



Ysgol Gynradd Llechryd's Anti-Bullying Policy.

INTRODUCTION

Ysgol Llechryd's Anti-Bullying Policy has been developed to equip our children and staff with relevant information to tackle bullying. This policy reflects the current anti-bullying guidance and has been developed in consultation with staff, learners, parents/carers and school governors.

Bullying is one of the key issues about which children and young people express their concern. Our school affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve optimally.

Victims need to be kept safe and bullies need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met. Specific support should be established for the most vulnerable, including those with protected characteristics and additional needs.

Online bullying by technology has been reported globally, nationally and locally as an increasing concern which presents an increasing challenge and one which benefits from wider partnership working - particularly in collaboration with the Police.

WHY HAVE AN ANTI-BULLYING POLICY AND GUIDANCE?

Legislation applicable to all schools in Wales, which aims to protect the rights of children and young people to live a life free from abuse and harm including bullying. Ysgol Llechryd's policy adheres to the following legislation:

- The Equality Act 2010 – Chapter 1 of part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Education and Inspections Act 2006 – requires schools to establish policies to promote good behaviour, and in particular, prevent all forms of bullying among pupils. It also gives headteachers the power to impose disciplinary sanctions for inappropriate behaviour.
- Children Act 2004 – requires a local authority to promote co-operation between itself and various other bodies and persons with a view to improving the well-being of children in its area so far as it relates to education, training and recreation.
- Education Act 2002 – requires schools to have a complaints procedure. This is particularly important for parents and carers who feel that their school has not adequately dealt with a case of bullying.
- Human Rights Act 1998 – requires schools to have policies that comply with the Act, in particular, Part 1 of Schedule 1 to the Act which provides that no one must be subjected to torture or to inhuman or degrading treatment or punishment.
- The Education Act 1996 – Part 4 of the Act makes provision in relation to children with special educational needs.
- United Nations Convention on the Rights of the Child.
- Ceredigion Strategic Equality Objectives 2014 – 18 (2.2)

THE EQUALITY ACT 2010

Under the Equality Act 2010 local authorities and other public bodies including schools have a legal duty to meet the requirements of the Public Sector Equality Duties (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

THE SPECIFIC DUTIES IN WALES

Public sector organisations in Wales, including local authorities and schools also have specific legal duties set out in the Equality Act 2010 (Wales) regulations 2011:

- Publishing a Strategic Equality Plan and equality objectives every 4 years;
- Engagement and involvement activities for groups with 'protected characteristics';
- Ensuring all published material is accessible;
- Assessing the impact of relevant policies and plans;
- Training and the collection of employment information;
- Promoting knowledge and understanding of the Equality Act across the organisation;
- Addressing unfair pay differences;
- Using procurement practice to contribute to the delivery of equality objectives; and
- Reviewing progress in implementing the Strategic Equality Plan and related action plans.

For further information and detail on the Public Sector Equality Duties in Wales – Education and Schools please visit:

www.wlga.gov.uk/equalities-publications/briefing-on-public-sector-equality-duties-in-wales-education-and-schools

WHAT IS BULLYING AND WHAT ISN'T BULLYING

There is no legal definition of bullying, the Welsh Government guidance defines bullying as the following:

“Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people.”

Bullying is expressed through a range of hurtful behaviours: it can happen face to face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it. Bullying happens on purpose, happens more than once and targets someone and leaves them feeling powerless to stop it.

Bullying can take many forms, including:

Physical – kicking, tripping or pushing someone, injuring someone, damaging their property or making gestures to intimidate someone

Verbal – ridicule and name-calling, insulting, threatening, belittling or intimidating

Emotional – behaviour intended to isolate or harm or shame someone

Indirect – cunning or stealthy acts that take place behind the back of the target or by spreading rumours

Online – use any type of technological means, mobile phones, social networks, games, chat rooms, forums or apps to bully via text messages, messages, images or video

Harming relationships – bullying who seeks to harm the target's relationships or social status: encouraging their friends to turn their backs on them, benefiting from an individual's additional learning needs (ALN) or long-term illness, targeting their family's social status, deliberately isolating or shaming someone or causing distress

Sexual – unwelcome touching, threats, comments and jokes or innuendos. This can also include the practice of demanding money or sexual favours, so-called 'revenge pornography' and any misuse of intimate and nude photos of the targeted learner

Prejudice-related – bullying a learner or group of learners due to prejudice. This could be related to stereotypes or assumptions about identity. Bullying related to prejudice includes the protected characteristics. Prejudice and prejudice can also extend beyond the protected characteristics and can lead to bullying due to a variety of other reasons such as social status and background.

