



Education & Youth

# Challenging Bullying Policy

*Model Policy for Primary, Secondary & Special Schools*

This policy applies to pupils, staff and governors and sets out the approach for challenging bullying in Flintshire Schools. All staff should have access to this policy and sign to the effect that they have read and understood its contents.

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|----------------------------------------------------|----------------------|
| <b>School</b>                                      | Argoed High School   |
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## Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request. To request a copy of this document in an accessible format contact Argoed High School

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## **Terminology**

**Bystander:** A person who is present, whether online or offline, at an event or incident of bullying but does not take part.

**Children and young people:** People under 18 years of age, in line with the definition of 'children' within the Children Act 1989.

**Hate crime:** A term that can be used to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards a characteristic of the target, which could include the target's disability, race, religion, sexual orientation or transgender/trans identity. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits their relationship with the target for financial gain or some other criminal purpose.

**Online bullying:** Describes all bullying via technology, also known as cyberbullying.

**Perpetrator:** Refers to children and young people who exhibit bullying behaviour towards others.

**Prejudice-related bullying:** Refers to any form of bullying related to characteristics considered to be part of a person's identity or perceived identity group. Prejudice-related bullying includes the protected characteristics but 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.

**Targets:** Refers to children and young people who are bullied.

## **1. Introduction**

Argoed High School recognises the moral and statutory responsibility to safeguard and promote the wellbeing of all children. We recognise the importance of providing an ethos and environment within our school that will help learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

Our school core challenging bullying principles are:

- All learners have a right to be protected from bullying and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity. In line with the statutory guidance, 'If bullying becomes dominant in a school, no learner can fully enjoy their rights under the United Nations Convention on the Rights of the Child (UNCRC), including being safe and receiving an education (Articles 6 and 28).
- All learners have a right to be heard and to have their wishes and feelings taken into account (Article 12).
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to intervene effectively when bullying happens.

There are three main elements to this policy:

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases, of bullying. Because of our day-to-day contact with children, school staff are well placed to observe the outward signs of bullying;
- Support to those pupils who may have been bullied or acted as the perpetrator.

We intend to do this by;

- Establish and maintain an ethos where learners feel secure, are encouraged to talk and share their concerns
- Ensure that learners know that all adults in this school can be approached if they are worried or concerned about matters affecting them or their siblings or friends;
- Establishing effective procedures for recording and dealing with bullying incidents;
- Providing training for staff where appropriate;
- Monitor information about incidents of bullying in school.

This policy applies to all staff and volunteers working in Argoed High school and its governors.

## **1.1 Context**

As identified in 'Challenging bullying: rights, respect, equality' - Welsh Government 2019, the governing bodies of schools have a duty to produce, adopt and implement an Anti-bullying policy for their schools and have in place a separate Behaviour Policy.

As a school we play a key role in tackling issues associated with bullying. By effectively challenging bullying, we can create a safe environment for children and young people, helping them to realise their potential and improve their emotional health and wellbeing. We make clear to bullies that such behaviour is unacceptable and will be challenged.

This policy complies with a number of key pieces of legislation, including the:

- 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
- United Nations Convention on the Rights of Persons with Disabilities (UNCPRD)
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equality Act 2010
- Rights of Children and Young Persons (Wales) Measure 2011
- School Standards and Organisation (Wales) Act 2013
- Social Services and Well-being (Wales) Act 2014
- Serious Crime Act 2015
- Counter-Terrorism and Security Act 2015.

## **1.2 Links to Other Policies**

This policy should not be seen in isolation as it has clear links with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Strategic Equality Plan (SEP)
- Acceptable Use of ICT Policy / Online safety / Social Networking

## **1.3 Consultation**

In compiling this policy, the views, opinions and/or advice of the following were sought:

- *School Council*
- *Teachers*
- *Non-teaching school staff*
- *Governors*

## **2. Definition of Bullying**

In defining bullying at Argoed High school we have considered the following:  
Welsh Government Challenging bullying Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019, which states:

*‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts others wither physically or emotionally.’*

In line with the guidance, the distinctive elements of bullying, how bullying is expressed and what bullying is not is as follows:

### **2.1 The distinctive elements of bullying behaviour**

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- **Intention to harm** – bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- **Harmful outcome** – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- **Direct or indirect acts** – bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.
- **Repetition** – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- **Unequal power** – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

### **2.2 How is Bullying expressed?**

Bullying can take many forms, including:

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

## 2.3 Bullying and Safeguarding

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 school must report their concerns to Flintshire County Councils Childrens Services.

