

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.

“Be a buddy, not a bully”

Effective from: September 2023

Approved by Governors: July 2023

Reviewed by Governors: July 2024, July 2025

Next Review Due: July 2026

King Henry VIII School Vision and Values

Our school vision, constructed with staff and pupils is, “We believe in the limitless capacity for everyone to achieve great things”. Our core values are: Ambition, Courage, Curiosity, Dedication and Equity. Our response to bullying is morals led and based on this school vision and these school values.

This policy is congruent with our Relationships Policy our Strategic Equality Policy and Acceptable Use Agreement. The policy carefully considers the United Nations Convention for the Rights of the Child.

The school has established an anti-bullying lead within the school. The lead at King Henry VIII 3-19 School is Ms E. Davies, Assistant Head teacher. The key responsibilities of the role are:-

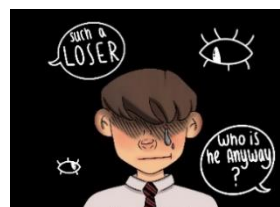
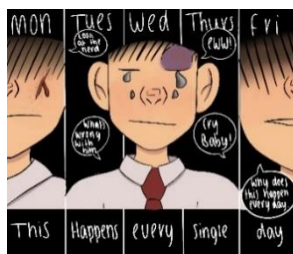
- anti-bullying policy creation, review and ongoing development;
- implementation of the policy;
- ensuring evaluation of every procedure takes place and this informs policy reviews. This will include documenting all reviews in procedures, documentation, etc.;
- managing bullying incident processes, such as intervention used, reporting, recording, monitoring, etc.;
- coordinating and managing training and support for staff and parents/carers where appropriate;
- researching, evaluating and appraising strategies for preventing bullying behaviour.

The link Governor for anti-bullying is Mrs Suzanne Williams

Bullying definition

“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.”

Our co-constructed motto is: **“Be a buddy, not a bully.”**



It is important that responses to bullying take into account the power of language. That is why, 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.

Bullying can take many forms, but the three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression;
- Verbal – name calling, insulting, making offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, non-verbal intimidation, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones (through social networking sites).

Friendship fallouts, one-off fights, arguments, disagreements, one-off physical altercations, and insults or banter between friends of equal status are not considered bullying.

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;
- Pregnancy;
- 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 gifted/talented are sometimes antecedents in pupils to be unkind to one another. These differences are treated as protected characteristics by the school.

Why is it important to challenge 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. Young people 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.

How is awareness of bullying is raised?

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 primary phase uses buddying and Circles of Friends. The school utilises peer supporters and restorative approaches, ensuring there are visible staff on duties during break and lunch times. 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. A recent development has been the introduction of anti-bullying station feedback post boxes placed in different locations in both school buildings. Anti-bullying is embedded in our curriculum provision through a variety of learning experiences. The school has also trained a growing number of Wellbeing Ambassadors in Years 5, 6, 10 and 11, some of whom specialise in anti-bullying.

Involvement of key stakeholders

The Anti-Bullying Policy has been shared with all pupils and our cluster primary schools, as well as staff, parents and governors. All of these key stakeholders have had their say in the design and implementation of the policy. 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 / carers are notified immediately of any incidents involving their children.
- Ensure all incidents of discriminatory bullying (as defined previously) 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, taking 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/family 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 tell you;
- 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/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/carers evenings to help families provide support for learning as well as allowing parents/carers the opportunity to provide quality feedback on their child's progress and learning environment.

Signs a child or young person might be experiencing bullying

A change in a young person's mood or socialisation patterns, becoming upset or angry, a change in behaviours or a level of secrecy may all be signs a child or a young person may be experiencing bullying. Parents 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. School staff are experienced in recognising changes in the behaviours of young people.

How bullying will be prevented

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. Our Anti-Bullying Ambassadors proactively share antibullying messages, and are vigilant to spot signs of 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.

When the school will take action in relation to bullying outside the 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.

Parents and carers should always create an open and honest dialogue with their children around internet use, and ensuring that they:

- check levels of supervision are appropriate for the age and stage of your child
- check their child's phone to ensure appropriate privacy settings
- work with the school and use the school's guidance around online safety and social media found [here](#);
- support their child to block users and report comments through the social media platforms;
- keep evidence such as screenshots of any unkind communications;
- report instances of online bullying or unsafe behaviour to the school
- do not contact the family of the perpetrator;
- consider additional support from other agencies if needed;
- contact the police as well as school if the contact involves physical threats.

We will work with pupils to raise awareness of what is and what is not acceptable online.

Mobile phones must be turned off and in pupils' bags once they are on school site.

The school can and will act if online bullying occurs which is likely to cause upset to pupils on our roll, even if this contact takes place on evenings and weekends away from school site.

Responses to online bullying may be different to face-to-face bullying. School has the power under the Education Act to confiscate electronic devices and search them with pupil consent. School may need to refer to the police and / or Children's Services to address aspects of cyberbullying.

How to report 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;
- classroom teachers, Form Tutors, WBSOs and WBLs. WBSOs are available in The Hub at all times;
- the anti-bullying station feedback boxes;
- Our school mobile number 07961870124;
- The report button on the front page of our website

How incidents will be recorded and monitored

The school will use Anti-Bullying Logs to record incidents that have been categorised as bullying using the definition on page 3 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. These logs are shared with the Local Authority on a half-termly basis.

How the school will evaluate and review their policy and strategy

The school will record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics. The school will monitor processes regularly. This will enable us to modify their bullying policies 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, learners and parents/carers. Surveys will be completed with pupils and parents and carers, as well as staff. Distinct pupil, parent and carer, and staff steering groups will help the school evaluate and improve its processes and practices.

