

Anti-Bullying Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Next Review Due: July 2024

Introduction, Vision, and Values

Our school vision is: 'We believe in the limitless capacity for everyone to achieve great things'. Our core values are Ambition, Courage, Curiosity, Dedication, and Equity. Our Anti-Bullying Policy is based on this vision and these values.

This policy is congruent with our Relationships and Behaviour Policy, our Equality, Diversity and Inclusion Policy, and our Acceptable Use Agreement. The policy carefully considers and fully utilises the United Nations Convention for the Rights of the Child.

Anti-Bullying Lead

The school has established an Anti-Bullying Lead within the school. The lead at King Henry VIII 3-19 School is Mr. J. Parkinson (Assistant Head teacher). The key responsibilities of the role are:

- anti-bullying policy creation, review and ongoing development;
- implementation of the policy;
- ensuring evaluation of every procedure takes place and this informs policy reviews.
- managing bullying incident processes, including intervention used, reporting, recording, and monitoring
- coordinating and managing training and support for staff and parents/carers
- researching, evaluating, and appraising strategies for preventing bullying behaviour.

Definition of bullying

King Henry VIII 3-19 School defines bullying as:

'Bullying can happen between **individual people** or **groups of people**. It is when someone makes **repeated** and **on purpose** attempts to **hurt or embarrass** someone else. It can involve an **unfair balance of power** or **personalities**.'

Language used to discuss bullying

It is important that education about bullying and responses to bullying take into account the power of language. When discussing bullying behaviour, King Henry VIII 3-19 School refrains from using aggressive words or phrases, such as 'stamp out', 'kick out' or 'combat'; they have not been shown to reduce bullying effectively. When referring to roles played, the terms, 'target', 'perpetrator' and 'bystander' will be used. We will not encourage pupils to label and will always address behaviours without judging the person exhibiting these behaviours. We understand all behaviours are communication of some sort.

Friendship fallouts, one-off fights, arguments, disagreements, one-off physical altercations, and insults between friends of equal status are not considered bullying and are responded to using our Relationships and Behaviour Policy.

Protected characteristics

A discriminatory incident is any incident which is perceived by the target or any other person, to be motivated by hostility or prejudice based on a protected characteristic, listed below:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation;
- Welsh Language (not officially a protected characteristic but treated as such by Monmouthshire County Council).

In school we also recognise that differences in socio-economic status, faith, ALN/disability and higher current abilities are sometimes antecedents in pupils to be unkind to one another. These differences are treated as protected characteristics by the school.

The importance of challenging bullying

Studies have shown that young people in the UK have a lower life satisfaction than in some other countries and bullying is cited as a cause for this. Pupils today face rising challenges in the online world, which has led to higher instances of bullying. Research shows that bullying can have devastating long term effects, on not only the target, but the perpetrators and bystanders too. Bullying has been shown to link to poor mental health and wellbeing and can lead to young people becoming lonely and isolated.

Raising the awareness of bullying

Although the school participates in national awareness days, these are not the only times that the profile of challenging bullying is raised. Positive and healthy relationships are embedded through our school vision and values, and our pastoral provision. Our Year 12 and 13 PALS (Peer Active Listening Service) pupils work with our Year 7 and Year 8 pupils to support anti-bullying agendas and have been trained as Anti-Bullying Ambassadors. The profile of anti-bullying is high around the school, with our anti-bullying station feedback boxes and displays. Anti-bullying is embedded in our curriculum provision through a variety of learning experiences. The school has forty trained Wellbeing Ambassadors in Years 10 and 11, some of whom specialise in anti-bullying.

Involvement of key stakeholders

Pupils, staff, and parents and carers have contributed to the design and implementation of this policy. This recognises that without the wholehearted involvement of the pupils, a strategy is unlikely to succeed. Therefore, the School Council has read and evaluated government documents and created our anti-bullying definition together. This has been shared with our school community and our cluster primary schools.

The Governing Body should:

- Ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.

The Headteacher should:

- Ensure that the Anti-Bullying Policy and reporting procedures are known to the whole staff, children and young people, parents/carers and outside agencies (where appropriate);
- Ensure that all staff have the opportunity to receive training and are supported around Anti-Bullying and reporting;
- Ensure all staff are aware of the protected characteristics and receive training and support;
- Ensure that there is suitable and sufficient opportunity through the school's curriculum planning, PSE programme, and assemblies to explore issues relating to all types of bullying and discriminatory incidents;
- Ensure that incidents are recorded, monitored, reported to the Local Authority and inform the schools self-evaluation process;
- Ensure parents and carers are notified immediately of any incidents involving their children.
- Ensure all incidents of discriminatory bullying will be recorded and monitored separately, indicating the precise protected characteristic involved. The monitoring will be carried out half termly and timetabled within the Monitoring and Evaluation cycle by the Headteacher and Senior Leadership Team;
- Report to the Governing Body annually.

Staff should:

- Receive, respond, take seriously and act upon information which is disclosed;
- Report any observed, suspected or disclosed incidents to the nominated member of staff;
- Ensure that school policies are followed.

