

# Burlais Primary School



Anti- Bullying  
Policy in line with WG Statutory Guidance  
November 2019

This policy has been reviewed in line with the UNICEF rights of the child Articles relating to this policy:

- **Article 28 Right to an Education**
- **Article 19 Right to be safe**
- **Article 14 Right to follow your own religion**
- **Article 29 Right to be the best that we can be**

## **POLICY FOR DEALING WITH BULLYING**

### **Definition**

There is no legal definition of bullying in Wales or indeed Great Britain. We have adopted the definition from WG guidance, which defines it as:

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

Bullying is expressed through a range of hurtful behaviours : it can happen face-to-face or in a digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Staff, parents and children at Burlais Primary School work together to create a happy, caring and safe learning environment. We frequently seek the views of staff, parents and pupils when reviewing and revising this policy.

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence. Interventions will always be immediate whether it is bullying or any other one-off negative behaviour. One-off incidents that do not appear to be the start of bullying will be handled as inappropriate behaviour and addressed under the school’s behaviour policy.

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** – this would 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 e.g. a restorative circle

**one-off physical assault** – this would 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, this would be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's safeguarding policy. If considered necessary, the school would also involve the police.

Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

### **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.

### **Why it is important to prevent and challenge bullying**

Despite work by schools and other services, as well as local, Welsh and UK government initiatives, bullying remains a desperately worrying problem for many. Online spaces and social media continue to provide new tools and opportunities to bully others.

The United Kingdom has been found to be one of the worst countries for children and young people's life satisfaction, and bullying is mentioned as a cause of this. Bullying behaviour can signal that there are other disadvantages in a child or young person's life, reflecting low overall life satisfaction.

Bullying is a widespread aggressive human behaviour and can be influenced by fear of others who are different, anger, prejudice or revenge. In some cases, bullying is a learned self-preservation behaviour. Factors and attitudes in the news and media, the community, within families and in each one of us can trigger the urge to bully others.

In the face of rising digital threats and broader prejudices expressed online and offline, a focus on challenging bullying is perhaps more vital than ever before. In Wales and England, there is an increase in reported hate crime revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority. One of the reasons it regularly tops surveys as a primary concern, is that it affects so many. Children and young people's calls for action to be taken by adults is supported by an array of research that shows the devastating and long-lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced well-being.

**Bullying may be brought to the attention of any member of staff by the target(s), their friend(s), their parent(s) or other interested people.**

### **Aims and vision for the school**

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is all right to tell.
- ◆ To heed parents and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ To monitor incidents of bullying during the school year by all teachers.

## Strategy for Dealing with Bullying

In dealing with bullying, staff at Burlais Primary School follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records.

Strategies have been introduced at Burlais Primary School to reduce bullying through work in the curriculum. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for targets and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

We continuously encourage our children to report bullying through a number of channels, these can include:

- Reporting directly to someone who can help
- Burlais Ambassadors
- Pastoral Support Team

In response to a complaint of bullying, the discipline procedures of Burlais Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head Teacher or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'target' at length, recording all the facts. This will require patience and understanding.
2. Identify the perpetrator/s and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged perpetrator/s. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the perpetrator/s owns up, make it understood that bullying is not acceptable at Burlais Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of perpetrator/s and target
8. Sanctions for the perpetrator/s include:
  - withdrawal from favoured activities, for example school visit
  - loss of breaktimes for decided period of time

- barred from school during lunchtimes for decided period of time
  - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the target with a mentor/friend monitoring, supporting or observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
  10. Provide a Pastoral Support Programme for the perpetrator/s. This will include a Behaviour Support Programme and opportunities in circle time or groups for the children to discuss relationships, feelings and the effect bullying can have on individuals. A member of Pastoral Support will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, at Burlais Primary School, all staff watch for early signs of distress in pupils. We listen, believe, act.

### **Watching for signs of bullying**

No single sign will indicate for certain that a child is being bullied, but we look out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

There are posters on notice boards advertising how children can report bullying and dissuading children from bullying. The Childline website address is displayed prominently.

### **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 will report their concerns to their Local Authority's Social Services Department.

### **Bullying off the School Premises (including travelling to school)**

Burlais Primary School is not directly responsible for bullying off the school premises; however, if both the perpetrator/s and the target are from Burlais Primary School, action will be taken as if the incident has occurred within the school, and this includes informing parents.

