: pushing, kicking, hitting, pinching or any use of violence
- Verbal/ written name-calling, sarcasm, spreading rumours, teasing
- Emotional: exclusion, tormenting (i.e. hiding books, threatening gestures), racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or abusive comments
- Racial Harassment: (all incidents of racial harassment are recorded and monitored)
- Cyber: all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages and photographs.

Some of the reasons why people may be bullied include:

- Sexual and sexist (unwanted physical contact, sexually abusive or sexist comments related to appearance or sexual activity, cyber-bullying, exclusion)
- Racial (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions which is done in the name of the victim's perceived racial differences)
- Religious (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's perceived religious differences
- Cultural (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's perceived cultural differences
- Special educational needs and/ or disability (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's perceived differences in terms of their special educational needs and/ or disability)
- Homophobic (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's perceived differences in sexuality. Research evidences that pupils may also experience homophobic bullying related to gender stereotyping, e.g. sensitive boys, academic boys, sporty girls, boisterous girls.

- Appearance (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's perceived differences/personal choices in terms of their appearance.
- Personal Hygiene (emotional, physical, verbal, sexual, cyber, exclusion, interference with possessions) which is done in the name of the victim's differences in terms of their personal hygiene.

Bullying behaviours may include emotional, physical, verbal, sexual, cyber, exclusion and interference with possessions. This behaviour is considered acceptable by the perpetrator due to the target's perceived differences and their perceived lack of power within the majority community.

Aims

- We teach that bullying is wrong and damaging. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable
- We seek to promote a safe and secure environment where all can learn without anxiety. We promote a kind, caring and nurturing ethos in school where pupils are taught to value and respect others.
- This policy aims to produce a consistent school response to any bullying incidents that may occur
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- We raise the awareness of staff and pupils so that they understand the various forms of bullying.
- We aim to eradicate incidents of bullying through the implementation of the whole school Behaviour Policy.
- We have clear procedures for reporting bullying which are adapted to the learning and communication level of each pupil and our procedures seek to ensure that these are understood and followed.

Objectives

It is up to everyone in the community to stop bullying by making it unacceptable for anybody to bully another person.

Bullying can take a wide range of forms. Bullying is behaviour/words towards another person that is meant to hurt them or embarrass them. The behaviour can involve individual or group behaviour. All bullying behaviour should be reported and recorded, whether perceived or actual.

In order to fulfil our anti-bullying aims, our school:

- Has appointed a lead professional with responsibility for managing a strategic approach to anti-bullying. The lead professional for anti-bullying is Laura Foley.
- Ensures that the whole community including parents, learners and staff understand what bullying is.
- Reinforces the anti-bullying message with the whole staff community through regular general and specific training, staff meetings and information communication.

- Equips learners with strategies, which enable them to respond to bullying behaviour.
- Reinforces the anti-bullying message with learners, specifically through Social emotional aspects of learning (SEAL), Personal Social Education (PSE), class / tutor time, assemblies; and in general through the curriculum, with a close emphasis on relationship building and the daily interactions between staff and pupils.
- Uses the school website to share the school anti-bullying policy, which includes the link to the Welsh Government Rights, Respect, Equality guidance for parents and children.
- Reinforces the anti-bullying message with parents through the school website and other formal/informal parental communications.
- Collates listens to and records details of learner opinions on incidents of prejudice, discrimination, harassment and bullying, in order to improve school policy and procedures.
- Ensures that parents, staff and learners are aware of the procedures to follow if they are the target of bullying or if they feel that they might be behaving in bullying ways.
- Ensures that parents, staff and learners understand the signs of bullying.
- Provides support to those who are the targets of bullying and those who are perpetrating bullying behaviour.
- Provides restorative justice conferences, facilitated by school staff.
- Ensures that all learners understand the school's behaviour policy.
- Ensures that all learners understand (at a level which is appropriate to each individual) the school's sanctions for behaviour that is harmful to others.
- Ensure that no learner has to move to a different school as a result of on-going bullying.

Equality Act 2010

Bullying related to the protected characteristics referenced in The Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy or maternity, race, religion and belief, sex and sexual orientation, Welsh Language) will be addressed in the same way as other forms of bullying. However, it will be considered and investigated in the context of the schools commitment to promoting an environment where all community members are respected, valued and celebrated equally. This aspect of the anti-bullying policy has a direct link to the school's Equality Policy and Equality Action Plan. All prejudice related incidents will be recorded and reported electronically through the SIMS Behaviour Management system.