Although unacceptable, some types of behaviour are not considered bullying. The Welsh Government expects these cases to be dealt with in accordance with the school's behaviour policy to prevent any possibility of an incident intensifying and developing into a case of bullying.

The following examples are cases that would not normally be considered bullying:

Friendship fallouts – however, quarrels between friends can worsen and develop into bullying behaviour due to the fact that former friends have detailed information about each other's fears and insecure feelings. Children and young people targeted by former friends will feel that betrayal deeply, and will often be isolated from their previous group of friends

One-off fight – the Welsh Government expects schools to address this in line with their behaviour policy, unless it is part of a pattern of behaviour that suggests another individual is being deliberately targeted

An argument or disagreement – a quarrel or disagreement between two children or two young people is not usually considered an example of bullying. However, they may need help learning to respect other people's perspectives

A one-off physical assault – the Welsh Government expects that this will be stopped and that schools will address it immediately. It may also be appropriate for the police to intervene in cases of physical assault

Insults and banter – children will often protest by saying that an incident was a joke or banter. If two friends of equal power often joke with each other, that is not considered bullying. If one learner uses what he claims to be banter to intimidate or threaten another learner who does not have the power to stop it and that action instils fear in him, that will probably cross the line between lying and bullying

A one-off instance of hate crime – if this behaviour is not repeated, it will not normally be considered bullying, but it will be criminal behaviour. The Welsh Government would expect schools to address the incident in accordance with their behaviour policy and other relevant policies, such as the school's 'Prevent' policy. The school should ask the police to intervene, if the school deems it necessary to do so.

HATE CRIME

A Hate Crime is defined as a criminal offence.....

A Hate Incident is defined as a non-criminal offence.....

which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a

person's actual or perceived disability, race, religion and belief, sexual orientation and transgender.

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available.

'Mate Crime' is when someone has been targeted by so-called 'friends', usually because of a learning disability. Victims are often exploited for their money, accommodation or possessions.

Hate Crime or Hate Incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Cyber bullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions from you.

Most Hate Incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious Hate Crimes may be reported as outlined below -

Hate Crimes or Hate Incidents may be reported to the Police on 101 or 999 in an emergency. All victims of Hate Crime in Dyfed Powys are appointed a specially trained Hate Crime Support Officer.

Hate Crimes or Hate Incidents can also be reported to the Official National Hate Crime Report and Support Centre for Wales. This is a confidential reporting and support service run by Victim Support.

0300 30 31 982 (free 24/7)

www.reporthathe.victimsupport.org.uk

HOW DO WE RAISE AWARENESS OF BULLYING AND HOW DO WE INCORPORATE ANTI-BULLYING WORK INTO OUR SCHOOL CURRICULUM?

At Ysgol Llechryd raising awareness of bullying related issues is part of our termly assemblies programme, and also part of our specific Health and Wellbeing sessions, which are planned in the termly curriculum plan. Our curriculum work includes the following programmes/sessions:

- School Beat
- LGBTQ / Stonewall Cymru
- NSPCC – Remember to say. Stay Safe
- Hafan Cymru – Spectrum
- Welsh Women's Aid – S.T.A.R
- HWB Resources

- Anti-bullying week
- Embedding anti-bullying sessions within a range of areas of learning e.g. Religious Education, Drama, History.

WORKING WITH PARENTS

In our school, we raise parents' awareness of issues, policies and procedures relating to bullying through the following strategies:

- Leaflets and newsletters sent home
- Open days
- Anti-bullying weeks
- School prospectus
- School website
- Workshops

WHAT ARE THE SIGNS THAT MIGHT SUGGEST A CHILD IS BEING BULLIED?