Where possible, Burlais Primary School will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken:

- ◆ Talk to the pupil(s) and parents involved from the other school.
- ◆ Talk to the Head Teacher of another school whose pupils are bullying off school premises.
- ◆ Talk to the Police about problems on the local streets.

- ◆ Talk to the local transport company, if bullying is occurring on school buses.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

### **Prejudiced 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 ALN), 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.

### **At Burlais all forms of prejudice will be challenged equally.**

All forms of prejudice-related behaviour connected with the protected characteristics have certain basic features in common. Therefore, the same essential principles apply when preventing and challenging them. None of the protected characteristics are less important than any of the others. Sometimes individuals may have more than one protected characteristic and may be subject to prejudice-related behaviour for a number of reasons.

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.

Where prejudice-related behaviour is repeated by a perpetrator, whether directed towards a single individual or towards a group of learners, the action becomes bullying. Other terms used widely in society to describe prejudice-related bullying include: 'identity-based bullying', 'discriminatory bullying'; 'hate-related bullying'; or 'inequality-based bullying'.

At Burlais learners:

- with SEN or disabilities
- who are lesbian, gay, bisexual, transgender (trans) or questioning (LGBTQ)
- from an ethnic minority
- from a religious background
- who are new to English- or Welsh-based educational systems (NEWBES)<sup>13</sup>
- with emotional health and well-being issues

have been carefully considered in a school's bullying prevention strategy.

### **Specific types of bullying linked to protected characteristics**

There are specific types of bullying related to protected characteristics. These can broadly be categorised into:

- bullying connected with age
- bullying involving learners with disabilities, which can include SEN
- homophobic, biphobic and/or transphobic bullying
- bullying connected with race, religion and/or culture
- sexist and/or sexual bullying.

### **Bullying involving learners with disabilities and/or SEN – defining disability and SEN**

The definition of disability under the Equality Act 2010 is not the same as the definition of special educational needs (SEN) under the Education Act 1996 or the definition of additional learning needs (ALN) under the Additional Learning Needs and Education Tribunal (Wales) Act 2018. There will be some children and young people who are covered by the Equality Act but not by the Education Act or Additional Learning Needs and Education Tribunal (Wales) Act and vice versa, although a significant number of children and young people are likely to be covered by all these acts.

### **Key issues for learners with disabilities and/or SEN experiencing bullying**

Reports from Mencap and the Anti-Bullying Alliance show that children and young people with disabilities and/or SEN are more likely to experience bullying than their peers. A study by the Institute of Education in 2014 found that even after controlling other factors that might influence the likelihood of a child being bullied, at age seven a child with SEN is twice as likely to be bullied as a child with no SEN. At Burlais we are proactive in countering this trend by promoting our school motto and challenging prejudices in our daily work.

Learners with a disability and/or SEN learners may be more vulnerable to bullying because:

- of negative attitudes towards disability or perceived disability
  - of a lack of understanding of different disabilities and conditions
  - they may not recognise they are being bullied
  - they may be doing different work or have additional support at school
  - they may be more isolated than others due to their disability or condition
  - they may find it harder to make friends as a result of their disability or condition
  - they may exhibit perceived bullying behaviour due to their disability or condition, .
- autistic learners may not be aware of other people's personal space, or learners with attention deficit hyperactivity disorder (ADHD) may interrupt conversations or talk over other learners
- they may experience lots of change, e.g. moving from a mainstream to a special school or pupil referral unit, or spending periods of time in hospital.
  - Disabled and/or SEN learners may also find it more difficult to resist perpetrators because they have fewer friends to defend them and have difficulties telling someone if it occurs. They can be extremely adversely affected by bullying. In addition to being distressing, it can isolate them further and set back their social and educational development.
  - Bullying of learners with disability and/or SEN can take the form of any of the traditional forms of bullying. However there are additional forms of bullying that SEN/disabled learners may experience.



### **Conditional friendship**

In these cases a group will allow a target to believe they are accepted into the friendship group. The group may however be using the target or place conditions on them in order to be part of the group. They might make the target the subject of their jokes, use them to run errands or even engage in criminal activity for them.

### **Exploitative**

In these cases the bullying takes the form of deliberately subjecting a target to something they cannot tolerate. For example, if a target is especially sensitive to sounds or smell, exploitative bullying might be where the perpetrator repeatedly spreads food over their work or makes loud noises to startle them. The eventual aim is to get the target child or young person into trouble because they will gradually become more stressed until they have an outburst of anger and/or retaliate.

