

 RYDAL PENRHOS SCHOOL

## **Anti-Bullying Policy**

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**1. School Commitment**

The School recognises that bullying will always be a threat, and that there will be times when it emerges in practice. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Parents must play their part in encouraging children to tell in circumstances of bullying without worrying that they would be considered ‘tell-tales’.

We recognise the seriousness of bullying in causing psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

We are committed to raising awareness of staff through training and in taking action to reduce the risk of bullying at times, and in places, where it is most likely.

## 2. Purpose and aim of this Policy

As outlined in the School's Mission Statement Rydal Penrhos School's core values reflect those of the Methodist Schools. The values relating to this policy are:

- 'to work to promote social justice and to counter prejudice and intolerance in whatever form that takes, by encouraging mutual respect and understanding;
- to encourage an appreciation of working together and of the importance of forgiveness, reconciliation and renewal in establishing happy communities; and
- to encourage our students to refuse to accept that things have to be the way they are and to believe in larger possibilities for good, because education should be an instrument for reforming and reshaping society for the better.'

*Methodist Schools - Mission Statement*

The purpose of this policy is to reinforce these values and enable all staff, together with parents and children themselves, to reflect and act upon them with the overall aim of helping us to ensure that all members of the school community:

- feel safe from bullying and the fear of bullying
- recognise bullying behaviour
- understand and support the School's stance against bullying
- know how to report incidents of bullying
- contribute to informing and, where possible, evaluating the policy

## 3. What is Bullying?

'There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation'

*Ref. Bullying at school GOV.UK*

The School views bullying to be the wilful and conscious desire to hurt, frighten or threaten another person on purpose. Bullying is repeated unkind behaviour which intentionally hurts another pupil or group physically or emotionally.

Bullying can take the form of repeated physical acts, spoken words, written words, pictures or silent gestures. It can be physical or emotional and can be motivated by actual differences, or perceived differences, between children.

Bullying is often motivated by prejudice against particular groups. For example, on the grounds of race, religion, culture, gender, homophobia, special educational needs and disability or because a child is adopted or a carer.

It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs or email)

**The following actions are viewed as examples of such behaviour:**

- Verbal bullying includes name-calling, teasing, inappropriate comments, sarcasm, threats, and abusive comments
- Physical bullying includes pushing, hitting, kicking, spitting, tripping, and stealing or damaging possessions
- Social bullying includes deliberately excluding someone from social events, gossiping or spreading rumours about a person, hiding possessions, invading someone's personal space, making threatening or offensive suggestions or gestures and embarrassing or humiliating someone
- Cyberbullying includes harassment, threats and abuse via a phone, on social media sites, or online, through text or other instant messaging, sending or displaying offensive or degrading images (including 'happy slappy' videos) by phone or via the internet or email, or putting bullying posts on social media sites
- Racist bullying includes racial taunts, graffiti, gestures or treating someone in any way differently because of their race.
- Sexual bullying includes unwanted physical contact, sexually abusive comments, ill-placed innuendo or over-familiarity.
- Homophobic bullying centres on the issue of sexuality, same sex relationships, incorrect usage of words linked with femininity or masculinity (e.g. 'butch' 'camp'), the pejorative use of the word 'gay'.
- Special educational needs and disabilities SEN/Disability bullying can take the form of: name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties

Disability - The Equality Act 2010 - defines a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. *The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). The definition of Special Educational Needs includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.*

**Electronic Communication**

The development of electronic means of communication – the internet: social media, electronic chat-rooms and associated web-sites – has created new avenues for bullying, cruelty, unkindness and intolerance.

The policy stated above applies equally and directly to such electronic communication involving any members of the school community.

The school expects all pupils to adhere to its policy concerning the use of the Internet. Certain sites are blocked by our filtering system and our ICT Department monitors pupils' use. In particular, all pupils are made aware that:

- Messages or images posted on websites must never be teasing or abusive of others – including other members of the school community – nor should they encourage others into teasing or abusive behaviour.
- Messages or images must never include racial, sexist, homophobic, ethnic, religious or other taunts or remarks directed towards others.
- Messages or images must never suggest threats or intimidation towards others.
- Messages or images must never be such as to damage the reputation of the school, nor of any member of the school community – whether staff or pupil.