Cyberbullying

Cyberbullying can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet to deliberately upset someone else. Cyberbullying is different to other forms of bullying. In cyberbullying, the audience for the bullying can be very large and reached rapidly. This means that the degree and seriousness, as well as the possible risks and repercussions can be

harder to control and curtail. **It is important to note that all of our learners, due to their vulnerability should have constant adult supervision when accessing online.**

Cyberbullying can take many forms such as:

- Threats and intimidation;
- Harassment or stalking;
- Vilification and defamation;
- Peer rejection and exclusion;
- Identity theft;
- Unauthorised access and impersonation;
- Publicly posting, sending or forwarding personal or private information or images;
- Manipulation

The reasons why people may be a victim of cyberbullying are the same and the reasons for other types of bullying (noted above), for example for reasons related to their protected characteristic, their appearance or their personal hygiene.

The following technologies can be used as vehicles for cyberbullying:

- Mobile phones;
- Instant messenger and Voice over Internet Protocol (VoIP)
- Chatrooms and message boards
- E-mail
- Webcams
- Social network sites
- Video-hosting sites
- Virtual learning environments (VLEs)
- Gaming sites, consoles and virtual worlds

The school recognises that in the case of cyberbullying, the target and perpetrator may not be on the school premises when the incident occurs. The school recognises that it has a responsibility to address off-site incidents and will take action to prevent incidents of this kind. This may include liaising with The Police. **Again, it is important to note that all of our learners, due to their vulnerability should have constant adult supervision when accessing online.**

Remember it is helpful if allegations of bullying are supported with evidence. If bullying occurs via social networking sites or mobile technologies, take screen shots. Copies should be printed and given to a member of staff. Parents, pupils, staff should not forward any information electronically.

It is recognised that 'bystanders' can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example or by taking part in online polls or discussions, sharing images. Learners, parents and staff should also refer to the School's I.T. policy for further information and details on how cyberbullying is discouraged, **again it is important to note that all of our learners, due to their vulnerability should have constant adult supervision when accessing online.**

Potential signs of bullying

Bullying can cause serious psychological damage. Our staff, know our pupils incredibly well and are used to being 'a detective.' Staff will report any behaviour that is a cause for concern to the class teacher who will then take action they deem necessary, this could involve;

- Communication with home to problem solve
- Continued observations
- Referral to in house pupil success group
- Discussion with SLT to problem solve
- Discussion with safeguarding lead for advice

A pupil who is being bullied may display some of the following signs:

- Becomes frightened of coming to school, or frightened to attend specific lessons or go into specific areas of the school
- Changes to their usual routine
- Becomes more withdrawn or anxious than previously
- Begins stammering
- Threatens to run away or runs away
- Threatens suicide
- Begins to perform poorly at school
- Frequently has missing or damaged possessions
- Is always asking for extra money or never has money
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Begins to bully others
- Stops eating or attending meals
- Is afraid to use the internet or a mobile phone
- Becomes nervous when a cyber-message is received
- Is reluctant to discuss reasons for any of the above

Prevention of Bullying

The school aims to prevent bullying from becoming established. This is achieved by establishing a culture in which bullying is not tolerated and where it is seen as the responsibility of all members of the school community to report any instances of bullying.

- School Council will provide a forum where children and young people can raise general issues of concern.
- The curriculum is used as a vital means of teaching children and young people how to manage these feelings and specific issues are addressed in Health and Wellbeing AOLE, Assemblies and class time. Children will be made aware of what type of behaviour constitutes bullying. Stories, role play, worksheets may be used to address the problem of actions which give rise to bully versus victim.

- The School Based Counselling Service, ELSA and Restorative Justice system exists to support individuals in need.
- There are high ratios of staff support at all times throughout the school day- this includes break times and lunch times
- Children are supervised in all areas around the school.
- Staff and school council members watch for the isolated child, making sure that the child is not isolated due to bullying. Other children are encouraged to play with such children.
- It is important to note that due to the nature of our pupils at Ysgol Bryn Derw, children and young people may choose to play or be alone at times - it is then reliant on the staff member to know each child individually to recognise behaviour that is not usual for that child.
- Children are made aware that bullying should be reported to an adult. Staff are trained to communicate with pupils in a range of ways and concerns can be reported in a range of ways
- Through Personal and Social Education (PSE)
- Through identified Individual Education Plans, targeting social communication and social behaviour.

Procedures for investigating allegations of bullying

Bullying events are identified in several ways:

- Disclosure to a member of staff by the individual being bullied
- Disclosure to another learner by the individual being bullied
- Witnesses to specific bullying events
- Suspicion of bullying based upon the indicators listed above.