The Counter-Terrorism and Security Act 2015 places a duty on schools in relation to the Prevent duty. Schools must demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children and young people at risk, where necessary intervening as soon as possible. This is relevant in the context of bullying because children and young people who are isolated, victimised and/or who otherwise feel they do not belong can be more likely to fall prey to recruitment and grooming. The Designated Safeguarding Person will ensure all staff have received appropriate Prevent training and ensure that relevant age appropriate aspects are incorporated into curriculum delivery.

## 2.4 What is Not Bullying?

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying. The following examples are cases which would not normally be considered bullying:

- **Friendship fallouts** – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- **A one-off fight** – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- **An argument or disagreement** – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- **A one-off physical assault** – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- **Insults and banter** – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed
- **A one-off instance of hate crime** – unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police.

These examples illustrate the need to deal with the incident, report and record it.

All hate incidents must be accurately recorded to enable the school to monitor any patterns and prevent discrimination. Flintshire County Council is also required to monitor hate incidents to comply with the Public Sector Equality Duty (PSED) under the Equality Act 2010. Please refer to Section 10 which will outline how Argoed High School will record and report bullying incidents, including hate incidents, internally and to the Local Authority.

### **3. Prejudice-Related Bullying**

Acts of prejudice-related behaviour often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled (which can include those with SEN), who are lesbian, gay or bisexual; or who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of the prejudice-related behaviour. Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs (ALN) that do not meet the definition of disability under the Equality Act

2010. This can lead to bullying for a variety of other reasons such as social status and background.

There are many examples of prejudice-related behaviour. Some of these might include:

- stigmatising a learner with a disability or SEN
- using homophobic, biphobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil
- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour.

**The Welsh Government expects all forms of prejudice to be challenged equally.**

Prejudice-related behaviour of any kind is unacceptable and could be considered as, or escalate into, incidents of hate crime. If the action is a one-off occurrence and is not repeated, the incident is not usually considered bullying; this does not mean the incident should not be addressed. The Welsh Government expects all forms of prejudice to be challenged in their school using the most appropriate school policy.

#### **4. Online Bullying and Aggression**

While technology facilitates traditional bullying behaviours such as insults or rumour-spreading it also provides additional ways to bully and humiliate others such as through the misuse of images or videos, live-streaming, using anonymous messaging apps or harassing someone online. Online bullying often occurs at the same time or follows on from traditional bullying, but can occur in isolation. The perception of being able to act anonymously online often leads to disinhibited and cruel behaviour that would be less likely face-to-face. Technology may help those who lack power or popularity offline to have power over others or bully online

Online bullying behaviour can take different forms including:

- **Profile** – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- **Location** – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- **Audience** – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments

- **Anonymity** – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- **Motivation** – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

The Welsh Government expects schools to address online bullying where it has an impact on the well-being of learners at the school. Where necessary, the Welsh Government expects schools to refer a case to the appropriate agency or service. Schools must act in cases that involve a safeguarding concern. All staff should receive regular training in safeguarding and online safety.

Online and mobile communications leave a digital trail. Keeping evidence is essential. Schools should be mindful that evidence can be taken down or disappear from viewer online platforms at any time, whether removed by individuals or at the request of corporate administrators of social media platforms. Screen-grabbing is a useful route to preserve evidence. The Welsh Government expects schools to log and record incidents as part of their wider safeguarding monitoring practice and impact evidence. In some cases further evidence may come to light at a later point and it may become necessary to review the entire history of the case again.

