



## Anti - Bullying Policy

### Mission Statement

The purpose of our policy is to ensure that Ysgol Gymraeg Pen-y-Groes is a happy, safe and inclusive place where everyone is treated with respect. No form of bullying is accepted and we are committed to creating a school where every person is valued and respected. If a child is being bullied measures will be put in place immediately to deal with the behaviour of any child found bullying.

### Why is an Anti-Bullying policy necessary?

Ysgol Gymraeg Pen-y-Groes believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions contain some number of pupils with the potential for bullying behaviour. Our aim is to minimise the occurrence of bullying by promoting good citizenship and encourage positive relationships. Bullying will not be tolerated in the school and this is identified in this policy where both pupils, parents and guardians are made fully aware that any buying complaints will be dealt with firmly, fairly and promptly.

### Definition of Bullying

There is no legal definition of bullying in Wales, Previous Welsh Government anti-bullying guidance (Respecting others: Anti-bullying overview, Guidance document No: 050/2011\_ states that bullying is :

- deliberately hurtful (including aggression);
- repeated over a period of time (whilst recognising that a one off incident can leave a pupil traumatised and nervous of future recurrence);
- difficult for targets to defend themselves against,

### **Rights, respect equality: Statutory guidance for governing bodies of maintained schools (2019) defines bullying as:**

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

As school we will adopt this definition as do Cardiff Local Authority.

### Reasons and motivations for bullying

Children and young people who engage in bullying can have a range of motivations. They may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: Media, community and/or family values, or previous personal experience. Perpetrators' motivations may also include a desire:

- for power, pride and popularity;
- to belong to a strong in-group with a robust sense of identity and self-esteem;
- to avoid being a target of bullying themselves;
- to compensate for humiliations, which they themselves have suffered in the past

Bullying does not occur solely between pupils. From time to time accusations of bullying of pupils by adults (this could include a parent of a pupil) in school are raised, pupils bullying adults or indeed adults bullying adults.

### **Forms of bullying**

Bullying can take many forms, including:

- **Physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation;
- **Verbal** – taunts and name-calling, insults, threats, humiliation or intimidation;
- **Emotional** - behaviour intended to isolate, hurt or humiliate someone, sly or underhand actions carried out behind the target's back or rumour-spreading, bullying that tries to harm the target's relationships, drawing their friends away, isolating or humiliating someone or deliberately getting someone into trouble;
- **Sexual** - unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted;
- Online(cyber) - using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- Prejudice related - bullying of a learner or a group of learners because of prejudice.

This could be linked to stereotypes or presumptions about identity. Prejudice related bullying includes the protected characteristics:

- age,
- disability,
- gender reassignment,
- race,
- religion or belief,
- sex,
- sexual orientation,
- marriage and civil partnership,
- pregnancy and maternity.

All forms of prejudice will be challenged equally.

Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as:

- targeting a family's social status
- background
- appearance
- exploiting a person's additional learning needs (ALN) or long-term illness

It is important to note that many behaviours, which in the school context are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual harassment, disablist, homophobic or racial harassment, hate crime. It is the right of pupils and parents to report such incidents to the police.

### **Definition of hate crime**

A hate crime is defined as any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or

perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Hate crimes can include:

- Physical attack/assault
- Criminal damage, damage to property, offensive graffiti, arson
- Harassment
- Hate mail
- Causing harassment, alarm or distress (Public Order Act 1986)

### **Definition of a hate incident**

A hate incident is any non-crime incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person's race or perceived race / religion or perceived religion / sexual orientation or perceived sexual orientation / disability or perceived disability / transgender or perceived to be transgender.

Anyone can be the victim of a hate incident.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded.