Pupils should:

- Report incidents straight away, observing incidents can suggest support for the perpetrator;
- Tell someone you trust straight away;
- Ask parents, carers, and family members, or staff for advice and help. If you are too scared to tell an adult on your own, ask a friend to go with you.

Parents and carers should:

- Reassure their child that they are doing the right thing to report incidents
- Remember that you may be the first person to know of any bullying incident. Try to stay calm and make notes which may be useful later;
- Contact the school
- Work with the school to draw up ideas that will help to support your child.

Parents and carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school. Parents and carers will have the opportunity to respond to the strategy and policy through engagement events such as:

- online feedback forms
- parents and carers evenings

Signs a pupil might be experiencing bullying

A change in a pupil's mood or socialisation patterns, becoming upset or angry, a change in behaviours or a level of secrecy may all be signs a pupil may be experiencing bullying. The school continuously monitors for these signs and provides education to pupils to do the same. School staff are experienced in recognising changes in the behaviours of young people. Parents and carers should look out for any changes in behaviour and contact the school if necessary. Pupils should look out for one another, taking the role of an upstander, not a bystander.

Prevention of bullying

Proactive approaches to bullying and bullying prevention is a key part of the school's strategy and policy. The school operates a culture in which bullying is not tolerated and pupils are encouraged to speak out if they are experiencing, or if they witness, any forms of bullying. Proactive strategies, such as embedding anti-bullying work within the curriculum and pastoral sessions, raising awareness and acceptance of differences, restorative principles and practices alongside clear sanctions of unacceptable behaviours all contribute to preventing bullying. All pupils are expected to comply with the All-Wales Travel Behaviour Code (2008) and any bullying behaviours on journeys to and from school will be reported and dealt with in the same manner as an incident in school.

School's role in relation to bullying outside of school

If there is a clear link between the bullying outside of school and incidents in school, the school will put in place clear actions to address the bullying. The school will refer to the Schools Police Liaison Officer or Gwent Police for issues of bullying outside of school, whether they are through face-to-face means or social media. Other agencies, such as social services or mental health and wellbeing services, will be involved to support when necessary. All pupils at the school must comply with the All-Wales Travel Behaviour Code (2008). This Code is part of the school's behaviour and anti-bullying policies. Any misbehaviour, including bullying, on the journey to and from school will be dealt with using this Code and the appropriate polices.

Online Bullying

Online bullying, which is sometimes termed cyberbullying, is any form of bullying that uses an electronic device. It is just as serious as face-to-face bullying. Online bullying may take the form of name calling, threats, spreading rumours, disclosing personal information without permission, social isolation and exclusion, and can be either direct (occurs with the targets knowledge) or indirect (which may involve a third party or be done behind the target's back). Parents / carers are expected to look for cues, such as their children becoming very anxious or angry when using technology or being overly secretive; this could suggest they are targets or even perpetrators of bullying. Parents / carers should always create an open and honest dialogue with their children around internet use, and if they have concerns ensure they take steps such as:

- working with the school;

- supporting their child to block users and report comments through the social media platforms;
- keeping evidence such as screenshots of any unkind communications;
- not contact the family of the perpetrator;
- explore additional support from other agencies if needed;
- and contacting police if the contact involves physical threats.

We understand that online bullying is an area of focus for our school and all schools across Wales. We will work with pupils to raise awareness of what is and what is not acceptable online, how to report online bullying whilst ensuring reducing online bullying activities are embedded into our curriculum and pastoral offers.

Reporting of bullying

There are a variety of ways pupils can report bullying. Staff, both teaching and non-teaching have received training and know that a pupil may approach any member of staff to report bullying. Pupils can also report bullying to:

- trained peer supporters - our PALS or Wellbeing Ambassadors;
- Form Tutors, WBSOs and WBLs. WBSOs are available in The Hub at all times;
- the anti-bullying station feedback boxes;
- Our school mobile number
- QR codes that link to Microsoft Forms.

How the school will respond to incidents of bullying

As a school, when we respond to incidents, we ensure our legal duty to safeguard and promote the welfare of pupils is paramount. All teachers and administrative staff are aware of the school's anti-bullying policy and the procedures to follow if a pupil reports being bullied. The school will respond to incidents in a considered and fair manner. All perspectives will be sought and heard. Only then, will any decision be made.

Successful strategies provide a consistent framework with options to suit the situation. Bullying is complex behaviour so we therefore ensure our response is appropriate, while also following standardised framework guidelines. Our anti-bullying strategy is child-centred and will not lose sight of the needs of the pupil, irrespective of whether they are a target or perpetrator of bullying, or a bystander. We see every incident as a learning opportunity.

All staff will follow the process overleaf when responding to bullying

Initial Response

Incident is reported – you can talk to a teacher, a PAL, Wellbeing Ambassador, use reporting stations, or use our QR code to fill in an online form. We treat each incident seriously and listen to pupils. We keep information confidential. We take perspectives from everyone involved. A log is made and filed with the Wellbeing Team. The matter is passed on to a Wellbeing Leader.