A child may tell you directly that they are being bullied, but if they don't, other signs you could look for that could suggest they are being bullied are:

- Damaged clothes or school bag
- 'Loss' of property
- Visual injuries such as cuts or bruises
- Unwillingness to go to school or to participate in group activities in which they were previously interested
- Tired due to sleep difficulties
- Changes in behaviour
- Noticeable changes in their mood – change to be introverted, disheartened, crack, tearful, distressed or unhappy
- The desire to change their route to school or the time of their journey to school
- The desire to change schools.

HOW WILL WE PREVENT BULLYING IN OUR SCHOOL AND ON JOURNEYS TO AND FROM SCHOOL?

We will succeed in our anti-bullying campaign by taking a whole school approach to tackling this issue. This includes the following strategies:

- Strong leadership and teachers who model high values and expectations, and thus lead by example
- Be a rights-respecting school
- Respecting and valuing the pupil's voice in all we do (e.g. the School Council)
- Focus on pupils' health and wellbeing and monitoring and evaluating this (e.g. regular monitoring of emotional health)
- Promote healthy relationships across the school, in the classroom, during break time and during off-site activities
- Providing a comprehensive health and wellbeing curriculum that meets the needs of all our learners
- Create an environment that promotes health and well-being (e.g. safe places to play, relaxation areas, adequate supervision).
- Ensure and maintain care, support and sound and responsive leadership (e.g. circle time solutions, worry boxes, support through peer mentoring)
- Communicate effectively and work effectively with parents/carers

- Supporting professional learning for all staff and tailored to meet their requirements and responsibilities

HOW DOES OUR SCHOOL RESPOND TO INCIDENTS?

At Ysgol Llechryd we have a duty of care to protect all our learners and provide a safe and healthy environment. The following steps are taken when dealing with bullying:

- Discuss the event with each pupil individually and record the information (sign and date on the record)
- Call the victim's parents (keep records of your conversation)
- Calling the offender's parents (keep records of your conversation)
- A meeting is offered to all parties individually to discuss all the information gathered and what to do in the future is planned in partnership with the parents and learners. Any disciplinary action against the offender will be decided within this meeting, including support through further intervention. Any additional support that the target (the victim) will need e.g. counselling, decisiveness skills will be planned and discussed in a separate meeting
- The restorative cycle approach is offered to all parties if they wish to participate in this intervention. Remedial rounds are only held with the agreement of each party and when all parties are ready for it.

WHEN WILL THE SCHOOL TAKE ACTION IN RELATION TO OUT-OF-SCHOOL BULLYING?

Section 89 (5A) of the Education and Inspections Act 2006 gives headteachers statutory power to regulate a pupil's behaviour in such situations 'to the extent reasonable'. Bullying could be an example of a situation where bosses use this power. Individual schools are best placed to judge what is reasonable in their particular circumstances. As a school, we will consider the following factors when coming to a reasonable judgement about when to engage in a case of bullying that occurs off-premises.

Activities that take place off-site, when we take action against bullying and any other inappropriate behaviour include:

- School trips
- Sporting activities
- Work experience placements
- Educational trip
- Residential visits
- Behaviour on the way to and from school
- Behaviour in a public place while the pupil is in their school uniform e.g. in town at lunchtime

Cyberbullying

If online bullying has an impact on the wellbeing of a pupil in our care, we will intervene as appropriate, to ensure the safety of the target (the victim), regardless of whether the bullying occurred at or off the school premises.

Being in the care of a member of school staff

If a pupil is under the supervision of a member of staff and that member witnesses an incident, then we expect relevant action to be taken, in accordance with school policy.

Transport

If there is an incident during the journey to and from school, educational visits or other settings whether it is on a bus, taxi, walking or cycling, we will intervene and take appropriate action. We will ensure that the behaviour does not threaten the health or safety of learners, staff or members of the public. We will offer

peace of mind to learners who may feel threatened or intimidated by the behaviour of a small minority of their peers or by the 'danger of strangers'. We will also offer members of the public peace of mind about how the school cares for and manages learners and, in doing so, protects the school's reputation.

