



Ysgol Friars Anti-Bullying Policy

We believe this policy relates to the following legislation:

- The protection of Children Act 1978
- Children Act (1989, 2004)
- Education Acts (1992, 2002, 2011)
- Human Rights Act 1998
- Education and Inspections Act 2006
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Equality Act 2010

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Rights, Respect, Equality: Statutory guidance for Governing Bodies of maintained schools
- Respecting Others: Anti-Bullying Overview (Welsh Government 2011)

The documents above 'Rights, Respect, Equality: Statutory guidance for Governing Bodies of maintained Schools' and 'Respecting Others: Anti-bullying Overview 2011' express that schools and governing bodies should have in place a robust behaviour policy and anti-bullying policy. We believe the Anti-Bullying Policy described below outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, nurturing and friendly school environment for all the children in order to protect them from those who wish to repeatedly, deliberately hurt them either physically or emotionally. We also believe all our safeguarding procedures are in line with Wales Safeguarding Procedures 2019 and that we promote the welfare of all children in our care.

A Definition of Bullying (from Respecting Others: Anti-Bullying Overview 2011)

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence

- difficult for victims to defend themselves against.

Individual learners' perspectives on what constitutes bullying is also a key element to take into account.

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

- physical – hitting, kicking, taking belongings, sexual harassment or aggression
- verbal – name-calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

The Nature of Bullying

Bullying in school can take many forms such as:

- Emotional or manipulative - being unfriendly, excluding from the social group, threatening gestures
- Physical - pushing; kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures, racial 'hate' incidents
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic – bullying someone because of their sexual orientation
- Transgender – bullying someone because they have transitioned, including intentional 'dead-naming' (see below)
- Gender identity – bullying because of someone's gender identity e.g. non-binary, or because of their gender expression e.g. masculine, feminine, non-binary.
- Verbal - name calling, sarcasm, spreading rumours, teasing.
- Via modern technology – threatening communication or unpleasant messages, using various forms of social media, applications (apps) or websites as a vehicle for bullying, etc.

Bullying sometimes focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of identity, body image or appearance or dress. It may focus on parental, cultural or ethnically-based lifestyles. It may focus upon race, religion or nationality. It may involve racist behaviour or promote racial hate. It may reflect parental ignorance and bigotry or neighbourhood feuds. It may highlight differences in intellectual, academic or physical abilities. Sexual bullying may involve misogyny or homophobia or focus on alleged sexual attractiveness or lack of it. It may also focus on sexual orientation, gender fluidity or gender transition. Gender-based bullying may include pupils being deliberately mis-gendered or it may involve a transgender or non-binary person being deliberately called by the name they used prior to transitioning (dead-naming). Although 'dead-naming' may be unintentional, it can also be used as a deliberate attempt to deny, mock or invalidate a person's identity.

We believe by creating a safe, secure and nurturing school environment we will encourage all pupils to report any incident of bullying to a member of the school staff. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we can in order to promote the wellbeing of all pupils.

As a school we will work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children

should be encouraged to form and to express their views. We inform pupils about the differences between Rude, Mean and Bullying Behaviour in order to build resilience but also so pupils can recognise the various forms of bullying. On a yearly basis, or more frequently as required, we remind pupils of the definitions in assembly and ensure reminders are shared through tutors and on notice boards. As such, we do not usually regard one-off incidents as bullying, although we may still punish the perpetrator depending on the nature of the incident.

A child may indicate by signs or behaviour that they are being bullied. Adults, particularly parents, should be aware of these possible signs and they should ask the school to investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school, feels ill in the morning or starts truanting
- Shows signs that their work is slipping suddenly and without explanation in a range of subjects
- Comes home with property damaged or missing
- Asks repeatedly for (or steals) money
- Stops eating
- Bullies younger brothers or sisters
- Gives improbable excuses for any of the above

We recognise that bullying occurs occasionally at Friars, as it does in any other school. We emphasise the importance of the following:

- that pupils should be encouraged to respect others;
- that bullying should regularly be discussed in lessons, mentioned in assemblies etc. so that awareness is maintained and strategies for dealing with it are known;
- that the school has supervisory staff on duty before and after school and during breaks;
- that information about incidents of bullying is given to everyone who needs to know;
- that bullying on the way to or from school, or bullying which began outside school (e.g. via the internet in the evenings) but which continues in school will be dealt with by the school.