### **Manipulative**

In these cases the perpetrator manipulates the target, who at first may not realise what is happening. They might believe the other child/young person or group of children/young people like them and they are friends. However, the perpetrator might manipulate the target into high-risk relationships where the bullying becomes very controlling.

### **Homophobic, biphobic and transphobic bullying**

Homophobic, biphobic and transphobic bullying are specific forms of bullying motivated by prejudice against lesbian, gay, bisexual or transgender (LGBT) people (including those questioning their sexuality), someone with a LGBT relative or simply because a learner is different in some way. It is not characterised by specific acts but by the negative attitudes and beliefs towards LGBT people that underlie these.

When a perpetrator identifies someone as 'different' this can be because the target does not conform to the 'expected' or 'gender appropriate' behaviour expected of someone. It is the learner's identity, which is attacked. Homophobic, biphobic and/or transphobic bullying can therefore be experienced by a child or young person regardless of gender or sexual orientation.

### **Key issues for LGBT learners experiencing bullying**

A 2017 Stonewall report found that nearly three in five LGBT learners in Welsh schools who took part in a survey reported that their schools say homophobic and biphobic bullying is wrong, while just one in three report that their schools say transphobic bullying is wrong. The report also found that more than four in five LGBT learners report that they have never learned about or discussed bisexuality at school, making bisexual children and young people feel even more isolated, especially where sexual orientation can sometimes wrongly be conceived as a binary of being straight or gay/lesbian, and bisexual people's identity and experiences sometimes dismissed.

We will challenge these attitudes through our work in the wider context of an equalities and social justice approach to respectful and healthy relationships and violence prevention. This is done as part of a whole-school approach to celebrating difference.

### **Homophobic, biphobic and transphobic insults used in place of other insults or indirectly**

In schools where learners believe they will not be challenged when using homophobic insults and/or actions, they may use such language or actions towards others they are targeting for other reasons, such as SEN or race, religion or culture. The homophobic insults are being used as a proxy for the language and/or actions they know they are likely to be challenged for using, such as racist insults.

In schools, homophobic, biphobic and transphobic language and actions can be wide-ranging and used directly or indirectly to:

- deride or disparage someone considered inferior or risible
- insult a learner with a lesbian, gay or bisexual parent/carer or relative
- use sexual orientation to denigrate the actions of another
- imply something is unacceptable
- intimidate someone or make them feel uncomfortable through insinuation
- undermine and bully a learner by suggesting that they are lesbian, gay or bisexual, including by spreading rumours and malicious gossip
  - bully a male or female learner considered effeminate or masculine respectively
  - put down a learner with a gender non-conforming friend or family member
  - imply gender variance is unacceptable
  - verbally bully a target considered gender-fluid.

At Burlais we will work with families to ensure the right support, at the right time, is provided for the learner to ensure the best outcomes for that child or young person. We will also ensure appropriate and effective action is taken to remove or minimise disadvantages encountered by learners due to their having protected characteristics.

### **Sexist and sexual bullying**

Sexist bullying is based on sexist attitudes repeatedly expressed in ways that demean, intimidate and/or harm another person because of their sex or gender. It may sometimes be characterised by repeated inappropriate sexual behaviours including harassment, groping, 'upskirting', 'downshirting' and use of humiliating sexist language. In rare cases violence may be used.

Sexual bullying may be physical, verbal or psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation or using sexual language that is designed to subordinate, humiliate or intimidate. It may involve sharing of explicit images online, sometimes by multiple people, coercion or unwanted sexual touching.

It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying and sexual harassment are terms which are often used interchangeably in schools, with sexual bullying often regarded as a type of sexual harassment. Whether the incident is considered sexual bullying or sexual harassment, we will address the issue through our anti-bullying, behaviour or safeguarding policy (whichever is deemed most appropriate). Sexual bullying can affect boys and girls.

## **Bullying linked to race, religion and culture**

This form of bullying describes a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded or powerless because of their colour, ethnicity, culture, faith (including lack of faith), national origin or national status.

Historically, the term 'racism' has been used in situations where colour and physical appearance are considered to be significant markers of difference. However, there has almost always been a cultural element as well.

Racism around skin colour continues to be prevalent and at Burlais we continue to be alert to it and to challenge it. There are also other forms of racism which are primarily to do with culture, customs, religion and heritage. These too are addressed and countered at Burlais.

## **Anti-Gypsyism**

Gypsies and Travellers are the target of a number of misleading and harmful stereotypes, many of which are deep-rooted in the public consciousness in the UK. Negative representations in the media further exacerbate the prejudice experienced by these individuals. It has even been suggested that discrimination towards Gypsies and Travellers remains 'permissible' in the UK. A consequence of this environment is that the task of winning the trust of children and young people of Gypsy and Traveller backgrounds is rendered even more difficult and sensitive.

