

Anti-Bullying Policy

Page 1	1.	School Commitment
2	2.	Purpose and Aims
2	3.	What is Bullying?
3		<ul style="list-style-type: none"> • Examples of Bullying Behaviour
3		<ul style="list-style-type: none"> • Disability
3		<ul style="list-style-type: none"> • Electronic Communication
4	4.	Why is it Important to Respond to Bullying?
4	5.	Reasons for Bullying
4	6.	Signs and Indicators of Bullying
5	7.	Management Strategies for the School
5		<ul style="list-style-type: none"> • Prevention
5		<ul style="list-style-type: none"> • Preventative Education
6	8.	Procedures for Dealing with Bullying Incidents (see also Appendix 2)
6		<ul style="list-style-type: none"> • Outcomes
6	9.	Communication
7	10.	Promulgation and Review of the Anti-Bullying Policy
7	11.	Other Related Policies and Procedures
8		<ul style="list-style-type: none"> • Key References
9	Appendix 1 – Guidance Showing the Stages and Support in the Case of an Incident of Bullying	
10	Appendix 2 – Guidance for Investigating a Complaint of Bullying	
11	Appendix 3 – Supporting Organisations and Guidance	

1. SCHOOL COMMITMENT

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

The School 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).

The School is committed to raising the 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 to arise.

2. PURPOSE & AIMS 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;
- 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 to enable all staff, together with parents / carers and the children themselves, to reflect and act upon them with the overall aim of helping 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 is 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'
(<https://www.gov.uk/bullying-at-school>)

The School views bullying to be the wilful and conscious desire to hurt, frighten or threaten another person. 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 acts as a carer.

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

The following actions are viewed as examples of such behaviour:

- **verbal bullying**, including name-calling, teasing, inappropriate comments, sarcasm, threats, and abusive comments;
- **physical bullying**, including pushing, hitting, kicking, spitting, tripping, and stealing or damaging possessions;
- **social bullying**, including 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**, including 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 messages by 'phone or via the internet or email, or putting bullying posts on social media sites;
- **racist bullying**, including racial taunts, graffiti, gestures or treating someone in any way differently because of their race;
- **sexual bullying**, including unwanted physical contact, sexually abusive comments, ill-placed innuendo or over-familiarity;
- **Homophobic, biphobic and transphobic (HBT) bullying**, centring 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 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 and Attention Deficit Hyperactivity Disorder. The definition of Special Educational Needs includes many, but not necessarily all, disabled children: a disabled child has Special Educational Needs if he or she has a disability and requires special educational provision to be made for him or her 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, both inside and outside School.

The School expects all pupils to adhere to its policy concerning the use of the Internet. Certain sites are blocked by its filtering system and the 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 or Deputy Principal (see also Social Media Policy).

Pupils and their parents / carers should note that this policy applies to all media which support 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 Fixed-Period Exclusion from School for a period of time being judged appropriate by the Principal. 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 engaged in 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 themselves to be insecure or inadequate, 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 / carers and the School must accept that anyone could exhibit bullying behaviour. Whilst distressing, it is essential that everyone has 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 & 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 as to 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 a 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.

Rydal Penrhos recognises that its campus includes many corridors and out-of-the-way areas. While physically there is little that can be done 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, the full briefing of staff to alert them as to dangers, and ensuring that break timetables in particular are always adhered to in the Prep Section. Particular areas, such as changing rooms, lavatories, the edge of the School fields, or anywhere else which is not readily in the public gaze is 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

Rydal Penrhos 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 to support all children in developing positive relationships, particularly those with low self-esteem and confidence.

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

- the Personal, Social, Health Education programme;
- Assemblies and Chapel services;
- Key Stage Leader meetings;
- Form Tutor groups.

Adults, teaching and non-teaching staff alike, play a substantial 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 are maintained in a quiet, controlled and caring atmosphere;
- adults to whom incidents of bullying are reported deal promptly and effectively with such matters;
- records of bullying incidents, together with action taken, are reported, via CPOMS (or by another method such as email if the member of staff does not have access to this system) to Form Tutors, Key Stage Leaders and Deputy Principals as appropriate. It is essential for long-term successful pastoral care that incidents of any sort be recorded carefully by those concerned.

The School's Equal Opportunities Policy plays 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 2)

- all bullying incidents are treated seriously and are reported to the Key Stage Leader and the Deputy Principal of the appropriate section of the School. The prime aim of any action is to end the bullying and support the victim, while the second aim is to educate and reform the person exhibiting bullying behaviour;
- the bullying incident or report of bullying is investigated immediately and the bullying stopped quickly;
- all incidents of bullying are recorded by staff by means of CPOMS;
- in the Senior Section, the Deputy Principal monitors all expressions of concern and agrees a course of action with relevant the Key Stage Leader and Form Tutors.
- in the Prep Section, the Deputy Principal agrees upon a course of action with the Form Tutor.
- in most cases, parents should be informed and asked to attend a meeting to discuss the problem;
- the victim receives support and advice;
- if necessary and appropriate, the police will be consulted;
- an attempt is made to help the perpetrator or perpetrators to change their behaviour, and support is provided for them;
- CPOMS, the anti-bullying log and the Annual Review (by the Key Stage Leaders) are considered at each termly meeting of the Designated Safeguarding Leads and Safeguarding Governors prior to the Governors' Learning Committee Meeting.

Outcomes

- the perpetrator or perpetrators is involved in the process of agreeing upon how the situation can be addressed and resolved and is expected genuinely to apologise. Other consequences may follow;
- if possible, the pupils are reconciled;
- after the incident or incidents have been investigated and dealt with, each case is monitored to ensure that repeated bullying does not take place;
- in more serious cases, suspension or even permanent exclusion are considered.

