

# **Polisi Gwrth-fwlio**

## **Anti Bullying Policy**

### **Procedure/Guidance**

**Policy Issued: September 2024**

**Policy Author: Sioned Davies (Headteacher)**

**Review Date – July 2025**

**Reviewed by:**

Amberleigh Therapeutic School is committed to comply with the legal duty to ensure that any form of bullying is dealt with effectively. Our school believes bullying is totally unacceptable and that it should not be tolerated. **Every member of the school community shares a joint responsibility to promote positive behaviours.** As a therapeutic community we promote a holistic range of interventions, which include **prevention, identification, response** and **challenge** to incidents of bullying.

As a therapeutic community school we recognise, value and promote the fact that all children and adults have the right to go about their daily lives without fear of being threatened, assaulted or harassed, to have an education, to be protected from violence, abuse and neglect and not be discriminated against on any grounds. As a community, we do not underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, academic and social development right through into adulthood.

We understand that bullying in any context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils recognise bullying behaviour if they experience it or may be unable to express their aversion to it, and also to respond appropriately to instances of bullying behaviours. Equally not all pupils would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying.

The policy has been created to support our whole school ethos of ensuring that our pupils feel safe, confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond consistently in accordance with agreed procedures should it occur, and to provide support to participants as appropriate.

The school policy is based on a series of Welsh Government guidance "Challenging Bullying – Rights, Respect, Equality" which includes statutory guidance for children and young people, parents and carers.

In relation to the Equality Act 2010 our school has a duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act;
- Promote equality of opportunity between individuals who share any relevant protected characteristic and individuals who do not share it; this means removing or reducing disadvantages suffered by people who share a relevant protected characteristic that are associated with that characteristic
- Take measures to meet the needs of individuals who share a relevant protected characteristic that is different to the needs of people who do not share it.

### **School Aims:**

- Ensure there is strong moral leadership from the headteacher, other senior leaders who model strong values and expectations, thus 'leading by example' by valuing health and well-being.
- Embed a climate and culture in which pupils feel safe, secure and valued, which promotes the UNCRC and, in particular, seeks and listens to the voice of the child or young person.
- Have a sound understanding of health and effective methods of monitoring and evaluating this.

- Provide a curriculum that meets the needs of pupils (both now and for their future), implemented with learning experiences that support and challenge them regarding their health and well-being.
- Establish and maintain strong and responsive care, support and leadership.
- Create an environment that promotes health and well-being (e.g. space for play and relaxation ensuring maximum benefit from outdoor learning where possible, suitable toilet facilities, supporting healthy food and drink, ensuring site safety, etc.).
- Ensure effective communication and working in partnership with carers / therapists.
- Ensure all staff are trained to identify the signs of bullying through CPD and ensure this is included in staff induction.
- Ensure all staff have a knowledge of the child's background and how this may impact upon their behaviours.
- Actively promote systematic opportunities to develop pupils' social and emotional skills, including their emotional resilience through the school's PSE system, Nurture Provision and Therapy.
- Celebrate differences through the PSE and the school curriculum.
- Ensure staff are role models for the children. The behaviour of adults towards each other and towards the children is a potentially highly effective tool for preventing and for decreasing bullying behaviours.
- Ensure that pupils know where, who and how to report bullying concerns, with child friendly resources and social stories where appropriate.
- Publicise the details of helplines and websites.
- All staff share responsibility for acting immediately if they suspect bullying or are approached by a pupil with a bullying concern.
- The senior leadership team will ensure that all records are held securely and kept up to date including any liaison necessary with outside agencies e.g. the police if necessary.

## **Our community**

Part of the structure, rhythm and process of our therapeutic community are the twice daily whole community and twice weekly extended whole community meetings where all pupils along with senior representatives from the school, therapy and care teams are present. These community and meetings follow and are guided by the principles of the adapted 'Good Lives' model and apply the ten core values of the accredited (Royal Society of Psychiatrists) therapeutic communities' structure, values and process. These meetings give rise to the voice of the individual and the community to express themselves, concerns, worries and experiences in a safe and protected environment. In this forum incidents of negative behaviours towards and by others are explored and talked about in a safe manner for all involved. On occasions where it is decided that reparations or a consequence are demanded, pupils often decide these themselves in a guided and facilitated manner by adults in order to be proportionate and fair.