As a general principle, no image of the school, or of any member of the school community, should be posted on the internet or communicated electronically to others, without the consent of the individual(s) involved. In the case of the school itself, this will require the consent of the Principal/Head of Senior or Head of Prep School. (See also Social Media Policy.)

Pupils and their parents should note that this policy applies to all media of electronic communication, not simply to the use of the school's own ICT network.

As with any cases of bullying, cruelty or intolerance, offences against this code will be treated seriously. In order to protect both the victim(s) and the perpetrator(s) it may be that such offences result in a temporary exclusion (suspension) from School for a period of time judged appropriate by the Principal/Head. Repeat or serious offences may lead to permanent exclusion from the School.

#### **4. Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn more positive ways of behaving. Rydal Penrhos has a responsibility to respond promptly and effectively to issues of bullying.

#### **5. Reasons for Bullying**

Sometimes children feel insecure or inadequate themselves, and use a weaker person as a way to bolster their own self-image. This can particularly occur with children who have been bullied themselves.

Children who are spoiled, or who have become accustomed to getting their own way, can react in a bullying way when they come up against resistance.

Children who are under pressure to succeed may well find that they can cut corners by bullying.

Parents and the school must accept that anyone could exhibit bullying behaviour. Whilst distressing, it is essential that we all have an open mind about who might or might not be capable of this.

Individual children, who do not fit a mould, are particularly likely to stand out from the group and might appear to be "willing" victims.

#### **6. Signs and Indicators of Bullying**

Many bullied children try hard to camouflage the fact that they are being bullied. Often the most strongly felt emotion amongst victims is guilt that this is happening to them at all. Therefore, all adults, and pupils, need to have some view of how they might determine that bullying is a possibility, even when the victim is not talking about it. Symptoms that may be important indicators are as follows:

- More than usual absence from school
- Becomes distressed
- Stops eating
- Cries easily
- Unexplained bruises or scratches
- Refusal to say what is wrong
- Fear of walking to or from school
- Regular loss or damage to books or equipment.
- An adverse change in the quality of a pupil's work.
- Becomes withdrawn, nervous or starts stammering
- Becomes disruptive or aggressive
- Has money continually 'lost' and/or starts stealing money (to pay someone who is demanding it)
- Runs away or makes a cry for help by drastic actions of another kind
- Gives improbable excuses for any of the above
- Afraid to use the internet or mobile phone.

This list is not exhaustive. These are all signs which could indicate other problems, but bullying should be considered a possibility and should be investigated

## 7. Management Strategies for the School

The School has a clear anti-bullying code which is actively communicated to all pupils by form tutors. It is also displayed on notice boards around the school and reminders of expectations regarding bullying are raised in other forums such as PSHE lessons, and school assemblies.

### Prevention

A person exhibiting bullying behaviour will very often see the victim as a stereotype. Thus, they must have stereotypical reactions broken down, and see the victim as an individual person with feelings similar to his or her own. In resolving cases of bullying, a good deal of forward momentum can usually be created by breaking down stereotypes.

The School recognises that the physical site has many corridors and out of the way areas. While physically there is little we can do about this, the school ensures that spaces are well lit, that lights work, that windows are clean, and so forth. Of great importance in managing the physical aspect of the site is the publication of carefully constructed duty rotas, full briefing of staff to alert them to dangers, and ensuring that in the Prep school break timetables in particular are always adhered to. Particular areas, such as changing rooms, lavatories, the edge of the school fields, or anywhere else which is not readily in the public gaze, will be particularly patrolled and vigilantly monitored. By its very nature bullying is a covert operation and often happens out of sight or hearing of teachers, adults or other witnesses.

### Preventative Education

The school seeks as many opportunities as possible, throughout the curriculum and in all aspects of school life, to foster and encourage positive relationships. The School has strong pastoral structures, and expects all adults to be observant of signs and indicators of friendship difficulties or bullying, and support all children, particularly those with low self-esteem and confidence, in developing positive relationships.

Elements of the curriculum which specifically address relationships, including bullying, are:

- Personal, Social, Health Education programme.
- Assemblies and chapel services.
- Head of School Section meetings, whether for all the members of the Prep, Y7, Years 8 to 10 or Year 11 & Sixth form, or for specific year groups.
- Form tutor groups.