## **5. Signs and Symptoms**

A pupil may indicate that they are being bullied by exhibiting one or more of the following behaviours which staff should have an awareness of:

- Not wanting to go to attend school or truanting
- Is frightened of walking to/from school, does not want to travel on the bus
- Changes their usual routine or becomes withdrawn, anxious or lacking in confidence
- Feels ill in the morning, stops eating normally, or cries themselves to sleep
- Comes home with clothes/possessions torn, damaged or missing
- Asks for money, starts stealing money, or has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Underperforming in lessons / school work
- Becomes aggressive, disruptive or unreasonable
- Bullies other children or siblings
- Is afraid to use the internet or mobile phone, or is nervous when a message is received
- Runs away or self-harms
- Will not discuss or gives improbable excuses for any of the above.

## **6. Whole School Prevention Measures**

All preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other and children, parents with courtesy and respect and will model appropriate and acceptable behaviour. Implementing a whole school approach is instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to manage their relationships with others and equip them to respond to bullying in an appropriate and if necessary, assertive way.

A whole school approach to bullying enables the issue to be introduced progressively in an appropriate way and not treated as a 'one-off standalone' lesson. It allows learners to make use of preferred and appropriate learning styles and can include the use of literature, audio-visual material, drama, music, debates and outside visitors. Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, sign-posting and drop-in sessions, as well as involving the wider neighbourhood and utilising a variety of organisations.

While the Curriculum for Wales 2022 provides further opportunities for schools to embed health and well-being at the heart of all learning, the Welsh Government expects schools, under the parameters of the current curriculum, to adopt and maintain a whole-school approach, working across the existing curriculum to build a supportive school culture and shared values.

To achieve a whole-school approach, Argoed High School will:

- have a strong moral leadership from the head teacher, other senior leaders and the governing body, which models values and high expectations, thereby 'leading by example' by valuing health and well-being
- embed a climate and culture where learners feel safe, secure and valued, promote the UNCRC and, in particular, seek and listen to the voice of the child or young person
- have in place a secure understanding of the health and well-being of their learners and effective methods to monitor and evaluate this
- provide a curriculum that meets the needs of learners (both now and for their future), implemented with learning experiences that support and challenge learners about their health and well-being
- establish and maintain strong and responsive care, support and guidance
- create an environment that promotes health and well-being (e.g. space to play and relax maximising the benefits of outdoor learning where possible, suitable toilet facilities, support healthy food and drink, ensure site security, etc.)
- ensure effective communication and partnership working with parents/carers
- support professional learning for all staff, tailored to meet their needs and responsibilities.

## 6.1 Curriculum

**Key Stage 3 (KS3):** The main focus is on developing respect for ourselves and others, understanding rights and exploring emotions, using coping strategies when we experience negative emotions. Raising awareness of bullying, hate crime and the effects maintaining personal safety and continuing to develop the personal and social skills necessary to build positive relationships. The PSE coordinator will be responsible for coordinating the delivery of anti-bullying education and providing support to class teachers. ICT lessons will also make a valuable contribution to preventing cyber bullying through promoting understanding about Online-safety. Class teachers will usually be responsible for providing the programme, together with contribution from external agencies.

**Key Stage 4 (KS4):** The main focus is on how beliefs and values effect personal identity and lifestyle, how to challenge assertively expressions of prejudice, racism and stereotyping. The PSE coordinator will be responsible for coordinating the delivery of anti-bullying education including raising awareness of hate crime and providing support to class teachers. Police Support Officers and Spectrum will also contribute.

Bullying will also be raised at a number of levels including:

- **At Whole School level** – whole school and key stage assemblies, sessions based on the SEAL, Anti-bullying week, Respect Week, Diversity Week, School Rules developed by pupils, School Council developed leaflet for pupils, Buddy System etc
- **At Classroom level** – Designated area in school, School Charter, Emotional Intelligence literature, class discussions, and cross-curricular activities
- **At an Individual Pupil level** – children who are felt to be at risk of bullying will be offered additional support and guidance via Student Mentors
- **At a Parent level** - Parent information evenings, advice available on school website, Open door policy
- **At a Teacher level** - Restorative Practice and Behavior management – training for staff, Outside agency involvement

## 7. Roles and Responsibilities

### 7.1 Responsibilities of Governors

The Governing Body supports the head teacher in all attempts to eliminate bullying from Argoed High school. This policy statement makes it very clear that the Governing Body

bullying does not have a place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body require the head teacher to keep accurate records of all incidents of bullying and to report to the Governors on an annual basis about the effectiveness of school anti-bullying strategies. The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy.