As a school, we will consider following the following steps, to ensure the safety of our pupils during travel times:

- Talk to the local police about problems on local streets (if necessary, ask the police to be present in places where there are troubles)
- Speaking to the travel company about bus bullying and giving drivers advice on how to report incidents
- Assigning older pupils to a bus close to their home
- Implement a 'bus buddy' system where older pupils report to specific members of staff
- Consider involving parents or members of the local community
- Talking to another school headteacher when pupils from that school are bullying off the school premises
- Mapping safe routes to school and telling pupils about those routes
- Talking to pupils and telling them how to avoid or deal with bullying off the school premises

HOW DO I REPORT BULLYING?

At our school we encourage all our learners to "tell" a member of staff about concerns, worries and any behaviour that causes distress and affects their wellbeing. Our school operates an open-door policy for parents/carers to ensure we intervene as soon as possible.

HOW ARE INCIDENTS RECORDED AND MONITORED?

Bullying incidents are recorded on CPOMs

Reporting bullying – Guidance

- Enter the date, the name of the pupil making the complaint and the name(s) of the alleged offender
- Note whether there is a previous history of problems between pupils

Please note

- What?
- When?
- Where?
- How?
- Name of the person reporting the complaint (could easily be different from the victim)

Follow-up actions

Please note the actions taken following the complaint.

Usually:

- Discuss the event with each pupil individually
- If appropriate, arrange a meeting between the pupils and the teacher who has been dealing with the incident
- Call the victim's parents (keep records of the conversation)

- Call the offender's parents (keep records of the conversation)
- If you have any doubts about the disciplinary action to take, discuss with the Headteacher
- Check to see if you have followed the school's behaviour policy
- Sign and state the date the actions were taken

Reconsideration of complaint

- Please set a date to monitor the victim (either the following day if it is a serious incident or the following week if you are confident that the issue will be resolved after the first action.)
- Enter the date for monitoring in your diary
- Ask the victim if the issue was resolved (Discussion/Phone call to the home)
- Please note the date, on the form and in your diary, after 4-6 weeks to check (as above) that the issue has been resolved

COMPLAINTS PROCEDURE

Parents/carers need to follow the school's complaints procedure. In the first instance, the Headteacher should be informed of the complaint, if the parent/carer is not happy with the response of the school/Headteacher, then a formal letter of complaint can be written to the chair of the governing body. If parents/carers are still dissatisfied with the governing body's response, then they can take the matter to the Local Authority's complaints officer.

As a school, we advise parents/carers as follows:

When talking to teachers about bullying:

- Don't get upset but be level-headed
- Be as specific as possible about what happened, according to your child
- Make a note of the actions the school intends to take
- Ask if there is anything you can do to help your child at school

If no action is being taken to deal with your concerns:

- Check the school's anti-bullying policy to see if the agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to see the headteacher
- If that's not helpful, write to the headteacher explaining your concerns
- Contact local or national groups that offer support to parents and ask them for advice

HOW THE SCHOOL WILL EVALUATE AND REVIEW ITS POLICY AND STRATEGY.

This policy is reviewed annually by the Governing Body.

Signature:.....

Date:.....

School Anti Bullying Checklist

This self-assessment tool should be used alongside the accompanying completion notes and in accordance with the Welsh Government 'Respecting Others Anti-Bullying Guidance'

[www.wales.gov.uk/topics/educationandskills/publications/circulars/antibullying/?lang=en]

	✓
Consultation	
Has the school consulted widely in developing its policy?	
Have a variety of methods of consultation been used?	
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	
Definition of bullying	
Does the policy define what the school considers 'bullying' to be?	
Is this definition of bullying clear and age-appropriate?	
Ability to identify behaviour as bullying	
Does the policy identify types of bullying behaviour, including the use of modern technologies such as texting and social media as tools for bullying?	
Does the policy identify bullying on the grounds of protected characteristics? [i.e. age; race and ethnicity; gender; religion or belief; sexual orientation; disability; pregnancy and maternity; marriage and civil partnership and gender reassignment]	
Strategies for the school	
Does the policy deal with bullying as a whole-school issue?	
Does the policy identify a range of strategies the school can use to reduce bullying?	
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	
Does the policy address bullying that takes place outside of school, for example, the journey to and from school?	
Does the policy lay out an effective system for keeping records of bullying incidents and in particular bullying on the grounds of protected characteristics?	
Does the school know when it is appropriate to report bullying behaviour as a criminal act or child protection concern?	
Does the school have a strategic equality plan that contains equality objectives that have been considered and are relevant to the needs of the school?	

