

ANTI-BULLYING POLICY

NEWBRIDGE ON WYE CHURCH IN WALES PRIMARY SCHOOL

Updated and revised Policy

Approved by School Council 2021

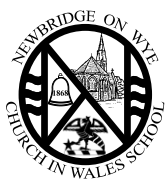
Approved by Staff 2021

Adopted by Governing Body 2021

H.A.Nixon (Head Teacher)

P. Hobbs (Chair of Governors)

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1. Introduction

1,1 Our School will not tolerate bullying in any form. We will seek to prevent it by education and good practice and will discipline pupils found to have committed bullying.

1.2 Our School believes in the support of pupils as defenders against bullying, not as bystanders or reinforcers, and that this is particularly important in the defence of disabled, ALN or other possibly vulnerable pupils. We have adopted (2016) the KIVa anti-bullying programme (see paragraph 6.2 below) which concentrates on this approach. We celebrate the anti-bullying work of all pupils.

1.3 Since adopting KIVa, reported bullying incidents have reduced from about 8-10 allegations a year to one or two. It seems that KIVa has empowered pupils to resolve bullying issues themselves. The School is aware of the danger of complacency about bullying and of the need to actively continue the education, active discussion and monitoring of bullying set out in this Policy.

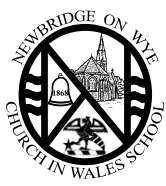
1.3 Everyone involved with the School should be concerned to prevent or challenge bullying. In adopting this revised policy, the School seeks to promote and reinforce the aims or obligations of staff, governors, pupils, parents / carers, and visitors set out in the following legislation, guidance or other documents,

- (a) the 7 Core Aims of the UN Convention on the Rights of the Child
- (b) rights under the Human Rights Act 1998 and in particular the right that no-one should be subjected to inhuman or degrading treatment.
- (c.) the School's obligations to safeguard pupils and promote their Mental Health and Well being
- (d) the Public Sector Equality Duty ("PSED") under the Equality Act.
- (e) the right of any child accused of bullying to a fair and appropriate process of investigation and determination.
- (f) the rights in the Powys Children's' Pledge including a child's right to learn, to be safe, to have their privacy respected and to have equal access to services, support and life opportunities

1,4 Our policy has regard to the Welsh Government Guidance (2019) "Challenging Bullying: Rights, respect, equality"

2. Equality

2,1 In implementing and reviewing this and related policies, the School will avoid unlawful discrimination and will seek to apply the policies consistently to all pupils, parent/carers, staff and visitors irrespective of age, disability, race or



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ethnic background, gender (sex), gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, or sexual orientation.

2.2 The School will comply with all relevant equalities legislation and will promote equality in all aspects of school life.

3. What Is Bullying?

3.1

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

(Welsh Government Guidance)

3.2 Bullying usually involves

- (a) An imbalance of power between bully and victim, such as size, popularity, knowledge of personal information concerning victim
- (b) A course of conduct -- repetition
- (b) A deliberate intention to harm (the repetition is often the proof of this)
- (c.) Success in harming the victim either directly or indirectly - eg bruising, emotional hurt, reduced self-esteem

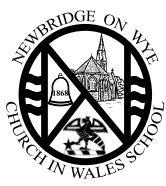
3.2 Bullying can take many forms, for example

- Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical Spitting, pushing, kicking, hitting, punching, any use of violence and destroying or stealing property
- Sexual Unwanted touching, threats, suggestions, comments and jokes or innuendo.
- Verbal Name-calling, sarcasm, insults, spreading rumours, malicious accusations, teasing, making offensive remarks
- Written Sending messages to the victim or to others about the victim
- Indirect Exclusion from social groups, ostracising or marginalising individuals from their friends and normal relationships
- Cyber / Online. Bullying by means of Information and Communication Technology (ICT) -- See Paragraph 3.3 below

3,3 Because of the significance of cyber-bullying and the need for detailed practical advice on dealing with it, the School has a separate Anti-Cyberbullying Policy (available on the School website or from the School Office.)