The Governing Body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

In the event a parent / carer is unsatisfied that an incident of bullying has been investigated thoroughly or the appropriate action has been taken, a complaint can be submitted in writing, in line with the school's Complaints Procedure.

## **7.2 Responsibilities of the Head teacher**

It is the responsibility of the head teacher to implement a whole school approach to anti bullying and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher will report to the governing body about the effectiveness of the anti-bullying policy and ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The head teacher must ensure that all pupils understand that any bullying behaviour is unacceptable.

## **7.3 Responsibilities of Anti-bullying Lead**

The Welsh Government recommends that schools establish an anti-bullying lead within their schools as a designated role for an individual or a team. In Argoed High school the role of the Anti-bullying Lead is Mrs K Edwards. The key responsibilities of the role are:

- Anti-bullying policy creation, review and ongoing development. This will involve all learners, all staff, parents/carers, school governors and relevant local authorities
- Implementation of the policy. This will include scheduled assessments and monitoring of its effectiveness and the progress being made
- Ensuring evaluation of every procedure takes place and this informs policy reviews. This will include documenting all reviews in procedures, documentation, etc.
- Managing bullying incident processes, such as intervention used, reporting, recording, monitoring, etc.
- Coordinating and managing training and support for staff and parents/carers where appropriate
- Research, evaluate and appraise strategies for preventing bullying behaviour.

## **7.4 Responsibilities of All Staff**

All staff involved in the education and supervision of pupils at Argoed High school will apply the school's challenging bullying policy consistently when episodes of bullying are witnessed or reported and support a climate of trust and respect for all. Staff at Argoed High school take all forms of bullying seriously and ensure any incidents are recorded using the schools CPOMs reporting system.

## **7.5 Responsibilities of Parents / Carers**

Argoed High school is firmly committed to working in partnership with parents and carers. Parents / carers have a responsibility to support the schools challenging bullying policy and to actively encourage their child to be a positive member of the school.

Parents / carers who believe their child is the target of bullying should share their concerns with school at the earliest opportunity. The best outcomes emerge when professionals and parents are able to work together when bullying occurs.

Parents / carers will be notified of any\* bullying related incidents involving their child and where appropriate, will be invited to become involved in the management and prevention of any future incidents.

In the event parents/carers are unsatisfied with how the school has investigated / managed an alleged incident of bullying, please refer to the schools Complaints Policy and follow the outlined complaints procedure.

## **8. Responding When Bullying Occurs**

Argoed High school is committed to creating a safe environment and will ensure that this policy is applied rigorously. All staff involved in the teaching and supervision of children will take responsibility for addressing incidents which fall with the school's definition of bullying and ensure that the target receives support. All incidents will be recorded.

All pupils should be aware that they need to inform staff of any incidents or concerns and that action will be taken when bullying is reported. The exact course of action will vary with each situation, but the main objectives should be that bullying incidents are brought into the open, discussed and strategies agreed to help resolve the problem.

It is always important to make clear that:

- The perpetrator's behaviour is unacceptable, and the bullying must stop.
- Everything that happens is carefully recorded.
- The application of sanctions will depend on the individual circumstances of each incident.
- Revenge is not appropriate for the victim.
- The school will work with the parents of both the victim and the perpetrator.

- Support will be available for the victim.
- Support will be available for the perpetrator to help change his/her behaviour.

## 8.1 Intervention

Interventions may be at a class level, year group level or only with the individuals involved in the bullying incident. There are a variety of intervention methods schools may choose to use including:

- **Mediation** – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- **Restorative approaches** – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- **Building resilience** – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- **Peer support** – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- **School sanctions** – schools can use disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

## 8.2 Support for the Targeted Individual

Argoed High school will offer a proactive, sympathetic and supportive response to pupils who are the targeted individuals of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include one or more of the following approaches:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the targeted individual is not responsible for the behaviour of the perpetrator
- Sympathy and empathy
- Counselling
- Raising self esteem
- Extra supervision/monitoring
- Peer mediation/peer mentoring