Strategies for parents/guardians	
Have parents/carers/ Guardians been consulted on the development of the school's anti-bullying strategies?	
Does the policy set out clear guidelines for parents wishing to complain about bullying?	
Strategies for pupils	
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	
Does the policy ensure that all children and young people are aware that incidents of bullying on the grounds of protected characteristics could constitute a criminal offence? [i.e. Hate Crime]	
Procedures	
Are there clear procedures for reporting and dealing with incidents of bullying for pupils; parents/guardians; teachers and other staff?	
Are there clear guidelines on how new pupils/staff are inducted into the school's anti- bullying policy?	
Are there clear processes for keeping the policy under continuous monitoring?	
Training	
Do staff and governors receive regular anti-bullying training?	
Do staff and governors have a clear understanding of the protected characteristics and their legal implications under the Equality Act 2010?	
Do staff and governors keep up to date with new forms of bullying, such as cyberbullying?	
Timetable for development and review	
Does the policy include deadlines for when things should have happened?	
Does the policy lay out dates for regular reviews of the policy?	

INFORMATION FOR PARENTS/GUARDIANS: SATISFACTION SURVEY

This form could be sent as part of the follow up and review process after a bullying enquiry has taken place at the school to test satisfaction with school systems. It should not be used if there is an ongoing complaints procedure.

Dear Parent/Guardian

Following your recent bullying enquiry, I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give your specific permission.

How easy was it for your child/you to report the bullying? (<i>circle one</i>)				
1 (not easy)	2	3	4	5 (very easy)
Please comment if we could improve:				
How satisfied are you with what we did to make your child feel safe? (<i>circle one</i>)				
1 (not satisfied)	2	3	4	5 (very satisfied)
Please comment if we could improve:				
How satisfied are you with the support your child has had from the school since the bullying incident? (<i>circle one</i>)				
1 (not satisfied)	2	3	4	5 (very satisfied)
Please comment if we could improve:				

Overall how satisfied are you with the way in which the school deals with bullying incidents? (<i>circle one</i>)				
1 (not satisfied)	2	3	4	5 (very satisfied)
Please comment if we could improve:				
Any other comments:				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make [insert school name] one where pupils and parents are confident that we are honest about problems that happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely

Headteacher

Anti-Bullying Form



Ceredigion County Council

Date:

Pupil making complaint:

Alleged offender:

Details of complaint:

**Person Reporting
Head of Year**

Subsequent action:

Details of action following complaint:

Signature:

Date:

Second Visit regarding complaint:

Has the matter been resolved?

1. Yes/No

Date:

Evidence:

Signature:

2. Yes/No

Date:

Evidence:

Signature:



Appendix D (i) SCHOOLS SERVICES

Record of Bullying incidents dealt with by the school during the _____ term 20____.

Headteachers must present a report to their Governing Body on a termly basis. The information is collated by the LA's Governing Body Section and reported to the LA and the Local Safeguarding Children's Board.

A 'porforma' to capture information to decide whether an incident fits the criteria for a bullying incident has already been distributed to schools.

Type of bullying	Number of incidents	Was the matter resolved: Yes/No/On-going.	Comments
Ability			
Age			
Appearance			
Biphobic			
Disability			
Gender			
Homophobic			
Looked After Children			
Non-Binary			
Pregnancy or Maternity			
Racial			
Religion or Belief			
Sexual			
Transphobic			
Young Carers			
E-Safety			
Other			Please specify:

RACIST INCIDENTS

Welsh Assembly guidance stipulates that schools are duty bound to inform the LA of all racist incidents. Although 'racist incidents' may have been dealt with, and recorded in the above table, they should also be logged separately here so that the LA has a record on a termly basis.

Racist Incidents	Number	Matter resolved Yes/No	Comments

Signed Headteacher _____ Chairman _____

Date of Governing Body Meeting _____ School: _____

THIS FORM SHOULD BE RETURNED TO GOVERNORS@CEREDIGION.GOV.UK FOLLOWING YOUR TERMLY GOVERNORS MEETING.

