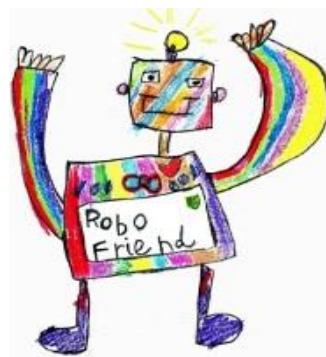




Plasmarl Primary School

Ysgol Gynradd Plasmarl

Anti-Bullying Policy



This policy will be reviewed annually or earlier if legislation and/or guidelines change.

Position	Name	Signature	Date
Chair of Governors	Mr Colin Goulding		
Head Teacher	Miss Lucy Saunders		
Date of next review			

Introduction and Legislation:

Legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation and international conventions with relevance to bullying in Wales include, set out in chronological order, the following:

- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003 (as amended)
- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) • Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

Continuous Review Process:

This policy is reviewed by the Health and Wellbeing Team, SMT, Pupil Voice Groups, Staff and Governors.

New statutory anti-bullying guidance produced by Welsh Government in November 2019. These have been created to challenge bullying in schools in Wales. It is recommended that these are read in conjunction with any anti-bullying policy development.

- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for governing bodies of maintained schools.
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for parents and carers.
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for young people
- National Assembly for Wales Guidance 2019 Rights, respect, equality: Statutory guidance for children

The guidance can be accessed at: <https://gov.wales/anti-bullying-guidance>

We recognise the ambitious National Mission for education that will inform and shape education delivery over the lifetime of this guidance and beyond. Plasmarl Primary School is developing a bespoke curriculum for its learners in line with the Successful Futures Review and Curriculum for Wales 2022. The Health and Wellbeing Area of Learning and Experience is the anchor around which the whole school approach to emotional wellbeing will be built.

The guidance has also been written against the backdrop of recovery plans of the COVID 19 pandemic, including the aims as set out in the Welsh Government Framework on embedding a whole-school approach to mental health and emotional wellbeing.

We wish to work closely with all stakeholders, especially our Pupil Voice Groups, 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 as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

What is Bullying?

There is no legal definition of bullying in Wales or in Great Britain. For the purpose of this policy, our definition of bullying is that which the Welsh Government expects us to use:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Plasmarl Primary School uses the Welsh Government Guidance to both identify bullying behaviour and the ways it is expressed. These include, but are not limited to:

- **intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- **harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- **direct or indirect acts** – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.
- **repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- **unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.’ (2.7 Rights, Respect, Equality)

‘Bullying can take many forms, including:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target’s back or rumour-spreading
- **online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video

- **relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long- term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- **sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted
- **prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.' (2.8 Rights, Respect, Equality)

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to their local authority's social services department.

Plasmarl uses Welsh Government Guidance to clarify unacceptable behaviour that is not bullying, but behaviour that should be dealt with in accordance with school's behaviour policy. The following are examples which would not normally be considered bullying:

- **friendship fallouts** – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- **a one-off fight** – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- **an argument or disagreement** – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- **a one-off physical assault** – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- **insults and banter** – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed.' (2.10 & 2.11 Rights, Respect & Equality)

Aims & Objectives

- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- delegated powers and responsibilities to the Headteacher to deal with all forms of bullying and to keep records of all incidents of bullying;

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure that all pupils understand that bullying is wrong through PSHE and school assemblies;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying;
- keep records of all incidents of bullying;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy.

Role of School Personnel

- comply with this policy;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- report all incidents of bullying;
- raise awareness of the wrongs of bullying through PSHE;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.
- support the guidance necessary to ensure smooth running of the school

Role of Pupils

- report if they are being bullied;
- report if they see someone being bullied;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys;

Role of Parents

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part in periodic surveys conducted by the school;
- support the guidance necessary to ensure smooth running of the school.

Training for School Personnel

School personnel will undertake training in:

- What is bullying?
- Types of bullying such as cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture;
- Recognising bullying;
- Anti-bullying strategies;
- How to deal with a bullying incident;
- Counselling the bullied and the bullies;
- Working and co-operating with parents and carers

We ensure all school personnel have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Incidents

- All reported incidents are investigated and dealt with.
- Parents are informed of all events and what actions have been taken.
- Records will be kept of all incidents and their outcomes.

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Prospectus;
- School Website;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home such as newsletters
- Reports such as the Annual Report to Parents and the Headteacher Reports to the Governing Body.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.