



Howardian Primary School

Anti-bullying Policy

2023-24

Written in conjunction with the School Senedd.



Article 2: You have these rights and no child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or if they are a boy or a girl.

Introduction

This is our anti-bullying policy. As a Rights Respecting School, we understand that our school needs to be safe and that it is important to develop good relationships so that bullying does not happen in our school.

Our Vision and Values

At Howardian we know we have the right to a safe environment and we also want our school to be a kind and happy place where children can trust one another, work together and enjoy one another's friendship. We want everyone to recognise when bullying happens and for all the school family including children, parents, staff and governors to work together to stop it. If bullying happens, this can stop us accessing our right to an education.

Why do we need an anti-bullying policy?

We need to have an anti-bullying policy because every child has the right to be safe and, as duty bearers, we have to make sure everybody knows the right way to behave. Some children may need help because they might not realise that they are behaving like a bully and taking away other children's rights and other children need to know what to do if they or someone else is being bullied. We want to make our school the best it can be so that all children can fully access their rights and want to come to school feeling safe and happy.

United Nations Convention on the Rights of the Child (UNCRC)

In 2004, the National Assembly for Wales adopted the United Nations Convention on the Rights of the Child (UNCRC) as a basis of all policymaking for children and young people in Wales. At Howardian, we embed a climate and culture where learners feel safe, secure and valued. We promote the UNCRC and, in particular, seek and listen to the voice of the child.

As a Rights Respecting School, we recognise the importance of the following articles and we will not tolerate bullying or any other behaviours that affect children's access to these rights.

Article 2: You have these rights and no child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or their sex.

Article 12: You have the right to say what you think in all matters affecting you and for your views to be taken seriously.

Article 14: You have the right to practise your own religion, as long as you are not stopping people from enjoying their rights.

Article 15: You have the right to meet with friends and join groups and clubs, as long as this does not stop other people from enjoying their rights.

Article 19: You have the right to be protected from all forms of violence, abuse, neglect and bad treatment by the people who look after you.

Definition of Bullying

Welsh Government guidance: definition of bullying

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

The school senedd's definition of bullying:

"Bullying is unkind behaviour that is done deliberately to hurt other people. It can hurt their feelings on the inside or hurt them on the outside. It is done on purpose and is not an accident. One person is more powerful than the other and they don't treat each other equally. It happens regularly, over and over again."

Bullying behaviour:

- is harmful for all the individuals involved
- becomes the focus of a learner's experience of daily life
- takes away children's rights
- undermines safety, well-being and attainment
- damages school ethos
- is detrimental to the school and the wider community
- affects bystanders and those who know it is prevalent in their school.

It is important that all stake holders recognise and understand the difference between bullying and other behaviours which, whilst unacceptable, are not classed as bullying as they do not occur regularly and do not involve an imbalance of power. Such incidents (examples listed below) will be dealt with in accordance with the school's positive behaviour policy.

- friendship fallouts
- a one-off fight
- an isolated argument or disagreement

How do we teach about bullying?

At Howardian, we recognise that healthy relationships are central to wellbeing and self-esteem and teaching about bullying is embedded in our curriculum. In our daily practice, we teach children to value and respect others. We actively

promote diversity within our school so that children are taught about stereotyping, prejudice and are encouraged to challenge unacceptable behaviour and language. We teach our learners to be 'healthy, confident individuals' in line with one of the four core purposes in the curriculum for Wales, and encourage them to 'form positive relationships based upon trust and mutual respect.'

One of the 'what matters' statements within the Health & Wellbeing AoLE is: "Healthy relationships are fundamental to our well-being."

Pupils will be taught about bullying under the following descriptions of learning:

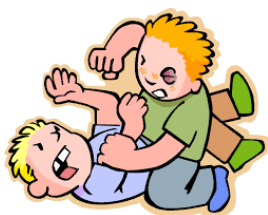
- **Progression step 1:** I am beginning to recognise safe and unsafe behaviour in relationships.
- **Progression step 2:** I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
- **Progression Step 3:** I can reflect on the characteristics of safe relationships and I can seek support when needed.
- **Progression Step 4:** I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this.
- **Progression Step 5:** I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.