PREVENTING BULLYING – SOME EFFECTIVE INTERVENTION

Circle Time The philosophy behind Circle Time or Quality Circles reflects mutual respect and a capacity for children and young people to be given opportunities to talk, share concerns and participate in decision-making. Of paramount importance to Circle Time is emotional safety, which is produced by firm ground rules designed to encourage respect for all participants. The Circle Time model can be applied to many settings in which children and young people spend their time. Circle Time creates a positive ethos by providing: • A space for listening and for being listened to • A time and a place for reviewing and reflecting on what has been learned • A feeling of community and responsibility The exchange of views and ideas can cover a range of different topics, including personal and social relationships as well as bullying. Circle Time can help support the personal and social development of children and young people. It can be an opportunity for them to be heard, by their peers and adults, in a secure and supportive atmosphere. Circle Time builds the esteem of each participant and encourages people to take responsibility for the consequences of their actions. It therefore has an impact upon many areas of their lives including: • Emotional intelligence • Skills of assertiveness • Individual motivation and achievement • Enhancing positive relationships • Personal and social development • Producing calm behaviour and self-discipline Recognising and managing their own feeling and other peoples	Buddying Schemes These schemes are where older students support younger ones in a range of different issues, including bullying, forming friendships and coping with transitions. Groups of younger children might be of the same age. These schemes can offer a listening ear and non- threatening support for all children and young people and provide them with a sense of security. Buddying Schemes can be set up for any age group as they are based on the fact that young people, when experiencing some concern or worry, most often seek out other young people. This may happen anyway in an informal manner in any environment but a buddying scheme gives it a structured and supervised approach. For schemes to be effective the senior buddies need some training. This does not of course make them professional counsellors in any way. They are simply young people to help them think about and reflect on concerns they may be experiencing. The basis of any buddying scheme is the understanding that those involved have similar characteristics with those being helped, for example age or life experience. Training could include: • Ground Rules • Responsibilities • Duties • Attitudes • Questioning Skills • Listening Skills • Confidentiality • Child Protection Issues The aim of the training would be to promote a sensitive approach to listening that encourages others to express and explore their frustrations. Examples of what a buddy can do: - Help children and young people who are being bullied - Help children who are lonely and don't seem to have any friends - Help young people cope with transitions and new environments - Represent the view of young people - Make suggestions about how their environment may be improved
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Bullying incidents on the basis of protected characteristics

Disability / Special Needs / Medical condition

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need

Gender Identity (Transphobic Bullying)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)

Race / Ethnicity

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)

Religion / Belief

Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief

Sexual Orientation

Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who identify as lesbian, gay or bisexual (LGB).
- Young people who are perceived by others to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

Sex (Gender)

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Responding to homophobic, biphobic, transphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's *The School Report* (2012), ninety six percent gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all, (99 per cent) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

Some key skills and tips for challenging prejudice

- Members of staff follow school policy and legal requirements.
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control
- If appropriate remove perpetrators from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on
- Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy
- Show upset and hurt if appropriate
- Search for the personal, individual concerns which may lie behind their words or reflect
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group
- If required by school policy / the law record the incident for monitoring purposes and report to relevant school personnel.

PART 2A – PARENTS/GUARDIANS

INTRODUCTION

Ysgol Llechryd's Anti-Bullying Policy for Parents/Guardians has been developed to equip you with relevant information regarding what to do if your child is involved in a bullying incident/s.

Bullying is one of the key issues about which children and young people express their worries. Ysgol Llechryd affirms the right for every child to be safe to learn, to develop healthy relationships and to achieve their best.

Victims need to be kept safe and bullies need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met.

Bullying by technology (cyberbullying) has been reported globally, nationally and locally as an increasing concern which presents an increasing challenge and one which benefits from wider partnership, in particular working in collaboration with the Police.

Parents/Guardians can help schools to tackle bullying by talking to their child about bullying and the impact that it can have on victims. Whether your child is a victim of bullying or involved in bullying behaviour there are things that you can do to address it.