Adults, teaching and non-teaching staff alike, play an enormous role in setting a positive example:

- All adults set a proper example of respect, kindness and good manners, not only to each other, but also to children.
- Standards of discipline will be maintained in a quiet, controlled and caring atmosphere.
- Adults to whom incidents of bullying are reported will deal promptly and effectively with such matters.
- Records of bullying incidents, together with action taken, will be reported, via CPOMS (*or other method such as email if the member of staff does not have access*) to Form Tutors, House Tutors, Deputy Head, the Head of Prep or Senior School Head of Pastoral Care (as appropriate). It is essential for long-term successful pastoral care, that incidents of any sort are noted carefully to those concerned.

The School's Equal Opportunities Policy will play its part in ensuring that relationships amongst all those employed by the School are established on a positive basis of mutual respect.

## 8. Procedures for Dealing with Bullying Incidents (see also Appendix ii)

1. All bullying incidents will be treated seriously. In the Senior School they will be reported to the Head of School Section, Deputy Head - Pupils and Head of Pastoral Care. In the Prep school they will be reported to the Deputy Head and Head of Prep School. The first aim of all action is to end the bullying and support the victim. The second aim is to educate and reform the person exhibiting bullying behaviour.
2. The bullying incident or report of bullying will be investigated immediately and the bullying stopped quickly
3. All incidents of bullying will be recorded by staff, using CPOMS.
4. In the Senior School the Deputy Head (Pupils – Progress and Wellbeing) monitors all expressions of concern and agrees a course of action with relevant Head of School Section and Form Tutors. The pupil's Housemaster/Housemistress must also be informed if boarders are involved. The Head of Pastoral Care is kept informed, and will support if bullying incidents escalate/continue.
5. In the Prep school the Deputy Head will agree a course of action with the Form Tutor, monitored by the Head of Prep School.
6. In most cases parents should be informed and will be asked to come to a meeting to discuss the problem.
7. The victim will receive support and advice.
8. If necessary and appropriate, police will be consulted.
9. An attempt will be made to help the perpetrator or perpetrators to change their behaviour, and support will be provided for them.
10. CPOMS, the anti-bullying log and Annual Review (by HoS) are reviewed at each termly meeting of the DSLs and Safeguarding Governors, prior to the Governors' Learning Committee Meeting.

## Outcomes

1. The perpetrator or perpetrators will be involved in the process of agreeing upon how the situation can be addressed and resolved and will be expected to genuinely apologise. Other consequences may take place.
2. If possible, the pupils will be reconciled.
3. After the incident or incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In more serious cases, suspension or even permanent exclusion will be considered (reordered)

## 9. Communication

Pupils have a central role, perhaps the central role, in ensuring that bullying is eradicated as far as possible.

If a child feels he or she is a victim of bullying, they must also feel free to report it to a teacher in the confidence that something needs to be done. Even if an incident ends up being judged as not bullying, the reporting of it will not end up as being 'sneaking'.

Children who are present when bullying is taking place, even though they are neither victim nor perpetrator, cannot allow themselves to be neutral. Third parties in such cases will be reminded that it is an expectation that witnesses should inform a adult of any incidents of bullying they have seen or heard of. Again, it is essential that such reports are taken extremely seriously by staff or other adults (see Appendix ii, below).

In some cases, perhaps a school prefect or other older pupil who has respect and maturity will be able to take pro-active steps to stop an incident there and then. (The School has trained 6<sup>th</sup> Form Students as Peer Mentors and a 6<sup>th</sup> Form Wellbeing Committee, who play a proactive role in being observant for any signs of distress or peer difficulties.)

Staff are committed to eradicating bullying not only through their own example, but through undertaking full communication about any bullying incidents or reports of them. In particular, staff commit to the following:

- \* To listen carefully and sympathetically to all reports of bullying and to follow these up where appropriate or relaying such incidents to other appropriate staff.
- \* To talking to parents about such incidents.
- \* To reporting the details to all concerned after dealing with any incidents themselves,
- \* Understanding that parents have a major responsibility to assist us all to eradicate bullying, especially as follows:
  - \* Supporting the School's policy on bullying, especially in our quest to eradicate it.
  - \* Reporting promptly all bullying incidents to relevant members of staff, (as outlined above, under Section 7, Preventative Education) who will guarantee their personal anonymity.

