

Anti-bullying policy



Definition of Bullying

deliberately hurtful (including aggression); repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence); difficult for targets to defend themselves against.

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

Forms of Bullying

Bullying can take many forms:

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, sly or underhand actions carried out behind the target’s back or rumour- spreading, bullying that tries to harm the target’s relationships, drawing their friends away, 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; online (cyber) – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;

prejudice-related – bullying of a learner or a group of learners because of prejudice.

Prejudice-related bullying includes

age, disability
race, religion or belief,
sex, gender
reassignment, sexual
orientation,
marriage and civil partnership, pregnancy
and maternity

This can extend to;

Targeting a family’s social status
Background, appearance, exploiting a
person’s additional learning needs (ALN) or
long-term illness

Hate Crime

A criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Harassment

Harassment is unwanted attention, which is offensive or makes a person feel intimidated or humiliated. This can include spoken or written words or abuse.

Definition of a hate incident

A hate incident is any non-crime incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Anyone can be the victim of a hate incident. For example, you may have been targeted because someone thought you were gay even though you're not, or because you have a disabled child.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

Hate incidents can include:

Verbal abuse, name calling, offensive jokes Harassment and insults

Bullying or intimidation

Hate mail, abusive phone or text messages Malicious complaints

Online abuse



Anti bullying policy

Introduction This school believes that bullying and hate behaviour is totally unacceptable and must not be tolerated.

All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

Treganna is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Our school believes that any form of hate crime, hate incident or harassment is totally unacceptable and will not be tolerated.

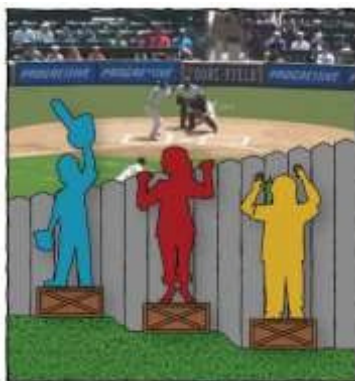
This policy has been drawn up with the involvement of the whole school community and compliments the Statement of Shared Values on which Treganna bases its work.

That pupils prosper and their secure well-being are at the heart of everything we do here at Treganna. . We seek to collaborate with the extended family of our community to offer inspiring experiences. We nurture curious children who will be confident to embrace unique opportunities and the successful future that belongs to each of them. The standard of our pastoral care is a vital feature in this journey. Our learning communities are a practical way of ensuring a sense of belonging, care and a consistent family nature of "The small school in the big city".

- We insist upon equality, justice and respect for others.
- We will constantly seek opportunities to work with the diverse values of our society, parents and multi-ethnic organizations.
- We promote and take pride in our belief that a Nation without Language, without history, is without heart.
- We invest strongly and confidently in our pupils as partners.

- Creating supportive and informed citizens by providing education that recognizss local, national and international issues.
- We continue to offer a curriculum that ensures consistent performance opportunities in the Creative Arts. This wealth is an essential part of our pupils' confidence, development and identity.
- We provide a variety of different clubs, opportunities to work with outside organizations.
- We recognize the importance of a competitive element within an equal opportunity framework for all.
- We seek various opportunities for our pupils to demonstrate their skills and encourage pupils to be digitally creative.
- We use the Cwtch as a focus and support to ensure that pupils and parents are ready for a learning journey.

Here at Treganna we are committed to celebrating our culture, to taking pride in our identity, enriching our understanding of our history and preparing learners for their future. In 1987 we lit a small flame in the heart of Canton. This candle has grown into a sturdy bonfire that ignites children's knowledge, skills and experiences.



EQUALITY



EQUITY



JUSTICE

Aims

This policy supports our whole school ethos, which aims to ensure that children can learn without fear, feel safe, secure, confident and happy free from humiliation, harassment, oppression, and abuse.

It is designed to prevent bullying behaviour,
hate crime, hate incidents and harassment

wherever possible, to respond consistently in line with agreed procedures should it occur and to provide support to those involved as appropriate.

