Porth Community School

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**Anti Bullying Policy**

**Version control:**

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| --- | --- |
| **Document Name** | **Anti Bullying Policy** |
| **Document Owner** | **Porth Community School** |
| **Authors** | **AHT** |
| **Document Approval** |  |
| **Document Approval** |  |
| **Current Document** | **13.06.2022** |
| **Approval Date** | **13.06.2022 To Review 12.06.2025** |
| **Previous Document** | **01.09.2018** |

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**Anti Bullying Policy**

**Introduction**

Our Anti-Bullying policy is based on the underlying principles of the United Nations Convention on the Rights of the Child and, in particular, with regard to the following articles

Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background;

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children;

Article 4 (Implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children’s rights;

Article 19 (Protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them;

Article 39 (Recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life; and

Article 40 (Juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect

Principles and values

Porth Community is committed to providing a learning environment that is safe, secure and positive in which all pupils are treated and valued equally. All pupils at Porth Community are expected to be the BEST they can be at all times. All pupils should be able to maximise their full potential and not be treated unfairly. All pupils have the right to be safe and happy in school, and to be protected when they are feeling vulnerable. Bullying; of any form; will not be tolerated. When bullying is reported it is never ignored and is always investigated fully by members of the Wellbeing Team. When bullying is determined it is dealt with promptly and appropriate actions are taken. The parents/guardians of both the alleged bully as well as the victim(s) are always involved within discussions to ensure a fair and robust result is met with each occasion(s) where bullying is raised. This policy should be read in conjunction with the Behaviour for Learning Policy, the Safeguarding Policy (including Prevent), Attendance Policy, Additional Learning Needs Policy, Health and Safety Policy, E-Safety and Internet Access Policy.

Objectives

1.     All Governors, teaching staff, support staff, parents/guardians and, most importantly, pupils have an understanding of what constitutes bullying.

2.     All Governors, teaching staff, support staff, parents/guardians and, most importantly pupils know our schools principles and values, what the policy is and how to report bullying. All pupils understand BEST

B –Be responsible

E- Ensure you are kind

S-Stay safe

T-Treat others with respect

3.     As stated, bullying will not be tolerated. Pupils and parents/guardians are to be assured that they will be fully supported if an event of bullying is reported.

4.     Pupils are to be encouraged to report any incidents of bullying to a member of staff or the Wellbeing Team.

5.     Pupils and parents/guardians will be involved in maintaining and updating the bullying policy through student and parent/guardian voice. (School Senedd)

**What** is **Bullying?**

**There is no legal definition of bullying.**

However, it is usually defined as:

Bullyingis behaviour by an individual or group, usually **repeated** over time that **intentionally**hurts another individual or group physically or emotionally.

Bullying includes:

·      Verbal-for example name calling, taunting, mocking,

·      Physical-for example kicking, hitting, pushing, tacking belongings,

·      Cyber Bullying-text messaging, prank mobile calls and inappropriate use of social networking site

·      Emotional- for example excluding people from social groups and spreading hurtful and untruthful rumours

·      Causing physical or emotional damage (which may cause psychological damage) to a pupil or group of pupils and can be motivated by prejudice on the grounds of race, religion, violent extremism or radicalization, culture, sex, gender, homophobia, disability and special educational needs or because a child is a adopted a carer or is a looked after child.

**Bullying is not** when children have the odd argument, fall out or engage in a one off tussle.

Bullying will be treated as a safeguarding/child protection concern when there is reasonable cause to believe that the child is suffering significant harm. The School will then follow the Safeguarding Policy.