Hate incidents can include:

- Verbal abuse, name calling, offensive jokes
- Harassment and insults
- Bullying and intimidation
- Hate mail, abusive phone or text messages
- Malicious complaints
- Online abuse

### **Forms of hate crime and hate incidents**

Hate crime and hate incidents can take many forms, including:

1. **Disability** - Disability hate crimes and incidents are motivated by prejudice against disabled people. This can be related to a perceived or actual disability / additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristics of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other child may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

#### **Examples can include being:**

- called mean names linked to a disability / additional need
- left out because of their perceived or actual disability / additional need
- spat at or kicked because of their perceived or actual disability / additional need.

2. **Race** - Race hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on:
  - colour of their skin
  - cultural and religious background or traditions
  - ethnicity or perceived ethnicity

#### **Examples of racist hate crime and incidents can include:**

- Calling someone names, teasing or humiliating them using racially offensive language
- Mocking someone's religious customs or traditions
- Making fun of their clothes, accent, food, etc.

- Refusing to work or cooperate with someone because of their ethnicity
  - Vandalism of property, offensive graffiti or displaying racist symbols
3. **Religion** - Religious hate crime and incidents occur when a child or young person experiences repeated hostile or offensive behaviour against them based on their actual or perceived religion, faith or belief. This includes sectarian incidents.

**Examples of religious hate crime and incidents can include:**

- Calling someone names, teasing or humiliating them using offensive language
- Mocking someone's religious customs or traditions
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived religious or cultural background
- Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome

4. **Sexual Orientation - Homophobic**

Homophobic hate crime and hate incidents often occurs as a result of others' prejudice being directed at a child or young person because they:

- are lesbian, gay or bisexual
- are perceived to be lesbian, gay or bisexual because they fit certain stereotypes (e.g. softly spoken boys, girls that like football, etc.)
- have LGB friends or family members • are perceived as being different

**Examples of homophobic hate crime and hate incidents can include:**

- Calling someone names, teasing or humiliating them using homophobic language
- Hitting, kicking, punching or physically hurting someone
- Mocking or imitating someone's voice, mannerisms, etc.
- Refusing to work or cooperate with someone because of their real or perceived sexual orientation
- Vandalism of property, offensive graffiti or displaying symbols
- Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation
- Inappropriate sexual comments or gestures

5. **Gender identity - Transphobic**

Transphobic hate crime and hate incidents often occur as a result of others' prejudice being directed at a child or young person because they: • are transgender • are perceived to be transgender • do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports) • have transgender friends or family members • are perceived as being different

**Examples of transphobic hate crime and hate incidents can include:**

- Calling someone names, teasing or humiliating them using transphobic language
- Using incorrect pronouns (e.g. he/she, him/her) to humiliate someone
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived gender identity
- Vandalism of property, offensive graffiti or displaying symbols
- Inappropriate sexual comments or gestures

6. **Hate incident motivated by sex or gender**

Following some recent cases, including the tragic murder of Sarah Everard, the UK Government has recently implemented discussions that misogyny should be

covered under hate crime/hate incidents. At the moment only some Local Authority and Policing areas have formally adopted this, and so is included, (along with conversely misandry) in the spirit of best practice.

- Misogyny is the dislike of, contempt for, or ingrained prejudice against women. This can manifest in a continuum that includes the vocal or active hatred of women in opposition to women's fundamental rights, such as individual liberty and respect.
- Misandry is the hatred of, contempt for, or prejudice against men or boys in general. Misandry may be manifested in numerous ways, including social exclusion, sexism, hostility, belittling of men, violence against men, and sexual objectification.

### **Advice to Parents/Guardians**

Look for unusual behaviour in your child. For example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their normal standard.

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.

If you feel your child may be a victim of bullying behaviour inform the school immediately. Your complaint will be taken seriously and appropriate action will follow. It is important that you advise your child not to fight back. It can make matters worse. Tell your child there is nothing wrong with him or her. It is not their fault that they are being bullied.

Make sure your child is fully aware of the school policy concerning bullying and that they will not be afraid to ask for help.

A parent should on no account approach the bully directly.

### **What you can tell your child if he/she is being bullied?**

Teachers will take you seriously and will deal with bullies appropriately and in a way which will end the bullying and not make things worse.