### 10. Promulgation and Review of Bullying Policy

This policy forms an integral part of the Staff Handbook, is available to parents on request and is published on the School website. It will be discussed during at least one staff meeting every term and will be reviewed every year. It is discussed with the school council, and with the prefects at the start of the new school year.

The pupils' code of conduct, which is central in promoting anti-bullying attitudes, is placed in every form room and in other public areas. It is also included in the Prep School Pupil Planner and Record Book (Year 3 to 6). All sections of this policy will be shared and discussed with the pupils.

As and when necessary, appropriate training will be given to staff (and senior pupils) in order that all feel equipped to support and assist in dealing with children who are being bullied.

### 11. Other Related Policies and Procedures:

<ul style="list-style-type: none"> <li>* Behaviour, Rewards and Sanction</li> <li>* Concerns &amp; Complaints Policy</li> <li>* Equal opportunities</li> <li>* E-Safety</li> <li>* Social Media Policy</li> <li>* ICT Acceptable Use Policy</li> <li>* Use of Mobile Phones Policy</li> </ul>	<ul style="list-style-type: none"> <li>* Pastoral Care Statement (including Referral Procedures for the School Counsellor)</li> <li>* PSHE as part of SMSC, including Promoting Fundamental British Values</li> <li>* Peer-on-Peer Abuse Guidance</li> <li>* School Rules &amp; Code of Conduct</li> <li>* Sex and Relationships Education</li> <li>* Policy on the Taking and Use of Photographs (including Filming) of Pupils</li> </ul>
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#### Please also refer to:

- Respecting others: Anti bullying guidance: Welsh Government Circular 23/03
- Respecting others - a series of anti-bullying materials that provide guidance and practical solutions on preventing and responding to incidents of bullying in schools. The series includes a brief overview document and detailed guidance on the following five areas of bullying (050/2011):
  - Bullying around race, religion and culture
  - Bullying around special educational needs and disabilities
  - Cyberbullying
  - Homophobic bullying
  - Sexist, sexual and transphobic bullying.

This policy is subject to review on a biennial basis; however, it may require earlier revision in the light of any regulatory change which comes into force in the interim.

Last reviewed by ARH:	September 2019
Approved by Governing Body:	November 21 2019
Next review:	July 2021

Appendix i

Senior School – Guidance showing the stages and support in the case of an incident of bullying

STAGE	STEPS TO FOLLOW
<p><b>Initial Difficulties (Friendship Problems / Isolated Occurrence)</b></p>	<p><u>VICTIM</u> At the stage when teasing/conflict/action becomes distressing remember <b>three</b> things:</p> <ul style="list-style-type: none"> <li>▪ Give a very clear signal that you are distressed. (<b>Ask them to stop.</b>)</li> <li>▪ <b>Tell</b> a member of staff;</li> <li>▪ <b>Do not</b> say anything to <b>retaliate</b>.</li> </ul> <p><u>PERSON CAUSING DISTRESS</u> If the clear signal is given that someone is distressed by your actions:</p> <ul style="list-style-type: none"> <li>▪ <b>Stop</b> your actions (further action will amount to indisputable bullying, and will have consequences.</li> </ul> <p><u>MEMBER OF STAFF DEALING WITH INCIDENT</u></p> <ul style="list-style-type: none"> <li>▪ Find the root cause;</li> <li>▪ Counsel pupils individually and together;</li> <li>▪ Give clear guidelines to both;</li> <li>▪ Inform the Form Tutor and, if pupils are boarders, inform house parents; and</li> <li>▪ Check the situation after a few days and subsequently.</li> </ul> <p style="text-align: center;"><b>No blame approach</b></p>
<p><b>If problem persists (If it becomes bullying)</b></p>	<p><u>VICTIM</u></p> <ul style="list-style-type: none"> <li>▪ <b>Maintain your self-esteem</b> (It is not your fault); and</li> <li>▪ <b>Tell</b> someone: a friend, a teacher, your Form Tutor /Head of Year/Head of School Section/your parent, so remedial action can be taken.</li> <li>▪ <b>Do not suffer in silence.</b></li> </ul> <p><u>MEMBER OF STAFF DEALING WITH INCIDENT</u></p> <ul style="list-style-type: none"> <li>▪ Inform the Head of School Section</li> <li>▪ Immediately set up peer group support for victim and advise on safe places</li> <li>▪ Head of School Section contacts victim's parents and house parents if applicable - maintain contact as the matter is dealt with</li> <li>▪ Support rebuild of self-esteem and confidence of victim</li> <li>▪ There will be consequences for the perpetrator(s)</li> <li>▪ Clear, factual details of the incident(s) are to be recorded and kept on file*</li> <li>▪ The Head of School Section will contact parents / house parents of both parties</li> <li>▪ Check-up to ensure things are improved - daily in the first instance</li> </ul> <p><i>*Any correspondence with parents must be shared with the Head of Pastoral Care (or Head of Senior School)</i></p>
<p><b>Second offence of bullying (same or different victim)</b></p>	<p><u>MEMBER OF STAFF DEALING WITH INCIDENT</u></p> <ul style="list-style-type: none"> <li>▪ Dealt with by Deputy Head Senior School (Pupils: Progress and Wellbeing) /Deputy Head or Head of Prep School or Head of Pastoral Care</li> <li>▪ Parents of perpetrator will be called in to school for a meeting</li> </ul> <p style="text-align: center;"><b>Suspension is the likely outcome as a serious offence.</b></p>