Here are some examples of definitions of bullying.	What should you do if your child is being bullied?
This is not an exhaustive list – by developing your own definition you will promote useful discussion: • “Bullying is considered to be deliberate behaviour, repeated over time, and intended to cause emotional or physical harm to an individual or group of people. There usually exists a power difference between the bullied and the bully which makes it difficult for the victim to defend themselves. • Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one off incident can leave a pupil traumatised and nervous of future recurrence difficult for victims to defend themselves against. • Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. If individuals or groups are regularly: • Calling your child names • Threatening him/her • Pressuring your child to give someone money or possessions • Hitting your child • Damaging your child's possessions	Talk to school staff about the bullying. The first contact point is your child's class teacher. • It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. • Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved. • Make a note of what action the school intends to take. • Ask if there is anything you can do to help your child. • Stay in touch with the school; let them know if things improve as well as if problems continue.

* Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. If your child is involved in bullying they could get into trouble. In some cases bullying is a crime and could get them into trouble with the police. Help your child to understand that colleges, universities and employers regularly look at social media sites like Facebook and if they are involved in bullying they may harm their future education and job prospects.

What will the school do?

Our School does not tolerate bullying. This is what we can do about bullying:

- We will work to make sure that the person being bullied is safe
- We will work to stop the bullying happening again
- We will provide support to the person being bullied
- We will take actions to ensure that the person/s doing the bullying learn not to harm others

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with other parents
- Make an appointment to discuss the matter with the Headteacher and keep a record of the meeting
- Send letter to Class Teacher

Useful Links

www.kidscape.org.uk/advice/advice-for-parents-and-carers

www.bullying.co.uk

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

www.thinkuknow.net

www.youngwrexham.co.uk

<http://fis.ceredigion.gov.uk/>

<http://www.childcomwales.org.uk/>



PART 2 B – PUPILS

Are you being bullied?
Do you know someone who is being bullied?
Are you a bully?

IS IT BULLYING?

It is if you feel hurt because someone or a group of people are:

- Calling you names
- Threatening you
- Pressuring you to give someone money or possessions
- Hitting you
- Damaging your possessions
- Spreading rumours about you or your family
- Ignoring you
- Using text, email or social media to write or say hurtful things about you (cyberbullying)
- Spitting, Kicking and Pushing

It is bullying if you feel hurt because of things said about where you are from or your culture, religion or beliefs, gender, sexuality, disability, special educational need, appearance or specific issues in your family. This could also occur whilst travelling to and from school e.g. on the school bus.

WHAT CAN SCHOOL DO?

Our School does not tolerate bullying. This is what we can do about bullying:

- Work to make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Take actions to ensure that the person or people doing the bullying learn not to harm others

WHAT CAN YOU DO?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel that you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away
- If the individual or group continue to bully you keep a diary of the incidents

If you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

WHAT SHOULD YOU DO IF YOU SEE SOMEONE BEING BULLIED?

Don't ignore it. Bullying can be very serious for the person who is being bullied and they could get hurt or feel upset enough to hurt themselves:

- Tell a responsible adult e.g. teacher; parent/guardian
- Encourage the person being bullied to report it

ARE YOU THE BULLY?

STOP. Bullying can be very serious for the person who is being bullied and they could feel upset enough to hurt themselves. You could get into trouble and in some cases bullying is a crime and could get you into trouble with the police.

- Think about why you are bullying someone and how it would make you feel if you were being bullied in the same way
- Talk to a friend, parent, teacher or another responsible adult about how you feel and get some help to stop being a bully
- Understand that colleges, universities and employers regularly look at social media sites like Facebook and if you are a bully you may harm your education and job prospects



DON'T GIVE POWER TO BULLIES

Bullies want to achieve power and be seen by others as stronger and better. If you respond

it could get you into trouble and a bully can boast about it to others. Stay calm and report the bully.

CYBERBULLYING

Cyberbullies use the internet or mobile phones to send hurtful messages, photos or post information to cause trouble. Cyberbullying can also include causing alarm or distress by threatening, harassment, intimidation, impersonating others, humiliation and in some cases be a criminal offence.

PREVENTING CYBERBULLYING

There are things that you can do to avoid being a target of cyberbullying:

- Protect yourself. Never provide any information or images in electronic form that could be used against you.
- Look at your own comments and posts. If you find that people are attacking you, this may be because of your own comments. Are you annoying people or hurting their feelings? Comments and messages that are written can lead to misunderstanding of what you actually mean. The people that are reading your comments can not 'hear' your tone or 'see' your body language so take care to be clear.
- Find some new friends. If you are trying to fit into a group of people who are treating you badly, it might be easier to simply find some nicer friends. Life's too short to waste time trying to be friends with mean people.

ADVANTAGES

The internet can actually help you if you are being bullied.

- There is written evidence of the bullying activity.

A very important rule: Never Respond!

A bully wants you to get upset. If you get mad and strike back in an attempt to hurt the bully as badly as you were hurt, it just won't work. All it does is give the bully a 'win'. Responding can also make you look bad and you could set yourself up for trouble. People who see your response may think you are the one who is causing the problem. If someone shows your message to an adult, you could be the one who gets into trouble.

DON'T BE A CYBERBULLY

People lose their temper from time to time. Many people have sent a message by phone or on the internet that was angry and wrong. This does not make you a bully. If you have sent an angry or hurtful message, apologise. If you have posted anything that is angry or hurtful remove it and apologise. Try to make things right.

Bullies don't just lose their temper and make a mistake. Bullies set out to put other people down so that they can make themselves feel more important. Bullies try to defend their actions in a number of ways, including that they were not doing anything wrong, just playing around or joking. If you are behaving like a bully, the most important question is to ask yourself why? What are you trying to gain by putting others down?

What you should understand about cyberbullying is that whenever you use electronic communications you are leaving traces – cyber footprints – that lead right back to you. Even if you are doing this under a ‘different name’ eventually, people will be able to figure out who you are and you could get into trouble with your parents, school or even the police

WHAT YOU SHOULD DO IF YOU ARE CYBERBULLIED

Remember the most important rule, never reply but do take action. Always save the evidence. Copy the posts and comments, save any chats but don’t keep looking at it as this will only make you feel worse.

Decide if you need to involve an adult. Sometimes you can make things right on your own – or at least you might wish to try to do so first. It is not a sign of weakness to tell an adult. Even adults sometimes ask for help when a person is doing something that is harming them. Adults may take action like calling the police, hiring a solicitor or complaining to their boss. Asking for help from someone is a sign that you are not willing to accept harm being done to you and are willing to get help to protect yourself.

Tell an adult if:

- You are really upset or are not sure what to do
- You have been threatened with harm or the cyberbullying appears to be a crime
- The cyberbully is sending or posting things that is causing trouble and could affect your reputation, friendships or future education and career opportunities
- The cyberbully is also bullying other people

WAYS TO STOP CYBERBULLYING

- Ignore the cyberbully
- Block the cyberbully from your network/friends list
- Stop going to any group where you are being cyberbullied
- Remove the cyberbully from your buddy or friends list
- Have your parents contact the cyberbully’s parents (if you know who they are). Your parents may talk with the parents or send them a letter. If a letter is sent it may be helpful to include a copy of the posts or comments that have upset you. This can be the best way to get the cyberbullying to stop.
- Send a complaint to the Website or service. Most sites and services don’t allow bullying behaviour. You can usually find an email-contact on the home page. Explain what has happened and provide copies of the comments or posts that have upset you. Ask for these posts or comments to be removed and that the bully is removed from the site.
- Talk to someone at school. If the cyberbully goes to your school and especially if the cyberbully is also bullying you at school, tell your teacher, head of year or headteacher, or another adult at the school, and provide copies of the comments and posts.
- Contact the police. You may need your parents to help with this. The cyberbullying could be a crime. Universities and employers regularly check social media sites and so being involved in cyberbullying behaviour, could affect the chances of the bully furthering their education or getting a job.

BE A FRIEND

Cyberbullies love an audience. Most people do not like to see others being bullied, but are not

sure what to do. Here are some things you could do:

- Speak out against cyberbullying in your online communities
- Help the person being bullied and encourage them to report the cyberbullying
- Report the cyberbullying to the school the person being bullied attends. You can copy the comments and posts and report them without saying who you are if you don't want to
- Tell your parents and ask for their guidance

Useful Links

<https://www.kidscape.org.uk/advice/advice-for-young-people/>

www.bullying.co.uk

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

www.thinkuknow.net

<http://gov.wales/topics/educationandskills/schoolshome/wellbeing/antibullying/are-you-being-bullied/?lang=en>

<http://gov.wales/topics/educationandskills/schoolshome/wellbeing/antibullying/are-you-being-bullied/?skip=1&lang=cy>