3.4 Bullying involving one or more of the following elements is regarded as particularly serious because it involves discrimination or harassment against groups protected under the Equality Act 2010 and/or reflects harmful prejudices in society:-

- Race (including colour, nationality, ethnic or national origin)
- Disability (as defined in Equality Act)



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- ALN / SEN not amounting to Disability
- Gender
- Age
- Appearance or health condition
- Sexual orientation
- Religion or belief

(see Appendix 1 of this Policy for further details on some of these forms of bullying)

3.5 The School adopts the principle, applied generally, that “The key to tackling prejudice-driven bullying is to provide opportunities for learners to think, understand and challenge their own prejudice” (WG Guidance on Homophobic Bullying, 2011 p.26)

3.6 We recognise that what may appear at first sight to be a bullying incident will sometimes turn out not to involve bullying. For example

- Friends falling out
- A quarrel, loss of temper, fight or assault
- Exchange of insults
- A one-off incident of hate-crime

Such incidents will very probably require disciplinary action under the School’s Behaviour Policy - and might develop into bullying if repeated. It is the responsibility of the teaching staff and the Head Teacher to investigate and to decide whether an act of bullying has occurred. For the purposes of incident recording and reporting, however, an incident will be regarded as bullying if the victim or another person involved regards it as bullying.

4. Signs and Symptoms

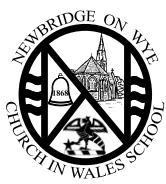
4.1 A child may indicate by signs or possible changes of behaviour that he or she is being bullied. (A list is set out in Appendix 2). Adults should be aware of these possible signs or changes and that they should investigate / report if they observe such signs in a child.

4.2 Such signs and behaviours may well indicate other problems, but bullying should be considered and investigated as a possibility.

5. Our Aims

5.1 We aim to provide a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere.

5.2 Bullying of any kind in school is unacceptable. We intend to maintain an ethos in which, if bullying does occur, all pupils should feel able to report it and 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. We will regularly remind pupils of this.



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5.3 We work to achieve this ethos by:

- Constantly reinforcing that bullying is unacceptable through assemblies, circle time, newsletters and meetings with children and parents,
- Regularly addressing bullying issues (both by real examples and through stories) in assemblies, story time, display etc.
- Focusing on bullying issues through a whole-school focus week annually
- Providing opportunities for children to report bullying incidents which either affect themselves or which they have seen/heard
 - to their peer group mentors
 - to their Class Teacher, the Deputy Head Teacher or the Head Teacher
 - via the Buddy Box
- Investigating all allegations of bullying in the school context (whether threatened or actual) and being seen to take action where it is needed.
- Supporting parents and pupils when bullying is reported.
- Working to help the child who has been bullied to regain their confidence and self-esteem
- Working to help the bully/bullies to recognise and change their behaviour

6. Strategies for the School

6.1 We deal with bullying as a whole-school issue and show zero tolerance of it. We will investigate all reported allegations of bullying within the school context.

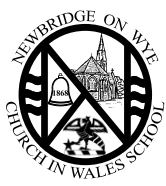
6.2 From September 2016, the School has adopted the KIVa Anti-Bullying programme. KIVa includes the following:

- Training staff to deal with incidents through the KIVa approach
- Involving parents. There is an online parents' guide explaining the KIVa programme
- Emphasis on involving bystanders in identifying and opposing any bullying behaviour
- Regular discussions in School Assembly
- Annual online survey of bullying completed by all pupils
- Monthly lessons teaching pupils the core KIVa rules
- Online games to help pupils rehearse ways of handling bullying
- Reinforcement of the KIVa approach through posters, references in Assembly, letters to parents, etc.
- If a bullying incident occurs, inviting the bully to propose ways of remedying the problem and helping the victim

6.3 We will reinforce zero tolerance of bullying and of the effects of bullying through various areas of the curriculum, i.e.:-

- PSD/ PSE
- Teaching groups
- Creative writing in Literacy
- Drama
- History
- Religious Education

6.3 We develop and reinforce the KIVa programme with a range of further strategies to identify and reduce bullying including:-



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- Buddies and the Buddy Box
- Involvement of School Council and pupil committees.
- Emotional Literacy groups.
- Use of programmes such as SEAL (Social and Emotional Aspects of Learning), P4C (Philosophy for Children) and PASS (Pupils' Attitudes to Self and School)
- Interactive displays and general displays about bullying and what to do.
- Books about bullying for children to read.
- Taking part in National Anti-Bullying Week.
- Providing regular opportunities to discuss bullying issues in whole-school and class assemblies
- Continually sending out the message that bullying in any form will not be tolerated and there will be consequences.
- Reinforce that we are a *TELLING* school and that children are openly encouraged and expected to tell an adult or peer group mentors of any bullying incident they are involved in or know about.

6.4 When discussing an incident or concern with a "Telling" child, staff will (as appropriate to the child's age and understanding)

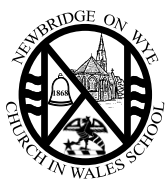
- consider the setting and try to ensure privacy to avoid others overhearing what is said or seeing that a meeting is taking place (note that for safeguarding best practice, it should be possible for other staff to observe the meeting
- if practicable, sit at the same level as the Telling child
- place chairs at a slight angle rather than directly opposite each other (to help reduce any conscious or unconscious sense of confrontation)
- acknowledge calmly the anger or distress of the targeted child or young person speaking
- give them time and priority over other commitments -- try not to rush them if they need time to process their thoughts
- be mindful that it may have required considerable courage to come and report what is happening
- thank the child for reporting the problem
- ask or encourage them to keep or hand in any evidence which they mention
- explain to them how their concerns will be taken forward
- if possible, offer the child a choice of future action - this may mitigate a bullied child's sense of disempowerment

7. Strategies for Pupils

7.1 Telling.

7.2 Giving attention to, following up and supporting the KIVa programme and the actions set out in this Policy.

7.2 On the recommendation of the School Council when consulted on revision of this Policy, one member of staff acts as Anti-Bullying Representative for Foundation Phase and another for the Juniors, to be available to pupils concerning bullying. These Representatives are elected by



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the School Council (subject to their agreement) and their identity and function is made known to pupils through Assembly and Circle Time.

8. Strategies for Parents/Carers

8.1 Parents/carers will be informed of any incident where it has been found that their child is involved in bullying and the School will seek to involve them in addressing the incident through the KIVa approach.

8.2 The School will also endeavour to keep parents/carers informed about bullying and steps to address and prevent it by :-

- Online parents' guide explaining the KIVa approach
- Leaflets and newsletters home
- School Prospectus
- Anti-Bullying Week
- School website
- Asking parents/carers to inform the School as soon as any type of bullying comes to light. This can be by personal visit, letter, telephone call, email etc.
- Reassuring parents/carers that all reports of bullying will be investigated.

8.3 A parent/carer concerned about a bullying issue should normally discuss it with the child's Class Teacher. The Head Teacher is available to meet parents/carers by appointment with or without the Class Teacher

8.4 The Welsh Government has produced helpful guidance for parents and carers: Challenging bullyingn --- Rights, respect, equality: -- Guidance for parents and carers

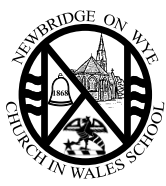
8.5 If parents/carers feel their concerns are not being addressed, they may choose to:-

1. Refer to this Policy to check that school procedures are being followed.
2. Make a further appointment to see the Head Teacher.
3. Discuss concerns with a Governor.
4. Write to the Chair of Governors explaining their concerns.
5. Contact local or national parent support groups for advice.
6. Make a formal complaint in accordance with the School's Complaints Policy (obtainable from the website or on request to the School Office)

9. Procedures

9.1 Bullying is a serious disciplinary offence under the School Behaviour and Discipline Policy and may lead to Exclusion. In this section a "bullying incident" means an incident which, in the opinion of the member of staff who sees it or hears of it, amounts to bullying if the facts are correct..

9.2 The appropriate procedure for dealing with a bullying incident may vary because of the age, character and number of pupils involved or the need for a prompt resolution of the matter, but will normally be as follows:



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- (1) The Class Teacher of the alleged bully will be responsible for assessing, recording and investigating a bullying incident in accordance with KIVa principles. Other staff witnessing or hearing of a bullying incident should report the matter to the Class Teacher of the alleged bully as soon as practicable. All alleged incidents of bullying therefore need to be reported to the Class Teacher.
- (2) The Class Teacher will
 - (a) ensure that a Bullying Incident Report Form is completed either personally or by the member of staff reporting the incident.
 - (b) inform the Head Teacher (who may take over responsibility at any stage)
 - (c) investigate the incident as a suspected disciplinary offence
 - (d) ensure that the results are recorded and filed on the central file and the file of each child involved and that parents are informed.

9.3 The Head Teacher will normally undertake the investigation of a bullying incident and decide appropriate action if:-

- (a) The incident appears to involve children from different Classes
- (b) the alleged bully or the alleged victim has been involved in a previous bullying incident within the last 6 months
- (c) the allegation of bullying, if established, looks sufficiently serious to justify considering Exclusion .

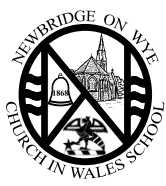
9.4 Where bullying is established, the Class Teacher or Head Teacher will decide on appropriate actions. The School however attaches importance to ensuring that a pupil or pupils found to have been bullying (and their family) recognises that the behaviour is not only wrong and unacceptable, but is in fact “bullying”. The School may therefore involve parents at an earlier or later stage as a result of a bullying incident than it might normally do when dealing with other disciplinary offences.

9.5 If after investigation an allegation of bullying is proved, the appropriate disciplinary Consequences are at the discretion of the Class Teacher or Head Teacher (see School Behaviour and Discipline Policy).

9.6 In appropriate cases, adopting the KIVa approach, the bully will be asked to suggest or agree actions (by them or by others) which might make things better for the victim.

10, Bullying taking place outside the School

10.1 Welsh Government guidance states that while schools are able to regulate certain conduct off school premises, such as bullying behaviour, they can only impose sanctions when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could for instance be imposed while a learner is on a school trip, but not while the learner is on their journey home from school. In such circumstances, the member of staff could indicate to the learner that they have been seen misbehaving and/or engaging in bullying behaviour and will receive a sanction; however, the member of staff must wait until the learner is next in school to apply the sanction.



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10.2 The Welsh Government expects that any misbehaviour, including bullying, on the journey to and from school should be dealt with using the most appropriate policy, such as the school's behaviour/anti-bullying policies or by enforcement of the Travel Code.

11 Bullying of Protected Groups in breach of the Equality Act

11.1 Our School attaches particular importance to preventing by education and responding firmly to any bullying incident involving Equality issues. We believe that many such incidents are likely to be caused by an underlying unease or fear that the victim is different and is not conforming to "normal" behaviour, and that this can be addressed by instilling genuine respect for diversity and individuality in accordance with the School's ethos.

11.2 Details and Welsh Government guidance on particular issues in bullying of protected groups and of the approach which it expects of our School and of Powys County Council are set out in Appendix 1 to this Policy

12 Cyberbullying (Online Bullying)

(Please refer to the School E-Safety and Anti-Cyberbullying Policies)

12.1 Because pupils are banned from bringing mobile phones and other electronic media into school or on school trips (see E-Safety Policy section 10(a)), and ICT use is controlled by staff, opportunities for cyberbullying by pupils while at school should be very limited..

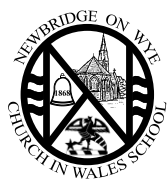
12.2 Cyberbullying from home of one pupil by another pupil may in appropriate circumstances be dealt with under this Policy

12.3 Our School recognises the vulnerability of pupils to cyberbullying (particularly when they reach High School) and attaches great importance to education of pupils, staff and parents/carers on safe use of the internet and social media and on steps to preserve their privacy and avoid cyberbullying The School's E-Safety and Anti-Cyberbullying Policies, (available on school website or from the School Office) are regularly reviewed and updated, and we seek to involve parents / carers on safe online - use and practice.

13 Reporting, Monitoring and Evaluation

13.1 The School will report incidents of bullying to Powys County Council on a termly basis, using (unless otherwise directed) the Online School Incident Reporting Form required for Racial, Bullying or Physical Restraint incidents.. Basic data are included termly in the Head Teacher's Report to the Governing Body

13.2 The School will collect and review any evidence of bullying of or by pupils from protected groups as part of its Public Sector Equality Duty. The Welsh



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Government expects all prejudice-related incidents to be accurately recorded to enable schools and Local Authorities to monitor patterns and prevent discrimination.

13.3 The Head Teacher is responsible for monitoring the relevance and effectiveness of this Policy.. The Wellbeing Team will evaluate this Policy annually and report any issues to the Governing Body.

Appendices follow

Appendix 1

Specific Types of Bullying linked to protected characteristics under the Equality Act 2010

(PCC Guidance)

There are specific types of bullying related to protected characteristics. These can broadly be categorised into:

- bullying involving learners with disabilities, which can include SEN
- homophobic, biphobic and/or transphobic bullying
- sexist and/or sexual bullying
- bullying connected with race, religion and/or culture
- bullying connected with age

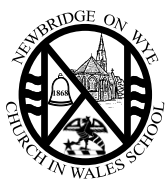
Welsh Government guidance and on the first four above categories is set out in sections A-D below

A. Bullying involving learners with disabilities and/or SEN – defining disability and SEN

A1. The definition of “disability” under the Equality Act 2010 is not the same as the definition of special educational needs (SEN) under the Education Act 1996 or the definition of additional learning needs (ALN) under the Additional Learning Needs and Education Tribunal (Wales) Act 2018. There will be some children and young people who are covered by the Equality Act but not by the Education Act or Additional Learning Needs and Education Tribunal (Wales) Act and vice versa, although a significant number of children and young people are likely to be covered by all these Acts.

Key issues for learners with disabilities and/or SEN experiencing bullying

A2 Reports from Mencap and the Anti-Bullying Alliance show that children and young people with disabilities and/or SEN are more likely to experience bullying than their peers. A study by the Institute of Education in 2014 found that even after controlling other factors that might influence the likelihood of a child being bullied, at age seven a child with SEN is twice as likely



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to be bullied as a child with no SEN. The Welsh Government expects schools to be proactive in countering this trend.

A3 Learners with a disability and/or SEN learners may be more vulnerable to bullying because:

- of negative attitudes towards disability or perceived disability
- of a lack of understanding of different disabilities and conditions
- they may not recognise they are being bullied
- they may be doing different work or have additional support at school
- they may be more isolated than others due to their disability or condition
- they may find it harder to make friends as a result of their disability or condition
- they may exhibit perceived bullying behaviour due to their disability or condition, e.g. autistic learners may not be aware of other people's personal space, or learners with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk over other learners
- they may experience lots of change, e.g. moving from a mainstream to a special school or pupil referral unit, or spending periods of time in hospital.

A4 Disabled and/or SEN learners may also find it more difficult to resist perpetrators because they have fewer friends to defend them and have difficulties telling someone if it occurs. They can be extremely adversely affected by bullying. In addition to being distressing, it can isolate them further and set back their social and educational development.

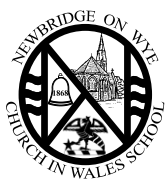
A5 Bullying of learners with disability and/or SEN can take the form of any of the traditional forms of bullying. However, there are additional forms of bullying that SEN/disabled learners may experience.

Bullying through conditional friendship

A6 In these cases, a group will allow a target to believe they are accepted into the friendship group. The group may however be using the target or place conditions on them in order to be part of the group. They might make the target the subject of their jokes, use them to run errands or even engage in criminal activity for them.

Exploitative bullying

A7 In these cases, the bullying takes the form of deliberately subjecting a target to something they cannot tolerate. For example, if a target is especially sensitive to sounds or smell, exploitative bullying might be where the perpetrator repeatedly spreads food over their work or makes loud noises to startle them. The eventual aim is to get the target child or young person into trouble because they will gradually become more stressed until they have an outburst of anger and/or retaliate.



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Manipulative bullying

A8 In these cases, the perpetrator manipulates the target, who at first may not realise what is happening. They might believe the other child/young person or group of children/young people like them and they are friends. However, the perpetrator might manipulate the target into high-risk relationships where the bullying becomes very controlling.

Positive Action

A9 While research suggests children and young people with disabilities and/or SEN are more likely to experience bullying than their peers, it is important to remember that not all disabled and/or SEN children and young people are bullied.

A10 The Welsh Government expects schools to address bullying holistically while also taking into account the individual needs and circumstances of learners with disabilities and/or SEN; under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their disabilities or SEN.

The Social Model of Disability

A11 In 2002 the Welsh Assembly Government adopted the social model of disability as the foundation of its work on disability in Wales.

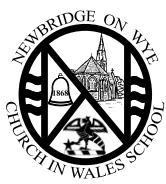
A12 The social model of disability offers a different perspective on disability, whereby disability is caused by the way society is organised, rather than by a person's impairment or difference. The social model of disability looks at ways of removing barriers that restrict life choices for people with impairments or differences. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

A13 The social model of disability makes the important difference between impairment and disability. It recognises that people with impairments are disabled by barriers that commonly exist in society.

A14 It is not the inability to walk that prevents a person entering a building unaided, but the existence of stairs that are inaccessible to a wheelchair user. Disability is socially constructed, and the social model of disability requires society to remove the barriers so all people have equality. In schools this ethos is a key element of developing a truly inclusive environment and an effective disability equality scheme and anti-bullying policy.

B Homophobic, Biphobic and Transphobic Bullying

B1 Homophobic, bi-phobic and transphobic bullying are specific forms of bullying motivated by prejudice against lesbian, gay, bisexual or transgender (LGBT) people (including those questioning their sexuality), someone with a LGBT relative or simply because a learner is



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different in some way. It is not characterised by specific acts but by the negative attitudes and beliefs towards LGBT people that underlie these.

B2 When a perpetrator identifies someone as 'different' this can be because the target does not conform to the 'expected' or 'gender appropriate' behaviour expected of someone. It is the learner's identity which is attacked. Homophobic, bi-phobic and/or transphobic bullying can therefore be experienced by a child or young person regardless of gender or sexual orientation.

Key Issues for LGBT Learners Experiencing Bullying

B3 A 2017 Stonewall report found that nearly three in five LGBT learners in Welsh schools who took part in a survey reported that their schools say homophobic and bi-phobic bullying is wrong, while just one in three report that their schools say transphobic bullying is wrong. The report also found that more than four in five LGBT learners report that they have never learned about or discussed bisexuality at school, making bisexual children and young people feel even more isolated, especially where sexual orientation can sometimes wrongly be conceived as a binary of being straight or gay/lesbian, and bisexual people's identity and experiences sometimes dismissed.

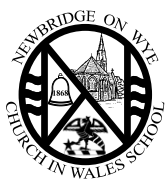
B4 The Welsh Government expects schools to incorporate anti-bullying work in the wider context of an equalities and social justice approach to respectful and healthy relationships and violence prevention. This should be done as part of a whole-school approach to celebrating difference, including embedding LGBT issues across the curriculum.

B5 Homophobic, bi-phobic and transphobic insults used in place of other insults or indirectly

B6 In schools where learners believe they will not be challenged when using homophobic insults and/or actions, they may use such language or actions towards others they are targeting for other reasons, such as SEN or race, religion or culture. The homophobic insults are being used as a proxy for the language and/or actions they know they are likely to be challenged for using, such as racist insults. This behaviour can be observed through incident records or learner surveys, e.g. if learners with SEN report higher than average incidents of homophobic bullying.

B7 In schools, homophobic, bi-phobic and transphobic language and actions can be wide-ranging and used directly or indirectly

- deride or disparage someone considered inferior or risible
- insult a learner with a lesbian, gay or bisexual parent/carer or relative
- use sexual orientation to denigrate the actions of another
- imply something is unacceptable
- intimidate someone or make them feel uncomfortable through insinuation
- undermine and bully a learner by suggesting that they are lesbian, gay or bisexual, including by spreading rumours and malicious gossip
- bully a male or female learner considered effeminate or masculine respectively



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- put down a learner with a gender non-conforming friend or family member
- imply gender variance is unacceptable
- verbally bully a target considered gender-fluid

Positive Action on Homophobic, Transphobic and Bullying

B8 Homophobic, bi-phobic and transphobic bullying cases require very sensitive responses. The family of the target may respond in ways that distress the child or young person further due to community pressure, homophobic, bi-phobic and/or transphobic views, or possibly through being unaware of their child's sexual orientation.

B9 The Welsh Government expects schools to work with families to ensure the right support, at the right time, is provided for the learner to ensure the best outcomes for that child or young person. Under the PSED schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their having protected characteristics.

C Sexist and Sexual Bullying

C1 In 2015 Girlguiding UK found that 75 per cent of girls and young women said anxiety about potentially experiencing sexual harassment affects their lives in some way. The same survey found that 90 per cent of young women aged 13–21 agreed that the UK Government should make sure all schools are addressing sexual harassment and bullying in schools.

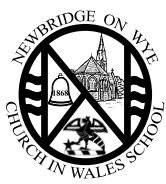
C2 Sexist bullying is based on sexist attitudes repeatedly expressed in ways that demean, intimidate and/or harm another person because of their sex or gender. It may sometimes be characterised by repeated inappropriate sexual behaviours including harassment, groping, 'up skirting', 'down shirting' and use of humiliating sexist language. In rare cases violence may be used.

C3 Sexual bullying may be physical, verbal or psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation or using sexual language that is designed to subordinate, humiliate or intimidate. It may involve sharing of explicit images online, sometimes by multiple people, coercion or unwanted sexual touching.

C4 It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying and sexual harassment are terms which are often used interchangeably in schools, with sexual bullying often regarded as a type of sexual harassment. Whether the incident is considered sexual bullying or sexual harassment, the Welsh Government expects schools to address the issue through their anti-bullying, behaviour or safeguarding policy (whichever is deemed most appropriate). Sexual bullying can affect boys and girls.

Positive Action re Sexual / Sexist Bullying

C5 Girls and young women are most frequently harmed by sexist and sexual bullying; however, boys and young men can also suffer sexist and sexual bullying and humiliation, e.g.



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by a group of girls/young women or a former girlfriend. Where this happens, the Welsh Government expects that schools will not treat these cases any differently or less seriously than those involving girls and young women.

C6 The Welsh Government expects schools to consider all learners as potentially at risk of sexist or sexual bullying, particularly where they are perceived by others to not conform to dominant or stereotypical gender roles. Under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners owing to their having protected characteristics.

D Bullying Linked to Race, Religion and Culture

D1 This form of bullying describes a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded or powerless because of their colour, ethnicity, culture, faith (including lack of faith), national origin or national status.

D2 Most public bodies in the UK, including schools, use the working definitions of racism and a racist incident that were proposed in the report of the Stephen Lawrence Inquiry in 1999
The report defined racism as:

- Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin

And a racist incident as:

- Any incident which is perceived to be racist by the victim or any other person

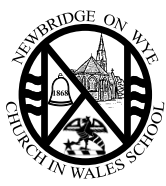
Forms of Racism

D3 Historically, the term 'racism' has been used in situations where colour and physical appearance are considered to be significant markers of difference. However, there has almost always been a cultural element as well.

D4 Racism around skin colour continues to be prevalent, and schools must continue to be alert to it and to challenge it. But also, there are forms of racism which are primarily to do with culture, customs, religion and heritage. These too must be addressed and countered by schools.

D5 The Welsh Government expects schools to consider, for example, the following:

- **Anti-Gypsyism** – Gypsies and Travellers are the target of a number of misleading and harmful stereotypes, many of which are deep-rooted in the public consciousness in the UK. Negative representations in the media further exacerbate the prejudice experienced by these individuals. It has even been suggested that discrimination towards Gypsies and Travellers remains 'permissible' in the UK. A consequence of this environment is that the task of winning the trust of children and young people of Gypsy and Traveller backgrounds is rendered even more difficult and sensitive.



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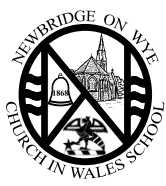
- **Anti-refugee prejudice** – The political discourse and media reporting around immigration has heightened tensions between communities and created a challenging climate for refugees and asylum seekers in the UK. There is a trend of using dehumanising language when discussing immigration, e.g. words such as ‘swarming’ and ‘invasive’. Refugees and asylum seekers are often represented as a threat or a drain to public funds, and their motives for settling in the UK are regularly questioned. Schools must be alert to these influences and ready to counter negative narratives around refugees and asylum seekers. Schools should also be aware that some refugee and asylum-seeking children and young people may have endured traumatic experiences in their country of origin or during their journey to the UK, and of the further harm that could be caused by incidents of bullying.
- **Anti-Semitism** – Hostility, dislike or fear of Jews and Jewish things, manifested in discriminatory attitudes and actions. As is also the case with Islamophobia, it is frequently exacerbated in Britain by events and underlying conflicts elsewhere in the world, particularly the Middle East.
- **Islamophobia** – Hostility towards Islam which results in discrimination against Muslim individuals and communities and excludes Muslims from mainstream political and social affairs. The term itself is not ideal, but undoubtedly the Welsh Government expects schools to play a part in countering anti-Muslim prejudice and hostility within their own spheres of influence. Islamophobia is not necessarily to do with hostility to Islamic religious beliefs, but with denying equal rights and respect to people of Islamic heritage.

D6 The Welsh Government expects schools to consider, when recording incidents of racist bullying, that there should be distinct and separate categories for noting the basis of the racist bullying, e.g. on the basis of religious heritage or on the basis that they are Gypsies and Travellers or refugees.

D7 We know bullying is very often motivated by hostility or prejudice based on a person’s actual or perceived race, religion or culture. At the root of such bullying is a view that some people are different or ‘other’. By ‘othering’ them through remarks and insults it becomes easier to see any group as set apart and to dehumanise them. This can remove all compassion. The role of schools in helping every learner feel they belong is of immense value in building a cohesive society. Very young children do not see difference until they learn or adopt attitudes and prejudices which may be present around them.

Positive Action

D8 The Welsh Government expects schools to work with learners, their families and communities to ensure the right support, at the right time, is provided to learners to ensure the best outcomes for that child or young person. Under the PSED, schools are also under an obligation to ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners owing to their having protected characteristics.



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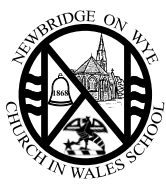
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APPENDIX 2

One or more of the following may indicate that a child is being bullied

The 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 (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- starts to wet the bed
- cries/becomes ill on a Sunday
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is reluctant to say what's wrong
- gives improbable excuses for any of the above



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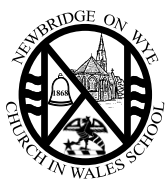
Appendix 3

School Bullying Incident Recording Form (This is for internal use and should not be sent to PCC) See PCC Online Incident Report Form for Racial / Bullying / Physical Restraint Incidents

In certain circumstances, a Managed Move may be the best option for a pupil in mainstream who is receiving regular fixed-term exclusions or at risk of permanent exclusion. PCC Hard to Place Protocol gives further information.

Bullying Incident Recording Form

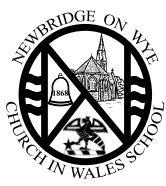
Name of person reporting incident (please note anonymous if this is an anonymous report)			
Name of person recording incident			
Date of report			
Type of bullying incident (please tick all that apply):			
Physical	<input type="checkbox"/>	Relational	<input type="checkbox"/>
Verbal	<input type="checkbox"/>	Prejudice-related	<input type="checkbox"/>
Indirect	<input type="checkbox"/>	Exclusion and isolation	<input type="checkbox"/>
Online or via mobile	<input type="checkbox"/>	Face to face	<input type="checkbox"/>
Other (please state):			
For prejudice-related incidents please select the category which best describes the prejudice involved:			
Racist (focused on race, religion or culture)	<input type="checkbox"/>	Related to gender identity	<input type="checkbox"/>
Homophobic (LGBT+)	<input type="checkbox"/>	Related to SEN or disability	<input type="checkbox"/>
Sexual	<input type="checkbox"/>	Related to family status or child looked after (CLA) status	<input type="checkbox"/>
Transphobic	<input type="checkbox"/>	Related to disadvantage	<input type="checkbox"/>
Sexist	<input type="checkbox"/>	Focused on appearance	<input type="checkbox"/>
Other (please state):			
Safeguarding Considerations			
<p>If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).</p> <p>Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.</p> <p>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.</p>			



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Brief summary of incident:			
Name of alleged target:			
Class/form/age		Year group/ house:	
Name of alleged perpetrator(s) (if known):			
Class/form/age		Year group/ house:	
Date(s) of incident(s)		DD/MM/YYYY	
Approximate time(s)			
Is this incident linked to previous incidents of victimisation of the target?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how long has victimisation of this person being going on? Please provide details			
What occurred?			
Who was involved?			
Has any intervention been tried?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does this case require the serious incident protocol to be activated?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do the police need to be informed?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does a device or evidence need to be confiscated/isolated as evidence?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does online material need to be taken down?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have parents/carers been informed?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Who has taken responsibility for these steps?			
Action taken:			



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Follow-up required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Case resolved?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If so, please note date:		
Outcome summary:		
Learning opportunities:		
Would you recommend any changes to approaches, policies or procedures as a result of this incident?		

Signed: _____

Date: _____

Appendix 4

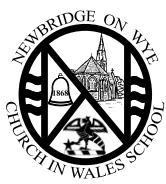
Where to find Further Help and Advice

Helplines and support services

Bullying Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings.

E-mentors offer online support

- e-mail: mentorsonline@bulliesout.com
- www.bulliesout.com
- e-mail: mail@bulliesout.com



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Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.

- www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.

- www.kidscape.org.uk

The Diana Award – Trains young anti-bullying ambassadors to help others.

- www.antibullyingpro.com

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available.

- www.samaritans.org
- Tel: 116 123 (English-language line – free to call)
- Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.

- www.rethink.org
- Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.

- <https://wales.mencap.org.uk>
- Tel: 0808 8000 300

Meic – Information advice and advocacy for young people.

- www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK.

- www.childline.org.uk
- Tel: 0800 1111

Help at a Glance

Local Authority Officer	Group
Hayley Smith hayley.smith1@powys.gov.uk	Interim Senior Manager ALN & Inclusion Challenge Adviser
Imtiaz Bhatti imtiaz.bhatti@powys.gov.uk	Senior Manager ALN & Inclusion 'Other Groups' Pupils from Minority Ethnic Backgrounds Asylum Seeking and Refugee Children Gypsy, Roma and Traveller Children Children of Migrant Workers EAL



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<p>Simon Anderson simon.anderson@powys.gov.uk</p>	<p>Additional Learning Needs Manager Statementing Officer PIP Children from families in difficult circumstances Disabled Pupils Pupils with Healthcare Needs Service Children</p>
<p>Sian Fielding sian.fielding@powys.gov.uk</p>	<p>More Able and Talented Pupils Challenge Adviser</p>
<p>Alun Flynn alun.flynn@powys.gov.uk</p>	<p>Principle Educational Psychologist</p>
<p>Michael Gedrim michael.gedrim@powys.gov.uk</p>	<p>Additional Learning Needs Manager Children Looked After by the Local Authority Young Carers Lesbian, Gay, Bisexual and Transgender Pupils (LGBT)</p>
<p>Heidi Lorenz heidi.lorenz@powys.gov.uk</p>	<p>Sensory Service Lead Adaptive Technology</p>
<p>Mike Wheeler mike.wheeler@powys.gov.uk</p>	<p>Additional Learning Needs Manager Behaviour and Attendance Pupils from Minority Ethnic Backgrounds Asylum Seeking and Refugee Children Gypsy, Roma and Traveller Children Children of Migrant Workers Pupils who are pregnant or are Young Parents Children and Young People who Offend School Refusers or School Phobic Children who Performs or have Employment</p>
<p>ALN Department alndepartment@powys.gov.uk</p>	