\*Always use CPOMS for recording actions and observations, including communications. Preserve written statements or other physical evidence. Documents can also be scanned and uploaded onto CPOMS.

## Appendix ii

### Guidance for investigating a complaint of bullying – (Prep and Senior School)

Pupils should always report incidents of bullying or of observed distress to someone they trust.

The member of staff consulted should: -

- \* Make them feel at ease, including creating a secure and private environment.
- \* Give them time to explain the situation. Listen carefully.
- \* Make notes where necessary.
- \* Pass no immediate judgement.

Make it clear that the problem will be treated seriously and investigated as a matter of urgency.

If the preferred member of staff is not available, pupils should go to one of the following: Form Tutor, relevant Head of School Section, Deputy Head (Pupils) or Head of Pastoral Care (Senior School); or the Form Tutor, Deputy Head or Head of Prep School (Prep School).

If the allegation is very serious, refer the matter immediately to the Deputy or Head of Prep School or Deputy Head, Senior School or Head of Pastoral Care, Senior School (as appropriate).

Although each case is likely to require a specific and unique approach, the following general procedure may provide a useful guide:

- \* Make a preliminary investigation by talking to witnesses.
- \* Consult with colleagues - to find relevant history/background.
- \* Interview pupils separately to test their version of events.
- \* If one party admits to being the aggressor, he/she should be left in no doubt about the School's disapproval of their actions. They should be told that a full account of what has happened may be kept "on file" for future reference.
- \* It may be necessary to act on one's judgement and decide who is the exhibiting bullying behaviour and who is suffering at this.
- \* It is often very helpful to get the perpetrator to admit they can now see their behaviour has caused someone to become unhappy. At the same time, they will usually admit they did not mean to do this. Then it is straightforward to get the perpetrator to agree that his/her future behaviour will not cause further unhappiness. If that agreement be broken, then the matter becomes far more serious.
- \* Sometimes the victim will also have behaved in a way which is unacceptable or provoked a reaction. This may have led to the bullying and, if so, the victim's behaviour also needs to be considered, and a commitment made to adjust this behaviour.
- \* Victims should be assured of patient and sympathetic listening, and should be given ongoing advice, remediation and support.

Perpetrators should be assured of guidance & support, and rehabilitation (including counselling if required) as well as suitable punishment (if deemed necessary). As every case of bullying is likely to be different, appropriate sanctions should be discussed, implemented and followed up on each occasion. Experience suggests that a face-to-face apology is often appreciated by the victim, and it is also an opportunity for the member of staff to gauge the sincerity of the perpetrator.

A written record of clearly substantiated incidents should be logged on CPOMS by the relevant member of staff. It is vital that other relevant teachers are involved and informed throughout. It is important to inform all staff at the weekly meeting.

Upon consultation with the Head of School (Senior/Prep) or Principal, contact should be made with parents. The situation will continue to be monitored.