## **Anti-refugee prejudice**

The political discourse and media reporting around immigration has heightened tensions between communities and created a challenging climate for refugees and asylum seekers in the UK. There is a trend of using dehumanising language when discussing immigration, e.g. words such as 'swarming' and 'invasive'. Refugees and asylum seekers are often represented as a threat or a drain to public funds, and their motives for settling in the UK are regularly questioned. We are alert to these influences and ready to counter negative narratives around refugees and asylum seekers. We are also aware that some refugee and asylum-seeking children and young people may have endured traumatic experiences in their country of origin or during their journey to the UK, and of the further harm that could be caused by incidents of bullying.

## **Anti-Semitism**

Hostility, dislike or fear of Jews and Jewish things, manifested in discriminatory attitudes and actions. As is also the case with Islamophobia, it is frequently exacerbated in Britain by events and underlying conflicts elsewhere in the world, particularly the Middle East.

## **Islamophobia**

Hostility towards Islam, which results in discrimination against Muslim individuals and communities and excludes Muslims from mainstream political and social affairs. The term itself is not ideal, but we are proactive in countering anti-Muslim prejudice and hostility within our community and beyond. Islamophobia is not necessarily to do with hostility to Islamic religious beliefs, but with denying equal rights and respect to people of Islamic heritage.

**We know bullying is very often motivated by hostility or prejudice based on a person's actual or perceived race, religion or culture. At the root of such bullying is a view that**

some people are different or 'other'. By 'othering' them through remarks and insults it becomes easier to see any group as set apart and to dehumanise them. This can remove all compassion. We counter these attitudes by continually promoting our school motto of "Working Together, Learning Forever".

### Online bullying and aggression

Understanding children and young people's lives in a digital age is a complex task, and considering the implications for education is often a fine balance. On one hand there are calls to recognise the sophistication of children and young people's everyday uses of digital media, and for much greater integration of technology in education to equip learners effectively for their current and future lives. On the other hand there are anxieties about the implications of extensive screen time and online harms that are hard to regulate and difficult to confine. Moreover while many children and young people gain understanding and experience of digital environments from birth, their access to devices and experience of using technologies varies considerably. This disparity is not just linked to economic circumstances but to the different ways in which digital toys and resources are taken up within different families.

Often digital technologies simply provide new ways of doing the same kinds of things people were doing already, e.g. socialising online rather than through face-to-face engagement.

At Burlais we consider the digital impacts from which children and young people need to be protected while gaining digital competence, preparing them for the world ahead.

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. In this way, learners who find themselves targeted offline may retaliate anonymously 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.

### **Why online bullying is uniquely distressing**

Although offline bullying remains more common than online learners report that the features of online bullying, stated below, make the experience uniquely distressing.

- The audience can be unlimited.
- It can occur anywhere and at any time, there is no respite from it.
- It can involve unknown people, although most cases involve known peers.
- Technology facilitates the storage of images and messages for repeat viewing.

### **How we educate about online bullying**

Digital competence is a cross-curricular responsibility, together with literacy and numeracy across the school. The Digital Competence Framework (DCF) is the first element of Curriculum for Wales 2022 and was made available in September 2016. The DCF has four strands of equal importance ('Citizenship', 'Interacting and collaborating', 'Producing', and 'Data and computational thinking').

The focus of the 'Citizenship' strand is on learners developing the skills and behaviours to contribute positively to the digital world around them, which includes protecting themselves online. The strand includes the elements of 'Identity, image and reputation', 'Health and well-being', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying' (online bullying). These skills will help learners to critically evaluate their place within the digital world, so that they are prepared to encounter the positive and negative aspects of being a digital citizen.

The 'Interacting and collaborating' strand also allows learners to explore both formal and informal methods of communication, including social media and instant messaging. Learners will not only look at how to store data, they will also consider the implications of data laws and how to share information appropriately.

The fast-changing digital environment offers boundless positive opportunities for children and young people. At the same time there are added risks and new forms of bullying and aggression.

We will invoke powers to discipline learners for incidents taking place off the premises and powers to search or confiscate mobiles as a disciplinary penalty where learners have contravened the school behavioural policy and/or anti-bullying policy.