However, we also adopt a cross-curricular approach to developing positive behaviours, relationships and respect, and these values are taught through all areas of learning and experience.



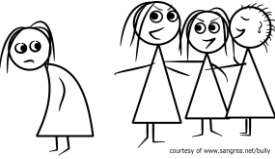


In addition, pupils will experience activities that take place in anti-bullying week and activities that respond to incidents of negative behaviour.

Different Forms of Bullying

Physical Bullying



- Hitting
- Smacking
- Kicking
- Punching
- Biting
- Scratching
- Or any physical contact that is harmful

<p>Verbal Bullying</p>  <p><small>shutterstock.com • 104313125</small></p>	<ul style="list-style-type: none"> • Name calling- to yourself or your friends/family • Threats • Offensive remarks • Insulting or making fun of someone because of their religion, skin colour or background (this is racist behaviour)
<p>Emotional Bullying</p> 	<ul style="list-style-type: none"> • Behaviour intended to isolate, hurt or humiliate someone
<p>Indirect Bullying</p>  <p><small>courtesy of www.sangria.net/bully</small></p>	<ul style="list-style-type: none"> • Sly or underhand actions carried out behind the target's back • Spreading nasty stories about someone • Gossiping or whispering and deliberately leaving someone out from social groups • Stopping someone from having a happy time at school
<p>Cyber Bullying</p> 	<ul style="list-style-type: none"> • Sending nasty e-mails, texts or pictures/photos • Making nasty phone calls • Sharing private information or photographs without someone's permission
<p>Prejudice-related Bullying</p> 	<ul style="list-style-type: none"> • Bullying of targets because of prejudice. This could be linked to stereotypes or presumptions about identity. • Prejudice-related bullying includes the protected characteristics. • Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Bullying incidents related to the protected characteristics

Bullying incidents on the basis of protected characteristics as identified in Equalities Act (2010)

Protected Characteristic	Definition	Examples of associated derogatory language / behaviour
Disability/ special needs / medical condition	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Terms such as retard / spaz / geek / nerd, or unkindness towards a person / people with an association with someone with a disability / special need
Gender Reassignment / Identity (Transphobic Bullying)	The process of transitioning from one sex to another.	Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny)
Race / Ethnicity	Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Any racist comments or language, - any derogatory comments that refer to skin colour, race, nationality, ethnic or national origins.
Religion and Belief	Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the	Derogatory comments about beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). Comments may also be because of a perception or assumption about

	<p>way you live for it to be included in the definition.</p>	<p>religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief</p>
<p>Sexual Orientation This incorporates:</p> <p>Homophobic bullying</p>	<p>Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.</p> <p>Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:</p> <ul style="list-style-type: none"> • 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 	<p>Insults related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used.</p>

<p>Biphobic bullying</p>	<p>friends, or family, or parents/carers are gay, lesbian or bisexual.</p> <ul style="list-style-type: none"> • Teachers, who may or may not be lesbian, gay or bisexual. <p>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.</p>	<p>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.</p>
<p>Sex (Gender)</p>	<p>A man or a woman.</p>	<p>Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Use of derogatory and insulting language related to gender.</p>

Signs of bullying

If a child is being bullied, they may present with one or more of the following signs:

- bruises or other unexplainable injuries
- broken or missing possessions
- becoming withdrawn - not talking, or spending more time alone
- changes in eating habits, e.g. loss of appetite, skipping meals or binge eating
- changes in behaviour - e.g. becoming aggressive at home
- difficulty sleeping or frequent nightmares
- complaining of headaches or stomach aches; feeling unwell or faking illness
- wetting the bed
- worrying about going to school, or not wanting to go at all
- feelings of helplessness and/or decreased self esteem
- sudden loss of friends and/or avoidance of social situations
- suddenly doing less well at school

What do we do to prevent bullying?

The following are the types of activities that take place at Howardian Primary School to prevent bullying.