## **Our whole school approach to preventing bullying includes:**

- Adopting preventative approaches to bullying.
- Developing a positive ethos which includes knowing that bullying is unacceptable.
- Expecting positive behaviour that helps and supports learning and development.
- Promoting co-operation and expecting socially responsible behaviour.
- Encouraging the spectators that witness bullying to take positive action by alerting staff, raising on the agenda at extended community meetings and using collective peer pressure to prevent perpetrators.
- Valuing and celebrating everyone's differences, skills and talents.

- Supporting the development of emotional literacy, self-esteem and resilience through, PSE, skills development, teaching personal coping strategies to pupils, community meetings
- Involving our designated Schools Community Police Officer in the delivery of the All Wales School Liaison Core Programme.
- Showing respect for others and challenging and educating about inappropriate language that is;
  - racist
  - homophobic
  - sexist
  - religiously prejudiced
  - stimulated by disability
  - or would be considered offensive or defamatory by any protected groups named in the equality act.

## **Roles and Responsibilities**

### Headteacher

- Ensuring that the information in this policy is available to everyone in the school community.
- Involving all members of the school community in the planning/implementing of the policy.
- To ensure that the whole school is promoting equality and inclusion.
- To support anti- bullying strategies.
- To ensure staff have up to date CPD on bullying.
- To monitor, refine and audit the policy
- To ensure all professionals involved with children and young people concerned are notified.
- Ensure suitable action is taken to address bullying.

### All Staff

- Ensure that all incidents of bullying are reported to SLT and recorded in the bullying log.
- To ensure individual risk assessments are up to date.
- To communicate behaviour of concern with all members of the community.
- To record patterns of behaviour.
- To be vigilant and constantly monitor the pupils for bullying – related behaviour and follow the procedure when evidence points towards bullying taking place.
- To model high standards of behaviour and have high expectations from all the pupils.
- To maintain a positive attitude towards all pupils.
- Staff should be vigilant for signs that a learner may subject to bullying behaviour. Pupils who have been bullied will be supported by:
  - Offering an immediate opportunity to discuss the experience with a teacher or a member of the therapeutic team and address the experience in a community meeting of their choosing.
  - Reassuring the pupil
  - Restoring self-esteem and confidence
  - Discussing what happened.
  - If appropriate, restorative justice facilitated by staff

## **What is Bullying?**

In accordance with Welsh Government guidance Challenging bullying – Rights, respect, equality, bullying is defined as:

**Behaviour by an individual or group, repeated over time, with the intention of physically or emotionally hurting someone.**

*We aim to intervene immediately, whether it is bullying or any one-off negative behaviour. Any incident that occurs once which does not appear to be bullying is dealt with as inappropriate behaviour and we will address these incidents under the school's behaviour policy.*

Bullying is different to a debate, fight or argument between friends because:

- it is intentional
- it will usually be repeated time after time
- there is a perception of a power imbalance between the bully and the victim
- bullying will create feelings of distress, fear, loneliness, humiliation and helplessness.

### **Distinctive elements associated with bullying**

These include, but are not limited to:

- **Intention to harm** – bullying is intentional with the intention of causing harm. Those who act as a bully are good at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity to have the desired impact. They are looking for the area where they have power over their target.
- **A harmful outcome** – an individual or a group is physically or emotionally hurt. They can be isolated, humiliated or made tearful. Their sense of self-worth diminishes.
- **Direct or indirect actions** – bullying can involve direct aggression such as hitting someone, as well as indirect actions such as spreading rumours, disclosing private information about someone or sharing personal images with people for whom the information/images were not intended.
- **Repeat** – bullying usually involves acting in a negative way or acting aggressively time after time. An isolated aggressive act, such as fighting, is not usually considered bullying. But any incident can be the beginning of a pattern of bullying behaviour that develops afterwards. That is why recording events is so valuable.
- **Power Imbalance** – bullying involves misuse of force by one person or group who is often (seen as) more powerful because of their age, physical strength, popularity or psychological resilience.