We aim to:

reduce the frequency of incidents, including for pupils with protected characteristics.

increase the likelihood that incidents will be reported to a responsible adult. intervene effectively when incidents occur. improve pupil attendance. equip pupils with strategies to respond to bullying behaviour. reinforce the anti-bullying ethos with whole school inset, staff meetings etc. ensure all stake holders understand what bullying is and how to recognise it. listen and act on pupil opinion. provide peer support and reinforce the anti-bullying message through Health and Wellbeing/ /PSE/SEAL.and Symud a saib
ensure Treganna is a safe and enjoyable place

Possible Signs of Bullying and Hate incidents

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Treganna will:

Designate our senior leaders (Head and Deputy) as anti-bullying, hate incidents and harassment leads

Key responsibilities are:

anti-bullying / anti-hate and harassment policy creation; review and ongoing development; implementation of policy and monitoring of its effectiveness and progress;

managing the bullying incident process, e.g. interventions used, reporting, recording, monitoring and evaluating; ensuring new staff/pupils/parents are inducted into the policy. Ensure all staff receive appropriate training Raise awareness about bullying behaviour by Anti-bullying week activities every November / Weekly HT assemblies / PSE sessions / cross curricular content , cynllun Use opportunities across the new curriculum to embed positive behaviour and respect. Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience but extended across all curriculum areas and beyond.

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Utilise opportunities for addressing bullying through, displays, posters, worry box, restorative justice sessions,

Make the information in this policy available to everyone in our school community

Involve all members of the school community in designing /implementing the policy- using school council to develop a “child friendly version”

Preventative approaches to bullying hate incidents will include:

Developing a positive ethos which includes knowing bullying is unacceptable.

Promote co-operation and expectation of socially responsible behaviour.

Encourage bystanders who witness bullying to act positively by alerting staff

Value and celebrating differences

Support the development of emotional literacy, self-esteem and resilience through: assemblies, group work, Circle Time, PSE, the Healthy Schools programme, School Council involvement, Buddy schemes, peer mentoring, mediation and Restorative Approaches.

Promote the importance of healthy relationships

Provide training for all staff to identify bullying and follow school policy and procedures on bullying.

Creation of “safe spaces” in each corridor for vulnerable children and young people.

Where appropriate use trained mediators (eg. Police Schools Liaison Officers) in achieving a suitable resolution;

Work with relevant outside agencies where appropriate.

Actively involve designated School Police Officer in the delivery of the Wales Police School Programme.

Show respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously biased, disablist or would be deemed offensive or derogatory by any protected groups

Set out clear guidelines for parents/carers wishing to complain about bullying.

If Bullying or hate incident Occurs

A designated person will monitor and collate information on victims of bullying and perpetrators and;

Investigate the incident / establish facts by independently talking to all involved.

Use appropriate Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.

Where bullying behaviour has been established, implement agreed sanctions consistently and fairly as necessary to prevent further incidents.

Bullying sanctions

We learn by making mistakes. In acquiring social skills pupils will, sometimes, use inappropriate terms or do / say something that cause hurt to others. Promoting inclusive and kind attitudes and behavior is a natural part of class life and education.

Implementing Bullying Sanctions Steps

The effective implementation of the sanctions and the restorative approach is highly

dependent on the professionalism of staff. They must judge if a pupil has intended harm before considering age, understanding and circumstances before taking action

Step1

Sometimes, staff will feel that a pupil's intention was to cause hurt when using unacceptable language or make unkind reference to difference. In the first case we will intervene to explain to the pupil that we do not accept exclusionary behavior or related vocabulary.

Step 2

If the behavior / terminology continues, staff will elaborate and emphasise why this is unacceptable (depending on the pupil's age and understanding) We will also consider removing privileges/free time. Prevent access to parts of the school.

Step 3

If the behavior / terminology continues, we will invite parents to the school to discuss improving behavior and explain that we will have to consider exclusion if the behavior / vocabulary continues.

We will keep accurate, factual records of all reported incidents and the school's response on Edukey. There will always be follow-ups after they have been dealt with and review of outcomes to ensure that bullying behavior has stopped.

We also provide ongoing support for those involved where necessary;

The school will try to repair damage using the principles of a restorative approach.

Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL) Rhys Harries or Deputy Gareth Evans
Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL

Incidents will be recorded on the School Edukey system detailing:

Type of bullying; Physical, Verbal, Emotional, indirect etc

Prejudice-related; basis of prejudice ; race ,religion, social status

Hate disability race religion gender

Details of victim and alleged perpetrator/s date time location

Links to previous incidents

Action / intervention

Parents involvement

Online materials

Recommend changes to approaches, policies or procedures

The Designated Team members for Anti-bullying are Catrin Evans and Gareth Evans

The Governor with oversight of this policy is: Manon George (Chair of Governors)

The Governor with oversight of this policy is: Manon George (Cadeirydd y
Llywodraethwyr)

Llofnodion

Cadeirydd y Llywodraethwyr Manon George

Pennaeth Catrin Evans

Cyhoeddwyd Mehefin 24

Adolygwyd Mehefin 25