- We have buddy benches so that children can find a friend if they are feeling sad or lonely.
- We learn about our rights and we have a Rights Respecting steering group to help our school to be a safe and happy place
- We have Rights Respecting Play Rangers to organise group games that are accessible to all children.
- We have Rights Respecting Conflict Resolution Rangers to help resolve minor conflicts on the playground before they escalate.
- We have support from staff when we are feeling unhappy.
- We have circle time sessions and lessons to learn about good relationships and friendships.
- We hold an anti-bullying week in November.
- We recognise and celebrate when children are kind; we are a bucket filling school.
- We have assemblies that teach us about positive relationships and how to be a good friend.
- Every class has a Code of Conduct which reminds us how to be kind to others.
- We have a School Charter written by the pupils and based on Article 19 of the Rights of the Child.

- The school carries out self-evaluation exercises which seek feedback from the school community to measure the extent of bullying behaviour present.

How does the school respond to bullying?

We do not tolerate bullying and the school intervenes immediately whether incidents are bullying or any other one-off behaviour. We have a legal duty to safeguard and promote the welfare of learners.

School based recording and monitoring of incidents

Incidents of bullying, including those classified as hate crimes, are reported to and recorded by the Head teacher. These incidents are reported to the Governing Body during GB half-termly meetings. This is important for tracking trends in discriminatory behaviour.

When incidents of bullying occur, all incidents should be recorded on MyConcern, by the member of staff who the incident was immediately reported to or witnessed by. Where bullying is suspected or identified, the incidents are to be reported to SLT, who will investigate. This may involve interviewing or speaking to pupils, staff and/or family members. Conclusions and actions should be added to the original MyConcern incident as a concern update.

Where bullying contravenes the Equality Act, e.g. for racist or homophobic bullying, these should be recorded with the relevant tags.

Perpetrators are spoken to by a member of the senior leadership team and parents of both the perpetrator and the target are informed.

Where possible, a restorative approach is used to re-build a positive relationship between the parties involved. We recognise that, especially with younger pupils who bully others by using insults, they may not understand the hurt that they have caused and may be repeating what they have heard in the community or at home. Sensitive restorative work and education can be effective in these cases. Group activities and meetings with parents / carers are valuable in enforcing the school's anti-bullying policy and ethos.

ELSA support is available, if needed and appropriate, for both the target and the perpetrator. If bullying behaviour persists, the school will seek advice from external agencies, such as the Emotional Health & Wellbeing team.

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when 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 head teacher will report their concerns to their local authority's Education Safeguarding team.

What should you do if you see someone being bullied?

Tell an adult immediately!

If it is safe, go up to the bully and tell them to stop. If you do not feel safe, tell an adult immediately.

Comfort the target and make sure they are OK.

In our school we use the **WAIT** approach as a first line strategy against anyone who is verbally unkind to us.

WALK	WALK away and ignore the individual or group who are teasing. This is often difficult, but usually this will work if you are persistent.
ASK	If ignoring fails, ASK the individual or group to stop being unkind to you.
INFORM	INFORM the person who is being unkind that if they continue you will report it to a member of staff
TELL	If steps one to three have not been effective, and teasing continues TELL a member of staff about what has happened.

If someone has physically hurt you or is being racist then an adult needs to know immediately. If you are being verbally, indirectly or cyber bullied and the person will not stop, then tell someone that you are being bullied: e.g. midday supervisor, teachers, teaching assistant, Head teacher, Deputy Head teacher, parents, school councillor, a friend, a trusted adult. Never worry that someone will tell on you for reporting bullying to an adult.

The Role of Parents / Carers

Parents/carers have an important role to play, as part of our school community, in taking responsibility for their child's behaviour inside and outside school.

It is vital that there exists partnership between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people.

Parents should report any concerns to the class teacher initially and, if matters are not resolved, then to the Head teacher / Deputy Head teacher.

If parents/carers are not satisfied with the way the school has dealt with a case of bullying that they reported, they should be directed to the school's complaints procedure.

Related Policies and Documents

- 'Challenging bullying: Rights, respect, equality: Statutory guidance for governing bodies of maintained schools' (Welsh Government 2019)
<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>
- Toolkit to support implementation of the statutory guidance:
<https://hwb.gov.wales/playlists/view/57976d4f-7a52-4733-9bf6-c316120ea30e/en/1>
- The school's child protection policy (see school website)
- The school's positive behaviour policy (see school website)
- The school's e-safety policy (see school website)
- The school's attendance policy (see school website)
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Protection of Children Act 1978 (as amended)
- Malicious Communications Act 1988
- Criminal Justice Act 1988
- Children Act 1989
- Education Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003 (as amended)
- Children Act 2004
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015

- Counter-Terrorism and Security Act 2015.