- Informing/involving parents/carers
- Adult mediation between the perpetrator and the targeted individual (provided this does not increase the targeted individual's vulnerability)
- Strategies to prevent further incidents
- Arrangements to review progress

### **8.3 Support for the Perpetrator**

Argoed High school will adopt a supportive, pragmatic, problem-solving approach to enable bullies to modify their behaviour, which may include:

- Immediate action to stop an incident of bullying in progress
- Engagement with the perpetrator to reinforce the message that their behaviour is unacceptable
- Loss of lunch/break time privileges
- Removal from class/group (Time-out) - removing the pupil from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution.
- Individual Behaviour Management Plan
- Parents/carers informed
- Counselling/instruction in alternative ways of behaving
- Referral to appropriate outside agency
- Mediation between the perpetrator and the targeted individual (if agreeable)
- Fixed periods of exclusion
- Permanent exclusion (in extreme cases which may involve violence).

(Personalise above accordingly)

## **9. Dealing with Incidents of Misconduct On and Off School Premises**

The Welsh Government expects effective policies on school behaviour, anti-bullying and discipline will clearly set out expectations for positive behaviour of learners off the school site. This includes behaviour on activities arranged by the school such as work experience placements, educational visits and sporting events, as well as behaviour on the way to and from school and behaviour when wearing school uniform (if any) in a public place.

Schools must act reasonably both in relation to expectations of learner behaviour and in relation to any measures determined for regulating behaviour by learners when off the school site and not under the lawful control or charge of a school staff member. The Welsh Government expects schools to decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable; challenging bullying behaviour may be an example of when schools implement this provision.

A school could sensibly take account of the following factors (which may not all apply to every incident):

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether the learner/learners in question was/were wearing the school uniform or was/were otherwise readily identifiable as a member/members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another learner or member of staff (e.g. bullying another learner or insulting a member of the staff);
- whether the misbehaviour in question was on the way to or from school; the Welsh Government expects schools in collaboration with their local authority to consider whether to impose sanctions under the travel behaviour code or school behaviour policy when addressing misconduct on the journey to and from school;
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was while the learner was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the learner might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other learners in the future;
- Whether the learner/learners were truanting.

## **10. Reporting and Recording**

The Welsh Government expects schools to have in place mechanisms for reporting and recording bullying which are clearly communicated to the whole school community. Schools must record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics.

The Welsh Government expects schools to monitor processes regularly. This will enable schools to modify their bullying policies to respond to specific trends and emerging issues in a swift and effective manner.

Records will be maintained for all bullying related incidents at Argoed High school. The school will ensure that the information recorded, maintained and monitored complies with data protection laws, such as the EU GDPR and the UK DPA 2018. The school must notify the local authority of all prejudice related incidents using the Flintshire Workspace Challenging Bullying Platform.

At Argoed High school, bullying related incidents will be recorded using CPOMS

*\*Flintshire Workspace is a platform for schools to record staff illness absence and health and safety incidents, sharing information with the local authority. Challenging Bullying is a new recording system available on the Flintshire Workspace Platform developed by Flintshire County Council IT services. The Challenging Bullying system enables schools to record all bullying incidents including those considered prejudice related. Challenging Bullying acts as a case management system incorporating the Welsh Government Bullying Incident Form. Identified Education officers will also be able to complete incident forms on the system. Officers will not have access to view any schools data. Data can be utilised from the system to monitor bullying incidences in the school and enable the local authority to report annually on the total number of bullying incidents and prejudice related incidents across the county. A Data Protection Impact Assessment (DPIA) has been undertaken with the local authority's DP officers. This system replaces the Respecting Others Incident form.*

## **11. Confidentiality**

There is a duty of confidentiality to share information with other agencies in order to safeguard children. The duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that a disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached.

Staff will understand that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. Staff have a professional responsibility to share relevant information about the protection of learners with the designated statutory agencies when a child is experiencing child wellbeing concerns. It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff need to be aware that it may well have taken significant courage on the part of the child in the event of a safeguarding disclosure and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

## **12. Equality and Diversity**

As an employer and provider of services Argoed High school will not unlawfully discriminate on grounds of age, disability, gender reassignment, marriage or civil

partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or on the grounds of Welsh Language.