Respond

The incident is investigated in detail. Staff will discuss with everyone involved. We may ask pupils to keep a diary of incidents over a short period of time. All information will be logged. Parents and carers will be informed.

Resolve

Feedback will be given to pupils, staff, parents and carers. The school will look for the best way to resolve the issue, keeping in mind the effects of the response and how likely it is to help address the root causes for the bullying happening. We will consider which actions will have the greatest impact stopping the issue from continuing. Responses could include:-

- ✓ mediation – this involves helping talk about the issue and agree on a solution with the people involved;
- ✓ restorative approaches – built on values, which separate the person from the behaviour. They ensure someone takes responsibility for behaviours and seek to repair any harm caused in a situation;
- ✓ building resilience – helping people to effectively cope, adjust or recover from being bullied;
- ✓ peer support – e.g. by our PALS or Wellbeing Ambassadors
- ✓ sanctions – school may use sanctions to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

Report

All incidents will be recorded on the school's 'Anti-Bullying Log' Reports will be made to the Local Authority and the Headteacher on a termly basis.

Monitor

The school will monitor relationship and will put further resolutions in place where required.

It is not productive to continue using an intervention to address a case of bullying if the approach has failed to work. If an intervention is not working as intended, the school will explore alternative approaches. The school will not consider the issue resolved on the grounds that the intervention is completed, if the outcome is not successful.

Plans may include work for the family to complete at home. The school will remind and work with families so that they support the school's values. If the source of prejudice-related behaviour is in the home or community, this should be acknowledged by parents and carers and help sought in the local area.

What pupils, parents and carers can expect

All staff, PALS and Wellbeing Ambassadors are encouraged to use effective listening techniques, which can help the targeted pupil to feel they are doing something about the problem. They will acknowledge calmly the anger or distress of the pupil speaking. If they need time to process their thoughts or articulate the story, they will not rush them. Staff are mindful that it may have required considerable courage to come and report what is happening. The next steps of how their concerns will be taken forward will be discussed with the pupil, to help to reassure them that their concerns are being taken seriously. Staff will ensure suitable levels of privacy are considered in the environment where discussions around bullying are to take place.

Pupils who are bullied are encouraged, where possible, to keep evidence of the activity. Evidence may be threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes. Bystanders may also be able to provide witness statements or additional evidence. Dates and times when things happened should be noted. Screen grabs can be saved as online evidence.

Parents and carers can expect to be informed of any issues and kept up to date on the process of any interventions and actions. They can expect to have their voice and perspective heard by staff in order to ensure the interventions are as successful as possible. Parents and carers must however be mindful that there are two sides to each story and decisions will be made after gaining all of the information from all parties involved.

How pupils, and parents and carers can appropriately escalate the matter if they do not feel that their concerns are being taken seriously

Having reported an issue regarding bullying to the school, if a pupil, or their parent or carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can contact the school formally who will discuss with them their options at this point. In accordance with the principles of the UNCRC, all pupils will be listened to and treated with respect.

Recording and monitoring of incidents

The school will use Anti-Bullying Logs to record incidents that have been categorised as bullying using the definition on page three of this policy.

This logging will allow the school to track patterns of behaviour and evaluate the success of the policy and strategies used to challenge bullying, making necessary changes when needed.

Evaluation and review of policy and strategy

The school will record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics, in the Anti-Bullying log. The school will monitor processes regularly. This will enable us to modify the policy to respond to specific trends and emerging issues in a swift and effective manner. The school will:

- implement an ongoing cycle of school-level data recording, monitoring and analysis of anti-bullying information;
- use school-level anti-bullying data to identify priority areas for implementing whole-school improvement;
- take action to make those improvements, ensuring the cycle of improvement continues through analysing data as part of self-evaluation.

All self-evaluation and improvement processes are underpinned by an open and honest collaborative culture. The school's Anti-Bullying Policy and strategy will be regularly reviewed and involve consultation with school staff, pupils, and parents and carers. Surveys will be completed with pupils and staff at Parents' Evenings to glean data and feedback on the success of the school's action to challenge bullying. The school will speak to targets and perpetrators to gain feedback on the school processes.

Appendix A

Bullying incident recording form – King Henry VIII 3-19 School



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/categories which describe 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 looked after child (LAC) 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

If there is or might be a significant risk of harm, talk to one of the Designated Safeguarding Persons.

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 DSP

Name of alleged target:	Form / class:
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Name of alleged perpetrator/s:	Form / class:
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Date(s) and time (s) of alleged incident(s):
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Is this incident linked to previous incidents of victimisation of the target?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how long have the incidents been going on? Please provide details		

What happened?

Who else was involved (e.g. bystanders or witnesses)?

Have parents/carers been informed?

Yes

No

Action taken:

Mediation Restorative approaches Building resilience Peer support School sanctions

Please give any further detail required:

Who has taken responsibility for these steps?