Appendix

Where to find further help and advice

Bullying

Bullies Out – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. E-mentors offer online support (e-mail mentorsonline@bulliesout.com).

www.bulliesout.com

e-mail: mail@bulliesout.com

Anti-Bullying Alliance – Information for schools, parents/carers and children and young people on all aspects of bullying.

www.anti-bullyingalliance.org.uk

Kidscape – Anti-bullying charity that runs workshops for children and young people who have been bullied.

www.kidscape.org.uk

The Diana Award – Trains young anti-bullying ambassadors to help others.

www.antibullyingpro.com

Helplines and support services

General

Samaritans – Charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. E-mail, live chat and other services available.

www.samaritans.org

Tel: 116 123 (English-language line – free to call)

Tel: 0808 164 0123 (Welsh-language line – free to call)

Rethink Mental Illness – Advice and information for people with mental health issues.

www.rethink.org

Tel: 0300 500 0927

Mencap Cymru – Advice and information about learning disabilities.

<https://wales.mencap.org.uk>

Tel: 0808 8000 300

Children and young people

Meic – Information advice and advocacy for young people.

www.meiccymru.org

Childline – Provide counselling for anyone aged under 19 in the UK.

www.childline.org.uk Tel: 0800 1111

Kooth – Online counselling and emotional well-being platform for children and young people.

www.kooth.com

CALL (Community Advice and Listening Line) – Emotional support and information/literature on mental health and related matters for the people of Wales.

www.callhelpline.org.uk

Parents/carers

Family Lives – Support and advice for parents/carers.

Tel: 0808 800 2222

ParentZone – Support and advice for parents/carers.

www.parentzone.org.uk

YoungMinds – Support to help improve the mental health of children and young people.

www.youngminds.org.uk

Tel: 0808 802 5544 (parents'/carers' helpline)

Schools/professionals

Professionals Online Safety Helpline – For those working with children and young people who require help for an online issue.

Tel: 0344 381 4772

e-mail: helpline@saferinternet.org.uk

Advice and support networks

General

Internet Watch Foundation – For reporting online images of child sexual abuse.

www.iwf.org.uk

Victim Support – Report hate crime in Wales.

www.reporthate.victimsupport.org.uk

CEOP (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected.

www.ceop.police.uk

NSPCC – National Society for the Prevention of Cruelty to Children.

www.nspcc.org.uk Tel: 0808 800 5000

Mental Health Matters Wales – Works with people who have a mental health-related issue.

www.mhmbcb.com/index.htm

Children and young people

Heads Above The Waves – Support for children and young people suffering depression or self-harming.

<http://hatw.co.uk/straight-up-advice>

Parents/carers

Internet Matters – Advice on online issues for parents/carers and children and young people.

www.internetmatters.org.uk

Resources for schools

EACH (Educational Action Challenging Homophobia) – Provide services to inspire lesbian, gay, bisexual and trans equality.

<https://each.education>

Show Racism The Red Card – Training and resources to tackle racism in society.

www.theredcard.org

The ACE Support Hub Wales – Toolkit for school staff on ACEs.

www.wales.nhs.uk/sitesplus/888/page/88504

South West Grid for Learning (SWGfL) – Self-evaluation tool for schools and guidance.

www.swgfl.org.uk

Other

School Beat – All Wales School Liaison Core Programme.

www.schoolbeat.org/en/parents/know-the-programme/national-events/what-is-the-all-wales-school-liaison-core-programme

Children in Wales – www.childreninwales.org.uk/our-work/bullying

Children’s Commissioner for Wales –

www.childcomwales.org.uk

Time to Change Wales – Campaign for young people, which aims to change attitudes towards mental health, ending stigma and discrimination.

www.timetochangewales.org.uk/en/mental-health-stigma/young-people/wecanwewill

Online issues

Childnet International – Support on all aspects of online safety.
www.childnet.com