Bullying via mobile phone and other social networking

Social networking and bullying via text messaging will be addressed and dealt with in line with the School’s E Safety Policy and Safeguarding Policy. In the event of such bullying mobile phones will be confiscated and parents/guardians informed. In this case, a parent/guardian will be asked to collect the student’s phone from the school and the incident will be discussed and addressed. In the event of bullying via social media the school will request harmful comments are removed. Parents/guardians will be informed and will be responsible for the actions of the child.  If the situation is serious and occurs outside of school the victim’s family might also need to contact the police. The school may also contact the Police if it feels that this is an appropriate course of action

Our Aim

1. Porth Community School will present a safe and secure environment where there is an understanding that bullying will not be tolerated.
2. All pupils will be encouraged and allowed to express their own opinions without fear of ridicule
3. The School will react to bullying incidents immediately to prevent, de-escalate and/or stop any harmful behaviour
4. To safeguard the victim/s
5. To address the incident in an appropriate manner, applying sanctions to those causing bullying and ensure they are educated and learn from the incident using restorative approaches in order to manage their future behaviour
6. To ensure pupils feel listened to and to raise awareness of and tackle bullying across the school community.

Investigating Bullying

The Wellbeing Team and Heads of School will investigate incidents of bullying. These include cyber bullying. The investigation will be recorded and an incident log completed on class charts. Parents/guardians will be kept abreast of developments at each stage of any investigation and/or decision regarding appropriate sanctions.  After this if bullying is confirmed, the school will consider its action according to the needs of the victim and the incident itself. In addition to the sanctions the victim(s) will be offered support and the perpetrator will be offered support to change their behaviour using restorative approaches.  When the pupil does not respond positively to the support or interventions, it may be necessary to consider additional external support with parental/guardian consent. This may include Children Counselling Services, Educational Psychology or Behaviour Support Services.

After investigation, not all reported incidents are confirmed as bullying or may not be as straight forward as first reported. All incidents of confirmed bullying are logged on sims and reported termly to Rhondda Cynon Taff.  In extreme events of assault, appropriate action is taken on an individual basis in conjunction with our Behaviour for Learning Policy.

To Pupils

If you are being bullied, or you know that someone else is, please tell us straight away, and it will be dealt with. You can tell your class teacher, form tutor, Head of School or any other member of staff you wish. Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a **responsibility**to make sure that bullying is not allowed to take place in our school.

The Wellbeing team will check at regular intervals on the welfare of a pupil. A Bullying Log may also be offered to the pupil as a way of supporting the pupil.

To Parents/Guardians

If you think your child may be being bullied, or he/she tells you that he/she is, please let us know straight away. However trivial please reassure him/her that we will deal with it sensitively but firmly. If your child tells us he/she is being bullied, or we discover that he/she is bullying others, we will contact you, and will discuss together how the situation can be resolved. Wellbeing support will be put in place and external agency support can also be put in place.

Curriculum Support

Curriculum work can enhance this policy. This enhances the resilience levels of the school curriculum.

1. The School's anti-bullying programme is integrated into the curriculum where pupils are encouraged to take responsibility for themselves and others. This is done during PSHE lessons.  Guidelines on how to prevent being bullied are given. These take the form of questionnaires and class discussion and circle time.

1. The topic of bullying is dealt with in a way which explores why it happens and gives alternative ways of behaving, and dealing with difficulties

1. Teaching methods are used which encourage co-operative work and a variety of groupings so that pupils extend their relationships beyond a small group of friends.

1. Pupils may work on an assembly theme of anti-bullying. The message to report any form of bullying is repeated in assemblies throughout the year.

1. Student and parent/guardian voice will be analysed and used to review recommendations to ensure this Policy is updated in line with social and community developments.

**Appendix : Bullying Incidents Termly Reporting Form: To be reported to the LA.**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Name:** |  | | |
| **Term:** |  | **Academic Year:** |  |

|  |  |  |
| --- | --- | --- |
| **Nursery – Yr 6** | **Yr 7 – Yr 14** | **Total** |
| **Total number of incidents of bullying recorded:** |  |  |  |
| **Total number of alleged perpetrators:** |  |  |  |
| **Total number of alleged targets:** |  |  |  |

**Please provide the following additional information ensuring that the totals tally against figures provided above:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Details of alleged perpetrators:** | | | |
| **Year Group:** | **Male** | **Female** | **Total** |
| Nursery |  |  |  |
| Reception |  |  |  |
| Year 1 |  |  |  |
| Year 2 |  |  |  |
| Year 3 |  |  |  |
| Year 4 |  |  |  |
| Year 5 |  |  |  |
| Year 6 |  |  |  |
| Year 7 |  |  |  |
| Year 8 |  |  |  |
| Year 9 |  |  |  |
| Year 10 |  |  |  |
| Year 11 |  |  |  |
| Year 12 |  |  |  |
| Year 13 |  |  |  |
| Year 14 |  |  |  |
| **Total** |  |  |  |
| **CLA** |  |  |  |
| **Ethnic group:** | **Male** | **Female** | **Total** |
| White |  |  |  |
| Mixed |  |  |  |
| Asian / Asian British |  |  |  |
| Black / Black British |  |  |  |
| Chinese / Chinese British |  |  |  |
| Any other ethnic background |  |  |  |
| Ethnic background not known |  |  |  |
| **Total** |  |  |  |
| **Details of alleged targets:** | | | |
| **Year Group:** | **Male** | **Female** | **Total** |
| Nursery |  |  |  |
| Reception |  |  |  |
| Year 1 |  |  |  |
| Year 2 |  |  |  |
| Year 3 |  |  |  |
| Year 4 |  |  |  |
| Year 5 |  |  |  |
| Year 6 |  |  |  |
| Year 7 |  |  |  |
| Year 8 |  |  |  |
| Year 9 |  |  |  |
| Year 10 |  |  |  |
| Year 11 |  |  |  |
| Year 12 |  |  |  |
| Year 13 |  |  |  |
| Year 14 |  |  |  |
| **Total** |  |  |  |
| **CLA** |  |  |  |
| **Ethnic group:** | **Male** | **Female** | **Total** |
| White |  |  |  |
| Mixed |  |  |  |
| Asian / Asian British |  |  |  |
| Black / Black British |  |  |  |
| Chinese / Chinese British |  |  |  |
| Any other ethnic background |  |  |  |
| Ethnic background not known |  |  |  |
| **Total** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of bullying incident (please indicate numbers for each category that applies):** | | | |
| Physical |  | Relational Aggression |  |
| Verbal |  | Prejudice-related |  |
| Emotional |  | Exclusion and isolation |  |
| Indirect |  | Face to face |  |
| Online |  | Other (please indicate below) |  |
| Other: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **For prejudice-related incidents (please indicate numbers for each category that applies):** | | | |
| Related to race, religion or culture |  | Related to age |  |
| Homophobic |  | Related to SEN or disability |  |
| Biphobic |  | Related to family status or looked after child (CLA) status |  |
| Transphobic |  | Related to disadvantage |  |
| Sexist and/or sexual |  | Focused on appearance |  |
| Related to gender identity |  | Other |  |
| Other (please state): | | | |

|  |  |
| --- | --- |
| **Location of bullying incident (please indicate numbers for each category):** | |
| School |  |
| Journey to/from school |  |
| School activity/trip |  |
| Wider Community |  |
| **Timing of bullying incident (please indicate numbers for each category):** | |
| Before School |  |
| Morning |  |
| Afternoon |  |
| After school |  |
| During Lesson |  |
| During Break/Lunch |  |

|  |  |
| --- | --- |
| How many of the recorded incidents of bullying are linked to previous incidents of victimisation? |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Have schools implemented any additional anti-bullying strategy in response to incidents? | Yes |  | No |  |
| If yes, please provide details: | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Have any of the cases required the serious incident protocol to be activated? | Yes |  | No |  |
| If yes, how many? | | |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Have the police needed to be informed? | Yes |  | No |  |
| If yes, how many? | | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Please detail any additional support required from the LA that you have identified e.g. training** | | | |
|  | | | |
| Head teacher Signature: |  | Date: |  |