Role of the Pupils:

Pupils must:

- be aware of and comply with this policy;
- always report if they are being bullied to a member of staff, or via a 'Bullying Box';
- report if they are aware that someone being bullied;
- discuss ways of preventing bullying through the school council;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the school council;
- take part in questionnaires and surveys.
- follow the following instructions if they are bullied:
 - get away from the situation as quickly as you can;

- report what happened to you to a member of the school's staff, by telling them:
 - what has happened to you;
 - how you feel;
 - if you have been bullied before;
 - who bullied you;
 - where the incident happened;
 - when it happened;
 - who witnessed the bullying.
- make sure that your report is dealt with;
- tell your parents or another family member;
- ask for support from one of the pastoral team if you are really upset.

Role of the school staff:

School staff will:

- comply with this policy;
- be aware of all other linked policies (Behaviour Policy etc.);
- be aware of the signs of bullying in order to prevent bullying taking place (examples listed above);
- report all incidents of suspected bullying to the relevant Head of Year and log them on SIMS;
- (Head of Years will) investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school staff;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through tutor time, assemblies, personal and social education and religious education;
- (Head of Years will) use preventative strategies such as circle time and buddy systems;
- implement the school's equalities policy;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community;
- (Head of Years will) inform parents / guardians / carers of any allegations of bullying as soon as possible. When these allegations include bullying of LGBTQ+ pupils due to their gender identity or sexuality Heads of Year will check with the pupil involved whether their parents/carers are aware of their gender and/or sexuality to avoid accidental 'outing' to parents/carers.

Role of the parents:

Parents must:

- Ensure that they are familiar with the school's policy which is included in the school prospectus, and on the school web site;
- In particular, be aware of some of the potential danger signals to look for;
- Draw any concerns about their children as soon as possible to the relevant Head of Year;
- Pass on any suggestions for changes to the policy to the Headteacher, either during open days, parents' evenings, by letter (letter, email or School Gateway) or via the Head of Year.

Preventative Measures:

There is no single strategy for dealing with bullying. The school has a range of approaches, including:

- Promoting a nurturing approach throughout the school;
- Encouraging the school council to consider the issue and possible preventative strategies;
- Circle time or restorative approaches for pupils who are victims of bullying or who require additional support;
- Sixth form partners for younger pupils;
- Learning Support Interviews (LSIs) for pupils in all year groups and the possibility of open access days for parents to discuss problems in school.
- Dealing with bullying and associated issues within PSE and the broader curriculum.
- Referring pupils who bully (or victims who might need additional support) to external agencies, where appropriate.
- Encouraging the ethos of being a “telling school”, through tutor time, assemblies and PSE lessons.
- Where asked, and where it is appropriate and possible to do so (e.g. if a child has good grounds for fearing reprisals out of school), we may preserve the anonymity of any pupil who reports bullying.
- Explaining the basic policy to year 6 pupils prior to transfer.
- Explaining the policy and its operation in more detail in assemblies.
- Providing a staff handbook online containing a copy of all school policies and procedures.
- Providing induction for newly qualified teachers, recently qualified teachers and new teachers at the school.
- Acknowledging the diversity of different gender identities and sexual orientations that exist by embedding LGBTQ+ role models in our schemes of work across the curriculum to foster tolerance and understanding of difference and diversity.
- Encouraging all staff to be vigilant.

Consultation

From time to time the school will consult interested parties on the content and effectiveness of the policy. Consultation may include:

- Parents, either via letter / School Gateway or through the PTSA
- Pupils via the School Council
- School staff
- Companies providing school transport
- External agencies including the Education Welfare Officer

Monitoring and Review

All school policies are subject to regular review by the Senior Management Team. Bullying is one of the issues which is considered by the School Council and periodic surveys of pupils are undertaken to ascertain the scale and nature of problems. Incidents are logged on the behaviour management system which can also be used for monitoring and tracking. The school also uses parental feedback from open access days, parents’ evenings, ‘Meet the Boss’ events and annual surveys to assess its success in pastoral and academic problem solving.

Adopted by resolution of the Governors 15 May, 1997.

Revised - 8 February 2005, 21 November 2006, 17 July 2007, 12 October 2015, 24th June 2020, 22nd May, 2023.