



Polisi Atal Bwlio

Policy for the Prevention of Bullying

Diweddarwyd / *Updated: 04/2024*

Adolygiad Nesaf / *Next Review: 04/2027*

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This policy recognises the Welsh Government's respecting others guidance 2011 and complies with the Equality Act 2010. This policy should be read in conjunction with the 'Policy for Positive Behaviour'.

1. Definition of bullying

Bullying is a "continual and deliberate effort to harm or insult someone and often involves an inequality of power where a person or group of people on an ongoing and deliberate basis causes emotional and/or physical harm to another person or group of people".

Occasional incidents of harmful behaviour, provocation, controversy or squabbling between equally powerful individuals should not be seen as examples of bullying. "

There are many types of bullying, but the three main types are:

- Physical – hitting, kicking, stealing property, harassment or sexual aggression
- Verbal – name-calling, insulting, making offensive remarks
- Indirect-spreading nasty stories about someone, exclusion from social groups, being subject to malicious rumours, sending malicious emails or text messages to mobile phones (via social networking sites)

There are several important categories of bullying, including:

- Socio-economic status
- Based on gender
- Sexual orientation
- Homophobic
- Faith-Based
- Special Educational Needs/disability
- Gifted/Talented
- Cyber
- Race

A racist incident is "any incident which is considered racist by the victim or any other person."

Each incident of racist bullying is a racist incident and is reported to the local authority in accordance with the local authority's E-form.

However, not all racist incidents are necessarily bullying. Racist bullying is included in the general definition of bullying (see above) because of colour, ethnicity, culture, language, faith community, national ancestry or national status.

2. A whole School approach to preventing bullying

At Ysgol Gymraeg Y Fenni, all members of our school community should feel that they are safe and respected. We will challenge all forms of bullying and discrimination and such behaviour is unacceptable. This policy is clearly linked to the school's positive behaviour policy.

The school uses the following strategies:

- Befriend
- Peer Mediators
- Circle of Friends
- Peer supporters
- Positive class/School Rewards
- Restorative approaches
- Supervision during respite periods and lunches
- National Anti-Bullying Week
- Clear behaviour policy which all staff follow
- Open Communication

These strategies are supported through the curriculum in Health and Wellbeing /social and emotional skills, circle time, creative writing, Drama, History and Religious Education in order to prevent bullying and to promote positive behaviour and relationships well within our school.

3. Roles and Responsibilities

All members of the school community have an active role to play in preventing bullying, promoting positive relationships and respect, as well as responding to incidents when they occur. (Suggested responsibilities)

The Governing Body should:

- Make sure that all pupils have the right to learn, without fear of bullying or discrimination.

The headteacher should:

- Make sure that the school's bullying prevention policy and reporting procedures are known to all staff, pupils, parents/carers and external agencies (where appropriate);
- Ensure that all staff have access to training;
- Make sure there is a suitable and sufficient opportunity in the curriculum and outside it through the school's personal and social education programme to explore issues relating to all forms of bullying and discrimination incidents;
- Ensure that incidents are recorded, monitored and reported to the local authority and feed information into the schools' self evaluation process;
- Report to the Governing Body on an annual basis.

Staff should:

- Receive, respond to, consider seriously and act on any information that is uncompleted;
- Report any incidents seen to a nominated member of staff.

Pupils should:

- Immediate incident reporting because looking at incidents may suggest support for the offender;
- Tell someone you trust;
- Ask parents/family or teachers about advice and support. If you are too frightened to tell an adult on your own, ask a friend to go with you.

Parents/carers should:

- Reassure their child that he/she is doing the right thing when telling you;
- Remember you may be the first person to know about any incident of bullying. Try not to panic and make notes that might be useful later;
- Contact the school;
- Work **with** the school and discuss ideas/ strategies that will help you to support your child.

4. Incident Management

Refer to 'Policy for Positive Behaviour'

5. Out of School Occurrences

A significant amount of bullying can take place outside school, travelling to and from school, school transport, school trips or mobile phones and social networking sites. All pupils are expected to comply with the School Travel Code 2010 (see ' Policy for Positive Behaviour and 'Acceptable Use Policy').

The school can **take reasonable steps**, as the head sees fit, to investigate incidents that have a negative impact on the orderly running of the school and/or may pose a threat to another pupil during school time or to a member of staff.

6. Working with the police

The school will co-operate with the police if a pupil or parent/carer has reported an incident. Some types of bullying behaviours may involve criminal offences and in such cases the school will contact a schools community police officer). If the matter is urgent and the officer is unavailable, the school will liaise directly with the police in order to protect the person suffering the bullying and respond appropriately to the incident (see All Wales School Crime Beat Policy).

The school will also work in partnership with the police officer as part of the school's anti-bullying work.

7. Monitoring and Evaluation

The school will monitor incidents of bullying and racism in order to identify patterns of behaviour and the extent of bullying. The school will then use the data to review the effectiveness of current policy and practice and identify priorities as part of the self evaluation process. The school will also consider any findings or recommendations from Estyn inspectors, independent reviews or a local authority's annual report to headteachers.

8. Arrangements for the review of the policy

This policy is reviewed every 3 years or sooner (if required) taking into consideration new guidelines or recommendations.