An allegation of bullying will be taken seriously. It will be investigated thoroughly. All members of staff have a duty to respond straight away if they suspect, or are made aware of prejudice related behaviour and/or bullying in line with the school's equality policy. It may be possible for the staff involved to carry out an initial investigation; however, the preferred route is for staff to make a note of the date, time and nature of the incident and pass evidence on to named staff for investigation. This will involve a senior member of staff with pastoral responsibility. An investigation of bullying will take time. You will be kept informed throughout the process. The member of staff investigating will take the following steps:

- Target(s), perpetrator(s) and witness(es) will be interviewed by the member of staff investigating. All parties will be reassured of the discretion of the school in dealing with such matters within the limits of our confidentiality policy. The target(s) will be reassured that the matter is being treated seriously and being investigated.
- If the target reports the matter, they will be spoken with first. If not, any witnesses will be interviewed, followed by the accused perpetrator and finally any bystanders.
- All learners involved in the situation will be listened without comment upon the nature of the behaviour described.

- A written summary of all discussions will be made. This summary will be agreed by the individuals involved. This is important as it will enable the target and witnesses to feel reassured that action is being taken, and for the accused party to feel that they have had a fair hearing.
- Remember it can be hard to establish facts.
- A problem solving approach, which avoids blame, will be more effective in clarifying the situation and achieving change. Restorative approaches may be a useful approach.
- All prejudice related incidents and bullying and bullying incidents related to SEN, appearance and personal hygiene will be recorded and reported using the SIMS behaviour management system.

The specific nature of the approaches above will vary according to the age and communication levels of the individuals involved.

Action by the school:

If it is felt that bullying has taken place, the target will be informed that action will be taken to prevent bullying from continuing. Sanctions will be implemented in line with the School's Behaviour Policy.

The school will respond to incidents of bullying which take place outside of the immediate authority of the school. The perpetrator needs to understand the effects of their actions upon the target, and will be given support in order to modify their behaviour including counselling if appropriate. If the bullying behaviour continues, there are a number of possible sanctions available to the school. These may include:

- A verbal warning, recorded in the perpetrator's file
- A letter of apology to the target, with a copy kept on file. This letter can be scribed if appropriate. (A verbal apology is appropriate for children at foundation phase.)
- Referral to the Headteacher in the case of persistent or severe bullying. Cases of severe and persistent bullying may result in school exclusion procedures being implemented.

The target of the bullying will receive support from the School Counsellor or other supportive adults as required, and their recovery will be closely monitored by a nominated adult who works in partnership with the target's parents.

Partnership with Parents

Whenever there is a serious case of bullying the parents/guardian of both the target and the bully will be informed in writing or by personal contact. This contact will be carried out by a member of the senior leadership team.

Follow Up

Learner follow up check-ins will take place periodically to ensure the bullying behaviour has stopped and that the learner feels safe. If there are any further incidents, the appropriate senior leader will be informed immediately and appropriate action in line with the school behaviour policy will be implemented.

Roles and Responsibilities

The Role of Governors

The Governing Body supports the Head Teacher in implementing this policy. Governors do all that they can to eliminate bullying from our school, and to ensure that incidents of bullying are taken seriously and dealt with appropriately.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to this fact at suitable moments during the school week, often in assembly. The Head Teacher works with staff to set the school climate of mutual respect, support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff/Teachers

It is important to note that at Ysgol Bryn Derw certain behaviours and exchanges need to be taught and repeated over a period of time to ensure children/young person is aware of the appropriate way to behaviour in social situations. The PCP approach will ensure that all pupils are provided the opportunity to learn social norms and appropriate behaviours to build positive relationships with their peers. This in turn will establish a climate of trust and mutual respect for all. By supporting, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

We spend time talking to the children/young person who are involved. We explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. In order to create an environment which encourages positive, respectful and non- aggressive and threatening relationships, all staff at school are committed to the following;

- All staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. If teachers/staff witness an act of bullying, they do all they can to support the child who is being bullied.
- They keep records of all serious incidents that happen to children in their class in their class books, these are regularly monitored by members of the Senior Leadership Team.
- They refer to bullying during Circle Time and discuss issues relating to this.
- The teaching of strategies for dealing with bullying is a part of the Health and Wellbeing AOLE and is referenced annually through the SEAL program studied by the whole school.
- Using the whole School Positive Behaviour Management Policy
- Encouraging an open atmosphere in school
- Taking every allegation seriously

- Always listening to the child/ young person
- As and when appropriate reflect and discuss incidents with the children/ young people.
- If a child is being bullied over a period of time, then, after consultation with the Head Teacher, either the teacher or the Head Teacher informs the child's parents.
- If staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying and, where appropriate for the person who has carried out the bullying.

Guidance for Parents

Whenever a serious case of bullying is uncovered the parents or guardian of both the victim and the bully would normally be informed usually by personal contact. Please refer to the below guidance for further information.