There are many forms of bullying, including:

- **physical** – kicking, tripping or pushing someone, hurting someone, damaging their belongings or threatening gestures.
- **verbal** – ridicule and calling names, insults, threats, humiliation or intimidation.
- **emotional** – behaviour designed to isolate, hurt or humiliate someone.
- **indirect** – sly or underhand acts committed behind the back of the target, or spreading rumours.
- **online** – using any kind of technological methods, mobile phones, social networks, games, chat rooms, forums or apps to bully through text, messages, images or video.
- **pertinent aggressive behaviour** – bullying that aims to damage the target's relationships or social status: remove their friends, exploit an individual's special educational needs (ALN) or long-term illness, target their family's social status, isolate or humiliate someone or deliberately get someone into trouble.

- **sexual** – unwanted touching, threats, suggestions, comments and jokes or insinuations. This may also include 'sextortion', also referred to as 'revenge porn' and any misuse of images of the pupil targeted.
- **related to prejudice** – bullying a pupil or group of pupils because of prejudice. This could be linked to stereotypes or assumptions about identity. Bullying related to prejudice includes the protected characteristics. Prejudice also extends beyond the protected characteristics and can lead to bullying for a range of other reasons, such as social status and background.

### **Bullying and safeguarding**

Some incidents of bullying may be a safeguarding issue or police intervention may be required. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school will refer any concerns to the Local Authority Social Services Department for advice.

### **Why it is important to prevent and challenge bullying**

Young children who bully others using insults may not always understand the hurt they have caused and they may be repeating what they have heard at home or in the community.

When these incidents occur, sensitive rehabilitation work and teaching are effective.

Behaviour is challenged using appropriate therapeutic spaces such as extended community meetings, in some instances emergency community meetings are held.

Meetings are held with carers to remind them of the school's values.

The school engages with carers from the outset in adopting an anti-bullying strategy that benefits the school and its wider community.

When young people become teenagers, they are more likely to be influenced by their peers. Therefore, the school adopts a whole school intervention approach, so that the voice of the majority is heard.

### **Effective strategy**

Implementation of a successful anti-bullying strategy includes the whole community Education, care and therapy.

- It is essential that children and young people are educated, at home and at school, about building and maintaining respectful relationships. This is the basis for positive behaviour.
- Carers have an important role to play as part of the school community in taking responsibility for their child's behaviour both inside and outside the school; as does the school.
- Partnership working between the school and carers is key to maintain high standards of behaviour and to encourage respect and kindness towards others is essential.
- Interventions are supported by a school ethos that prevents bullying and promotes empathy and respect.

## **Dealing with incidents of misconduct on and off school premises**

The Welsh Government expects that effective policies on behaviour, anti-bullying and discipline within the school will clearly set out expectations for the positive behaviour of pupils off school premises. This includes behaviour during activities organised by the school such as work experience placements, educational visits and sporting events, as well as behaviour on the way to and from school and whilst wearing school uniform (if any) in a public place.

The school acts reasonably in relation to expectations of pupil conduct and in relation to any measures specified for the regulation of pupil behaviour when not on school premises. The Welsh Government expects schools to decide what to consider when deciding whether a rule or penalty in a particular case is reasonable; challenging bullying behaviour is an example of when the school operates this provision.

### **The school takes into account the following factors:**

- The seriousness of the misconduct.
- To what extent the school's reputation has been affected.
- Whether the pupil / pupils in question were wearing the school uniform or were otherwise readily identifiable as a member / members of the school.
- To what extent the behaviour in question would have repercussions for the orderly running of the school and / or could pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misconduct occurred whilst on work experience, taking part in a further education course as part of a school programme or taking part in a sporting event with another school (i.e. when the pupil would be expected to act as an ambassador for the school) which could affect the chances of opportunities being offered to other pupils in the future.
- Whether there has already been a warning to a pupil about the behaviour.

The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.