Tell yourself that you do not deserve to be bullied.

Be proud of who you are. It is good to be individual.

Try not to show that you are upset.

Stay with a group of friends/people. There is safety in numbers.

Be assertive - say "No". Walk confidently away. Go straight to a teacher, member of staff.

Tell an adult you trust straight away. You will get support.

### **Advice to pupils**

If you know someone is being bullied:

Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own.

If you feel you cannot get involved, tell an adult immediately.

Teachers have ways of dealing with the bully without getting you into trouble.

Do not be, or pretend to be friends with a bully.

You don't have to give your name.

Remember nobody deserves to be bullied.

Try to resist fighting back. This will only make things worse.

If a friend is being bullied encourage them to tell a member of staff.

Be proud of who you are. It is good to be an individual and each person has a value and this should be respected.

### **As a school we will:**

Deal quickly, firmly and fairly with any complaints, involving parents where necessary.

Review the School Policy and its degree of success.

Continue to have a firm but fair discipline structure. The rules will be few, simple and easy to understand.

Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, gender, disability, etc.

Encourage pupils to discuss how to get on with others and to form positive attitudes towards other people.

Encourage pupils to treat everyone with respect.

We will treat bullying as a serious offence and take every possible action to eradicate it from our school.

Ensure that pupils have opportunities to discuss incidences and effects of bullying as a class during Circle Time.

Sometimes the above can lead to children receiving an older pupil as a "buddy".

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Ensure that breaks are suitably supervise.

If necessary we will contact "Cardiff Against Bullying" to support the school.

Record any incidents of bullying on My Concern

### **Action to be taken when bullying is suspected:**

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses.

If any degree of bullying misidentified, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victims and the bullies.

We support the victims in the following ways:

by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.

informing the victims' parents/guardians.

by offering continuing support the they feel they need it.

by taking one or more of the disciplinary steps described below to prevent are bullying.

We also discipline, yet try to help the bullies in the following ways:

by talking about what happened, to discover why they became involved.

informing the bullies' parents/guardians.

by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.

by taking one or more of the seven disciplinary steps described below to prevent more bullying.

### **Disciplinary Steps**

- 1.They will be warned officially to stop offending.
2. Loss of break times.

3. Informing the bullies' parents/guardians.
4. They may be excluded from the school premises at lunch times.  
We may arrange for parents to escort them to and from the School premises.
5. If they do not stop bullying they will be internally suspended for a fixed period. The guidelines for exclusion are outlined in the Behaviour Policy document. It should be noted however that on any occasion where it is felt that a pupil's behaviour constitutes a physical threat to another that a fixed term exclusion, at the discretion of the Head Teacher, can be implemented immediately.  
If they carry on they will be recommended for suspension for a major fixed period.

### **The Role of the Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases the Governing body notifies the Headteacher and asks her to conduct an investigation into the case, and to report back to a representative of the Governing body.

### **Monitoring and Reviewing**

This policy is monitored by the Headteacher, who reports to the Governors on request about the effectiveness of this policy.

Signed \_\_\_\_\_  
(Headteacher)

Signed \_\_\_\_\_  
(Chair of Governors)

Date: January 2022  
Review date: January 2024

### **Useful links**

#### **Cardiff Family Advice and Support**

Cardiff Family Advice and Support offers a range of information, advice and assistance for children, young people and their families. The team can provide information and advice on family life, child behaviour, childcare, parental support, school attendance, employment and money and housing. The team can also provide support for emotional wellbeing and mental health concerns which children and young people may be experiencing as a result of difficult or challenging relationships both at home and in school.

For further information on the support that is available you can call on 0300 133 133, e-mail [ContactFAS@cardiff.gov.uk](mailto:ContactFAS@cardiff.gov.uk) or go to the website [www.cardiffamilies.co.uk](http://www.cardiffamilies.co.uk)

### **Links with other School Policies**

Behaviour Policy  
Child Protection Policy  
ICT / E-Safety Policy  
Equality Policy