[Anti-bullying Guidance parents and carers](#)

If your child is being bullied:

Parents along with peers will probably be the first to hear of a bullying incident. Parents should contact their child's class teacher if they are worried. It is essential to stay calm, supportive and find out the facts of the situation; bullying can be complex to understand as it is possible that the parties involved will have varying perceptions of the events under investigation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to the school.

- Who was involved?
- Where did it take place, when and how often?
- Why did it take place?
- What form did the bullying take?

When you inform the school of these details, you will be told how the school will proceed; this will normally begin with an investigation into the allegations (see below for details). Be reassured that this will be managed sensitively with the needs of all the pupils involved carefully considered. You will want to ask what you can do to support the school's actions to support your child. You will also want to make a note of the suggested strategy the school intends to take. Stay in touch with the school and inform the school of how things are improving. Establish further contact if necessary.

If your child is involved in the bullying:

It is important to work with the school to modify the patterns of behaviour which are causing your son/daughter to bully. Do not panic and blame yourself. Acknowledge that these things do happen and the school has mechanisms in place to deal with this issue. It is helpful to recognise some of the reasons why pupils behave in this way from time to time. Children sometimes bully others because:

- They have not yet learnt satisfactory ways for making firm relationships

- They are not aware of how hurtful it is
- They are copying the behaviour of older siblings or people they admire
- They have a temporary difficulty integrating in their peer group
- They are bullying others because of encouragement from others
- They are going through a difficult time personally and need help

To stop your child from being involved in bullying behaviour:

- Talk with your son/daughter and help him or her to understand that what he or she is doing is unacceptable as it makes other pupils unhappy - Use social stories to support this.
- Model and praise appropriate behaviour and discourage aggressive behaviour in order to get what they want
- Suggest ways of joining in activities with other pupils without bullying
- Liaise with the school
- Make time to have regular chats about how things are going at school
- Check that your child has identified an adult at school to whom he or she can go to if she or he has a problem or a worry of any kind

Please note that the School will want to and need to take action if bullying behaviour occurs. The matter will be sensitively handled but it needs to be effective.

Guidance for Pupils

Pupil's guide to how to respond if you are being bullied (dependent upon pupil age and level): Please see the below links for further information.

[rights-respect-equality-guide-for-children.pdf](#)

[rights-respect-equality-guide-for-young-people.pdf](#)

If you are being bullied the following responses should help:

- Be proud of the ways in which you are different – everyone is unique so everyone is different from everyone else.
- If you are being bullied, try to stay with friends as much as possible.
- When the bullying starts, try to stay calm. People who bully often like the fact that they can 'wind you up'. They like the feeling of power that they have and they want you to react.
- Breathe deeply or count to 10 in your head. Remind yourself that you don't deserve this treatment.
- You may want to walk away from the situation. Sometimes this will help as the bully is not getting the reaction he/she wants. (Remember that you should always tell someone what has happened).
- Try explaining to the bully that his/her words/actions are upsetting; he or she may not be aware of this. 'I don't like what you are saying about me. I want you to stop.'
- If the bullying continues- Walk away quickly, quietly and confidently, even if you don't feel that way inside.
- The bully will not stop if he/she thinks he/she can get away with such behaviour. Discuss the problem with your friends and/or a family member.
- Tell a member of staff or ask your friends to tell a member of staff on your behalf. Don't forget to use your school council members.

- Keep a diary of the words or behaviour the bullies use to hurt you. Try to write the date, the time, what happened and who was involved. This is useful to your parents/guardians and teachers when they are trying to stop the bullying.

Pupil's guide to how to respond if you think someone is being bullied and how to prevent bullying

- If the pupil being bullied is in any danger, get help. If he or she is not in danger, your presence may ease the situation so remain together. Let an adult know.
- Show that you and your friends disapprove
- Give sympathy and support to other pupil/s who may be bullied.
- Be careful about teasing or making personal remarks. If you think individuals might not find your comments funny don't say them
- If you know of bullying, tell someone. The victim may be too scared or lonely to tell.

Remember it is helpful if allegations of bullying are supported with evidence. If bullying occurs via social networking sites or mobile technologies, copies should be printed and given to or information forwarded electronically to a member of staff.

Links with other policies & Guidance

- Positive Behaviour Management
- Additional Learning Needs
- Safeguarding & Child Protection
- Complaints
- Relationships and Sexuality
- Health and Wellbeing AOLE

Welsh Government: Statutory Guidance - Rights, Respect Equality

This series of guidance materials offers further information and advice around developing anti-bullying policy and strategy.

Monitoring and review

This policy is monitored by the Head Teacher, who reports to Governors about its effectiveness, on request.

This policy will be reviewed within a 2 year period, or sooner if necessary