Vulnerable Pupils

Unfortunately, research shows us that certain groups of young people may be more likely to experience bullying both in schools and in society. We will ensure that the school is committed to supporting those who may be more vulnerable to bullying. Our practices are outlined in our Safeguarding, Equality and Diversity, ALN, Teaching and Learning and Relationships and Behaviour Policies. We will work with vulnerable pupils and their families to ensure that we provide appropriate, targeted and equitable support to all.

Child-on-Child Abuse

The school is aware of the nationwide rise in child-on-child abuse, especially of a sexual nature. Staff are regularly trained on healthy relationships and harmful sexual behaviour and pupils are given age and stage appropriate learning in these areas. The school has written a detailed action plan to ensure it can effectively address child-on-child abuse.

How the school will respond to incidents

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.

When the school identifies bullying is occurring

Once the school identifies an ongoing bullying incident, it will fill in Appendix A and record on the target and the perpetrators file. Contact will be made home regarding the incident and a formal letter (Appendix B) will be sent to the parents of the perpetrator to formally record actions taken. The perpetrator may risk Fixed Term Exclusion if they do not modify their behaviours. The target will be offered support through peer systems (e.g. Wellbeing Ambassadors / PALS) and then ELSA / COMiT and finally through external agencies if this is necessary.

We understand parents, carers and pupils may feel like reporting incidents to the school may make the issue worse. Whilst we would never act without agreeing this with the family (unless action needed to be taken for safeguarding reasons), from our experience if allowed to address issues the school can improve the situation. Incidents left without action for fear of repercussions from the perpetrators rarely actually lead to the situation improving on its own.

All staff will follow the process below when responding to bullying:

Initial Response

Incident is reported – you can talk to any adult, a PAL, a peer supporter, a Wellbeing Ambassador, use reporting stations, or use our website or text message number. 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 the relevant member of staff.



Respond

The incident is looked 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

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. We will speak with the reporter to consult them on the steps that will be taken. 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, as well as giving effective support through peers or staff. This may include, peer support (Wellbeing Ambassadors and PALs), and then ELSA, COMiT or external intervention
- ✓ 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. Confirmed incidents will be recorded on Appendix A and a formal letter sent.



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.



Feedback

Staff will ensure feedback is given to all parties regarding the steps that have been taken to resolve the issue. **This will happen within five working days of the incident being reported.** If any party is unhappy regarding the outcome, they may choose to take steps below (see **Not Happy With Outcome?** section)

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 will include work for the family to do at home. The school will remind parents/carers that they should support the school's values. If the source of the prejudice-related behaviour is in the home or community, this should be acknowledged 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 learner to feel they are doing something about the problem. They will acknowledge calmly the anger or distress of the targeted child or young person 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.

Not happy with outcome?

The school will follow a graduated response to concerns raised, using the flowchart above in line with our Relationships and Behaviour Policy.

In accordance with the principles of the UNCRC, all pupils will be listened to and treated with respect, whether they are the target or alleged perpetrator of bullying behaviours.

Pupils and / or parents and carers have the right to appropriately escalate the matter if they do not feel their concerns are being taken seriously or if they are not happy with the manner in which the incident has been dealt.

A pupil may do this through informal means, for example speaking to their School Council representative, Form Tutor or the member of staff who has dealt with the incident. A parent and carer may also wish to speak to the member of staff who dealt with the incident either in a meeting or on the telephone in the first instance.

If this does not resolve the issue, a request may be made for a meeting with a more senior member of staff. Parents/carers should ask to speak to Mrs J Davies, (Assistant Headteacher – Wellbeing) if this is the case.

If, after giving the school the opportunity to resolve the issue, the pupil or their parent and 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 outline the Complaints Procedure. A pupil or parent or carer may wish to follow our **Complaints Policy** and information of how to follow this process can be found on our school website [here](#).

Appendix A

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

Name of target:	
Name of perpetrator:	
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 ALN 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):			

Date(s) and time (s) of alleged incident(s):

How long have the incidents been going on? Please provide details

What happened?

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

Date and time parents/carers informed	Target:	Perpetrator:
Date letter sent to perpetrator		

Action taken:

Mediation Restorative approaches Building resilience Peer support School sanctions

Please give any further detail of the stages approach and actions taken:

Who has taken responsibility for these steps?

Appendix B

Dear

Bullying

Our school takes proactive approaches to bullying prevention, as explained in our school's Anti-Bullying Policy. Everyone in our school has the rights to learn, to be safe, and to feel safe. We are a values-based school and a set of positive values, including Respect, Harmony, and Kindness, underpins our actions. We operate a culture in which bullying is not tolerated and pupils are encouraged to speak if they witness, or experience, any forms of bullying. This includes if they have any concerns about the welfare of other pupils.

There has been a recent incident where PUPIL NAME has been involved in DESCRIPTION OF EVENT with another pupil. A member of staff has discussed the incident with your child and action has been put in place because of these behaviours. This has been recorded as a bullying incident.

After the discussion with PUPIL NAME, it has been agreed that they will refrain from any negative interaction of any kind towards the other pupil. I need to let you know that any further incidents with the same pupil would be considered a continuation of bullying and thus will need to be dealt with extremely seriously, in order to maintain the rights of all to be safe and feel safe.

The Wellbeing Team will continue to support PUPIL NAME and have asked that they discuss any further support they might need. They have been made aware of the importance of reporting any concerns they might have immediately.

We appreciate your support in this serious matter, and know you will continue to work with the school by reinforcing positive behaviours in accordance with our school values.

Please do not hesitate to contact us with any questions.

Thank you for your positivity and support.

Yours sincerely / Yn gywir,



Mr J. Watson
Headteacher
King Henry VIII 3-19 School