All learners, their parents and carers, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

In order to make sensitive and well informed professional judgments about a learner's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

### **13. GDPR**

Where schools collect data about bullying incidents, much of which would be personal data as defined under data protection legislation such as the EU General Data Protection Regulation (GDPR) and the UK Data Protection Act 2018 (DPA), the Welsh Government expects schools to work with their Data Protection Officer to ensure that all personal data is processed lawfully and with appropriate protection for the individual's rights.

Argoed High school ensures that the information recorded, maintained and monitored complies with data protection laws, such as the EU General Data Protection Regulations (GDPR) and the UK Data Protection Act 2018 (DPA 2018). The school is a data controller in their own right and are therefore responsible for ensuring compliance with data protection laws. Please see the school's Data Protection Policy for more information.

### **14. Monitoring and Review**

Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying which in turn enables them to take proactive steps to challenge unacceptable behaviour and bullying. The Welsh Government expects school governing bodies to monitor the following in relation to bullying:

- that schools maintain an overview of recorded bullying incidents in their setting to see how long it takes on average for cases to be resolved
- the recurrence rates
- whether learners who have reported bullying incidents believe they got a satisfactory outcome
- whether there are any emerging trends or groups being discriminated against
- whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying

- absenteeism rates
- that the regularly collected data on reported incidents is showing progress towards the equality objectives.

This policy will be reviewed on an annual basis by the head teacher and governing body.

Argoed High School are responsible for reviewing anti-bullying education regularly to ensure that programmes are responsive to the needs of pupils and that a supportive learning environment is maintained for all.

The head teacher and governing body are responsible for monitoring bullying incidents as outlined above and reviewing incident management procedures.

The total number of identity-based bullying incidents will be recorded annually in the school's Strategic Equality Plan to monitor the progress of the school's Equality Objectives. Local authorities frequently monitor prejudice-related incidents and require schools to report these. This is appropriate to enable schools and local authorities to monitor their compliance with the Public Sector Equality Duty.

The head teacher will ensure that the findings from staff, parent/carers and pupil surveys contribute to our school's self-evaluation and the policy review process.

This policy will be discussed in a whole school staff meeting at the beginning of each new school year. The school council will be consulted at this time.

## **15. References**

Welsh Government Challenging bullying: Rights, respect, equality (2019)

Statutory guidance for governing bodies of maintained schools:

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

Welsh Government Challenging bullying: Rights, respect, equality (2019)

Statutory guidance for local authorities

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-local-authorities.pdf>

Guidelines for teachers on recognising and responding to racism in school:

<https://www.theredcard.org/s/Recognising-and-responding-to-racism-and-racial-stereotyping.pdf>

Guidelines for teachers and schools on reporting racist incidents in school:

<https://www.theredcard.org/s/Reporting-suspected-racist-incidents-in-school.pdf>

## **16.     Appendices**

Appendix 1: Bullying Incident Recording form (Welsh Government template 2019)

## Appendix 1 Bullying Incident Recording form

|                                                                                              |  |
|----------------------------------------------------------------------------------------------|--|
| Name of person reporting incident<br>(please note anonymous if this is an anonymous report): |  |
| Name of person recording incident:                                                           |  |
| Date of report:                                                                              |  |

### Type of bullying incident (please tick all that apply):

|                       |                          |                         |                          |
|-----------------------|--------------------------|-------------------------|--------------------------|
| Physical              | <input type="checkbox"/> | Relational              | <input type="checkbox"/> |
| Verbal                | <input type="checkbox"/> | Prejudice-related       | <input type="checkbox"/> |
| Indirect              | <input type="checkbox"/> | Exclusion and isolation | <input type="checkbox"/> |
| Online or via mobile  | <input type="checkbox"/> | Face to face            | <input type="checkbox"/> |
| Other (please state): |                          |                         |                          |