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 that he or she is a victim of bullying, he or she 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 constituting bullying, the reporting of it will not end up as being considered '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 an adult of any incidents of bullying they have seen or heard of. Again, it is essential that such reports be taken extremely seriously by staff or other adults (see Appendix 2).

In some cases, perhaps a School Prefect or other older pupil who has respect and maturity can take pro-active steps to stop an incident there and then. (The School has trained Sixth Form students as Peer Mentors and a Sixth Form Wellbeing Committee has been established which plays a proactive role in being vigilant for any signs of distress or peer difficulties.)

Year 6 pupils attend training by the 'Diana Award' and become Anti-Bullying Ambassadors. They lead half-termly assemblies and monitor 'worry boxes' to combat bullying and raise the profile of anti-bullying measures.

Staff are committed to eradicating bullying not only through their own example, but by their undertaking full communication of 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 to relay such incidents to other appropriate staff;
- to talk to parents / carers about such incidents;
- to report the details to all concerned after dealing with any incidents themselves;
- to understand that parents / carers have a major responsibility to assist the Rydal Penrhos community in eradicating bullying, especially as follows:
 - to support the School's policy on bullying, especially in its quest to eradicate it;
 - to report 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 & REVIEW OF THE ANTI-BULLYING POLICY

This policy forms an integral part of the Staff Handbook, is available to parents / carers on request, and is published on the School website. It is discussed during at least one staff meeting every term and is reviewed every two years. 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. All sections of this policy are shared and discussed with the pupils.

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

11. OTHER RELATED POLICIES & PROCEDURES

- Behaviour, Rewards and Sanctions Policy;
- Promotion of Positive Behaviour Policy (including Rewards and Sanctions);
- Complaints Policy;
- Equal Opportunities Policy;
- E-Safety Policy;
- Social Media Policy;
- Acceptable Use Policy (ICT);
- Mobile 'Phone Policy;
- Pastoral Care Statement;
- PSHE Policy, including Promoting Fundamental British Values;
- Peer-on-Peer Abuse Guidance (within the Safeguarding Policy);
- Relationships & Sexuality Education;
- Policy on the Taking and Use of Photographs (including Filming) of Pupils

Key References

Please also refer to:

Rights, Respect, Equality: Statutory Guidance for Governing Bodies of Maintained Schools:

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

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

Adopted (SLT):	February 2022
Review date:	February 2024

APPENDIX 1: Guidance showing the stages and support in the case of an incident of bullying

Stage	Steps to Follow
<p>Initial Difficulties (Friendship Problems / Isolated Occurrence)</p>	<p>VICTIM At the stage when teasing / conflict / action becomes distressing, remember three things:</p> <ul style="list-style-type: none"> • give a very clear signal that you are distressed - ask them to stop; • tell a member of staff; • do not say anything to retaliate. <p>PERSON CAUSING DISTRESS If the clear signal is given that someone is distressed by your actions:</p> <ul style="list-style-type: none"> • stop your actions (further action will amount to indisputable bullying, and will have consequences). <p>MEMBER OF STAFF DEALING WITH INCIDENT</p> <ul style="list-style-type: none"> • find the root cause; • counsel pupils both individually and together; • give clear guidelines to both; • inform the Form Tutor • check the situation after a few days and subsequently. <p style="text-align: center;">No blame approach</p>
<p>If problem persists (If it becomes bullying)</p>	<p>VICTIM</p> <ul style="list-style-type: none"> • maintain your self-esteem (it is not your fault); • tell someone (a friend, a teacher, your Form Tutor / Key Stage Leader / your parent / your carer), so that remedial action can be taken; • do not suffer in silence. <p>MEMBER OF STAFF DEALING WITH INCIDENT</p> <ul style="list-style-type: none"> • inform the Key Stage Leader; • immediately set up a peer group support for the victim and advise on safe places; • the Key Stage Leader contacts the victim(s) - maintain contact as the matter is dealt with; • support the rebuilding of self-esteem and confidence in the victim; • there will be consequences for the perpetrator(s); • clear, factual details of the incident(s) are to be recorded and kept on file (any correspondence with parents / carers must be shared with Deputy Principal); • the Key Stage Leader will contact the parents / carers of both parties; • check to ensure that the situation has improved - daily in the first instance.
<p>Second offence of bullying (same or different victim)</p>	<p>MEMBER OF STAFF DEALING WITH INCIDENT</p> <ul style="list-style-type: none"> • this will be the Deputy Principal; • parents / carers of the perpetrator will be called in to School for a meeting. <p style="text-align: center;">Suspension is the likely outcome as a serious offence.</p>

CPOMS must always be used for recording actions and observations, including communications. Written statements or other physical evidence must be preserved. Note that documents can also be scanned and uploaded onto CPOMS.

APPENDIX 2: Guidance for investigating a complaint of bullying – (Prep Section and Senior Section)

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, and 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 the Form Tutor, the Key Stage Leader or the Deputy Principal of their section of the School.

If the allegation is very serious, the matter must be referred immediately to the Deputy Principal

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 out 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 his or her actions. He / she 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 to decide who is the exhibiting bullying behaviour and who is suffering from this;
- it is often very helpful to get the perpetrator to admit that he or she can now see that his or her behaviour has caused someone to become unhappy. At the same time, the perpetrator will usually admit that he or she did not mean to do this. Then it is straightforward to get the perpetrator to agree that his or her future behaviour will not cause further unhappiness. Should 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 which 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 that they will receive guidance and 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 the process. It is important to inform all staff at the weekly meeting.

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

APPENDIX 3: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

ALN

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational