



POLISI GWRTHFWLIO

ANTI-BULLYING POLICY

PARATOWYD PREPARED	Ionawr 2019 / <i>January 2019</i>
CADARNHAWYD RATIFIED	Ionawr 2019 / <i>January 2019</i>
ADOLYGWYD REVIEWED	Ionawr 2021 / <i>January 2021</i>
CYLCH ADOLYGU REVIEW CYCLE	2 flynedd / <i>2 years</i>

YSGOL GYMRAEG LLUNDAIN LONDON WELSH SCHOOL

Anti-Bullying Policy 2021-2023

Ysgol Gymraeg Llundain Anti-Bullying Policy outlines what our school will do to prevent and tackle bullying. The policy is subject to review in 2023 with the whole school community. The policy has regard to DfE guidance on preventing and tackling bullying as well as guidance from NSPCC.

1) Objectives of this Policy

- i. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- ii. All should know what the school policy is on bullying and follow the policy when bullying is reported.
- iii. All should know what to do if bullying arises.
- iv. Teachers, pupils and parents should be assured that they will be supported when bullying is reported.
- v. Bullying will not be tolerated. The mental health and wellbeing of our pupils and Staff is of utmost importance.

2) Our school community:

- i. Is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Does not tolerate bullying of any kind
- ii. Is a TELLING school, meaning that anyone who knows that bullying is happening is expected to tell the staff
- iii. Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- iv. Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- v. Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- vi. Discusses, monitors and reviews our anti-bullying policy
- vii. Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate.

3) Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. Bullying results in pain and distress to the victim**”.

Bullying can be short term or continuous over long periods of time.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- i. Bullying related to **prejudice** based against race, religion or culture.
- ii. Bullying related to special educational needs.
- iii. Bullying related to appearance or health conditions.
- iv. Bullying related to sexual orientation.
- v. Bullying of young carers or looked after children or otherwise related to home circumstances.
- vi. Sexist or sexual bullying.
- vii. Cyber bullying.

Bullying can be:

- emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- physical: pushing, kicking, hitting, punching or any use of violence
- direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing
- racial taunts, graffiti, gestures
- sexual: unwanted physical contact or sexually abusive comments
- homophobia because of, or focusing on, the issue of sexuality
- cyber bullying: all areas of internet, such as email & internet chat room misuse
- threats by text messaging/calls/ social media
- misuse of associated technology, i.e. camera & video facilities, ipad, games consoles.

Bullying may be related to:

- race
- religion
- culture
- special educational needs or disabilities (SEND)
- appearance or a health condition
- home circumstances
- gender
- sexual orientation, sexism, or sexual bullying.
(protected characteristics as listed in the Equalities Act 2010.)

Bullying often takes place where there is an imbalance of power of bully over victim as is often the case with peer on peer abuse. This can be achieved by:

- the size of the individual
- the strength of the individual
- the numbers or group size involved
- vulnerability of the victim eg SEND

- anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

The school respects all the members of its community and closely follows the directives set out in the Equality Act 2010.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Staff are instructed to be vigilant about bullying and approach this in the same way as any other category of Child Abuse, that is to deal with it directly. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

4) Preventing, identifying and responding to bullying

We will:

- i. Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- ii. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- iii. Consider all opportunities for addressing bullying including through the curriculum, assemblies, through displays and through peer support.
- iv. Follow NSPCC guidelines regarding Cyber Bullying.
- v. Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- vi. Actively using the following methods for helping children to prevent bullying
 - o Writing a set of school rules
 - o Writing stories and poems of drawing pictures about bullying
 - o Reading stories about bullying
 - o Making up role-plays
 - o Having discussions about bullying and why it matters

5) Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- i. Is frightened walking to or from school
- ii. Doesn't want to go to school

- iii. Becomes withdrawn, anxious or lacking in confidence
- iv. Starts stammering
- v. Cries themselves to sleep at night or has nightmares
- vi. Feels ill in the morning
- vii. Begins to do poorly in school work
- viii. Comes home with clothes torn or books damaged
- ix. Has unexplained cuts or bruises
- x. Becomes aggressive, disruptive or unreasonable
- xi. Is bullying other children or siblings
- xii. Stops eating
- xiii. Is frightened to say what's wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6) Procedures

- i. Report bullying incidents to staff
- ii. Bullying, the incidents will be recorded by staff
- iii. In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem
- iv. An investigation will take place and the bullying stopped quickly

7) Outcomes

- i. The bully or bullies may be asked to genuinely apologise. Other consequences may take place and if possible, pupils will be reconciled.
- ii. After any investigation and follow up action, each case will be monitored to ensure repeated bullying does not take place.
- iii. Parents of the victim and perpetrator will be informed of actions taken to prevent bullying re- occurring.
- iv. All incidents will be recorded and filed in the 'Record of Behavioural Incidents' file. Termly tracking of the number of incidents will be reported to the Board of Directors.

8) Involvement of pupils / students

We will:

- i. Regularly canvas children's views through questionnaires on the extent and nature of bullying and how safe they feel at school.
- ii. Ensure students know how to express worries and anxieties about bullying and who to turn to for help.
- iii. Ensure adequate adult supervision at all times, inside the school building, outside on the playground and on educational visits and trips.
- iv. Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- v. Involve students in anti-bullying campaigns in schools, actively encourage the children to respect each other. And other's property

By following the PHSE curriculum discuss bullying openly and offer strategies to deal with such behaviour.

- vi. Publicise the details of helplines and websites.
- vii. Offer support to students who have been bullied.
- viii. Work with students who have been bullying in order to address the problems they have.

9) Liaison with parents and carers

We will:

- i. Ensure that parents / carers know whom to contact if they are worried about bullying.
- ii. Ensure parents know about our complaints procedure and how to use it effectively.
- iii. Ensure parents / carers know where to access independent advice about bullying.
- iv. Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

10) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- i. Complaints Policy
- ii. Behaviour and Discipline Policy
- iii. Three Year Accessibility Plan based on the Equality Act 2010
- iv. PSHE Policy
- v. RSE Policy
- vi. Safeguarding and Child Protection and Policy

11) Monitoring & review, policy into practice

We will review this Policy at least once every two years or earlier if incidents occur that suggest the need for review. The school uses the guidance by the DfE- Gov.uk to inform its action planning to prevent and tackle bullying.

13) Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- Governing Body to take a lead role in monitoring and reviewing this policy.
- Governors, the Lead Teacher, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Lead Teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

For further information refer to:

DFE publications:

1. Preventing and tackling bullying 2017

2. School support for children and young people who are bullied 2104

3. The Education (Independent School Standards) Regulations 2014

4. Cyberbullying: Advice for headteachers and school staff 2014 - Childnet's 'Using Technology' guide

5. Advice for parents and carers on cyberbullying 2014

Organisations that provide support to parents and carers and children

- The Anti-Bullying Alliance
- CEOP
- Childline
- Childnet
- The Diana Award
- Internetmatters
- Get connected
- NSPCC
- The Parent Zone
- Thinkuknow
- Young Minds
- UK Safer Internet Centre

ARWYDDWYD GAN:		
SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Ionawr 2021 <i>January 2021</i>
S Rees Jones	Athrawes Arweiniol Weithredol <i>Executive Lead Teacher</i>	Ionawr 2021 <i>January 2021</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>