### For prejudice-related incidents please select the category which best describes the prejudice involved:

|                                               |                          |                                                             |                          |
|-----------------------------------------------|--------------------------|-------------------------------------------------------------|--------------------------|
| Racist (focused on race, religion or culture) | <input type="checkbox"/> | Related to gender identity                                  | <input type="checkbox"/> |
| Homophobic (LGBT+)                            | <input type="checkbox"/> | Related to SEN or disability                                | <input type="checkbox"/> |
| Sexual                                        | <input type="checkbox"/> | Related to family status or looked after child (LAC) status | <input type="checkbox"/> |
| Transphobic                                   | <input type="checkbox"/> | Related to disadvantage                                     | <input type="checkbox"/> |
| Sexist                                        | <input type="checkbox"/> | Focused on appearance                                       | <input type="checkbox"/> |
| Other (please state):                         |                          |                                                             |                          |

### Safeguarding considerations

If there is or might be a significant risk of harm, talk to your school's designated safeguarding lead (DSL).

Under Section 89, (5) of the Education and Inspections Act 2006 the school has powers to discipline for incidents that occur off the premises.

The Education Act 2011 gives schools powers to search and confiscate a device but please have regard for protocols on the safe handling of evidence or mobiles/devices. Do not view, store or share material that contains intimate images of a learner without consulting the DSL.

|                            |
|----------------------------|
| Brief summary of incident: |
|----------------------------|

|                         |  |                       |  |
|-------------------------|--|-----------------------|--|
| Name of alleged target: |  |                       |  |
| Class/form/age:         |  | Year group/<br>house: |  |

|                                            |  |                       |  |
|--------------------------------------------|--|-----------------------|--|
| Name of alleged perpetrator(s) (if known): |  |                       |  |
| Class/form/age:                            |  | Year group/<br>house: |  |

|                         |               |         |           |              |      |  |
|-------------------------|---------------|---------|-----------|--------------|------|--|
| Date(s) of incident(s): | Day           |         | Month     |              | Year |  |
|                         |               |         |           |              |      |  |
| Approximate time(s):    | Before school | Morning | Afternoon | After school |      |  |
|                         |               |         |           |              |      |  |

|                                                                                          |                              |                             |
|------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| Is this incident linked to previous incidents of victimisation of the target?            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how long has victimisation of this person being going on? Please provide details |                              |                             |

|                |
|----------------|
| What occurred? |
|----------------|

|                   |
|-------------------|
| Who was involved? |
|-------------------|

|                                  |                              |                             |
|----------------------------------|------------------------------|-----------------------------|
| Has any intervention been tried? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|----------------------------------|------------------------------|-----------------------------|

|                                                                       |                              |                             |
|-----------------------------------------------------------------------|------------------------------|-----------------------------|
| Does this case require the serious incident protocol to be activated? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|-----------------------------------------------------------------------|------------------------------|-----------------------------|

|                                    |                              |                             |
|------------------------------------|------------------------------|-----------------------------|
| Do the police need to be informed? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------|------------------------------|-----------------------------|

|                                                                        |                              |                             |
|------------------------------------------------------------------------|------------------------------|-----------------------------|
| Does a device or evidence need to be confiscated/isolated as evidence? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------------------------------------------|------------------------------|-----------------------------|

|                                             |                              |                             |
|---------------------------------------------|------------------------------|-----------------------------|
| Does online material need to be taken down? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---------------------------------------------|------------------------------|-----------------------------|

|                                    |                              |                             |
|------------------------------------|------------------------------|-----------------------------|
| Have parents/carers been informed? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|------------------------------------|------------------------------|-----------------------------|

|                                               |
|-----------------------------------------------|
| Who has taken responsibility for these steps? |
|-----------------------------------------------|

|               |
|---------------|
| Action taken: |
|---------------|

|                      |                              |                             |
|----------------------|------------------------------|-----------------------------|
| Follow-up required?: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|----------------------|------------------------------|-----------------------------|

|                         |                              |                             |
|-------------------------|------------------------------|-----------------------------|
| Case resolved?          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If so please note date: |                              |                             |

|                  |
|------------------|
| Outcome summary: |
|------------------|

|                         |
|-------------------------|
| Learning opportunities: |
|-------------------------|

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| Would you recommend any changes to approaches, policies or procedures as a result of this incident? |
|-----------------------------------------------------------------------------------------------------|

Signed..... Date .....