We will always address online bullying where it has an impact on the well-being of learners at our school. If necessary, we will refer a case to the appropriate agency or service and act in cases that involve a safeguarding concern. Staff receive regular training in safeguarding and online safety.

Online and mobile communications leave a digital trail. Keeping evidence is essential. We are 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. We will log

and record incidents as part of our 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.

### **Use of the curriculum to support our anti-bullying strategy**

We believe that one-off lessons or short 'blitz'-type activities are less likely to succeed than work embedded in the curriculum that progressively addresses relationships, positive behaviour and resilience.

We continuously look for opportunities across all six areas of learning and experience to embed positive behaviour and respect, not limited to the Health and Well-being Area of Learning and Experience.

Recognising good health and well-being as a key enabler of successful learning the Health and Well-being Area of Learning and Experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being. It will also support learners to develop positive relationships in a range of contexts. Drawing on subjects and themes from mental, physical and emotional well-being, learning in this area of learning and experience also links to how the school environment supports children and young people's social, emotional, spiritual and physical health and well-being.

The key characteristics outlined, which will support learners to become ethical, informed members, include:

- making positive choices, and learning how these affect their own and others' health and well-being
- interacting with others within different social situations  
engaging with different social influences and to appreciate the importance of respecting others
- considering the social and ethical issues that impact on the health and well-being of others.

### **Involvement of all stakeholders in the production and review of this policy**

This policy and associated Strategy has been consulted on with pupils via the School Improvement Senedd group and parents, staff and governors via a consultation process.

### **The right of parents/carers to escalate the matter**

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, our school governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay. This complaints policy is available from the school office or our website. [www.burlaisprimsrystschool.co.uk](http://www.burlaisprimsrystschool.co.uk)

All complaints will be handled fairly, openly and without bias. We will investigate the concerns raised and make a decision quickly.

### **Recording of incidents**

All bullying incidents will be recorded on the attached onto MyConcern that will include the date, target, perpetrator, details of the incident and whether it involves protected characteristics/prejudice and the outcomes of how it has been dealt with. This will be shared with those adults that need to be made aware of it.

**This policy is reviewed and evaluated annually by the Governing Body**

**Last reviewed: September 2024**

**For the purposes of this policy, the following terms are defined.**

**Additional learning needs (ALN)**

A learning difficulty or disability (whether the learning difficulty arises from a medical condition or otherwise) that calls for additional learning provision (see section 2 of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018).

**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.

**Disability and disabled person**

A person has a disability if a) the person has a physical or mental impairment, and b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. A reference to a disabled person is a reference to a person who has a disability (see section 6 of the Equality Act 2010).

**Gender**

Often used to refer to whether someone identifies as female, male or non-binary (see 'gender identity'). It can also be used more broadly to refer to the ways that social and cultural forces create differences and inequalities between women, men and non-binary people, including through social norms, gender roles and gender stereotypes.

**Gender identity**

Refers to a person's internal sense of their own gender, whether male, female or something else (e.g. non-binary). People's gender identity does not always align with the sex they were assigned at birth (see 'transgender/trans').

**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.

### **LGBT**

Refers to lesbian, gay, bisexual/bi and transgender/trans people. Other letters can be added to the acronym to include other groups and identities, such as I (intersex), Q (queer or questioning) and A (asexual/aromantic).

### **Online bullying**

Describes all bullying via technology, also known as cyberbullying.

### **Otherness**

Refers to being or feeling different in appearance or character from what is familiar, expected or generally accepted.

### **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.

### **Protected characteristics**

Under the Equality Act 2010, it is against the law to discriminate against someone because of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called protected characteristics.

### **Public sector Equality Duty (PSED)**

The duty on public authorities to consider under the Equality Act 2010 to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under that Act
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Race**

Includes colour, nationality and ethnic or national origins (see section 9 of the Equality Act 2010).

### **Restorative justice**



A restorative approach is a way of addressing conflict with a focus on repairing the harm that has been done. It includes all parties involved.

### **School**

Means an educational institution which is outside the further education sector and the higher education sector and is an institution for providing:

- (a) primary education
- (b) secondary education
- (c) both primary and secondary education

whether or not the institution also provides part-time education suitable to the requirements of junior learners or further education.

### **Sex**

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth (see 'transgender/trans'). Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary.

### **Sexual orientation**

Describes the sexual, romantic or emotional attraction of one person to another. People might use the terms gay, bisexual/bi, lesbian or straight to describe their sexual orientation.<sup>9</sup>

### **Special educational needs (SEN)**

Children and young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children or young people of the same age
- (b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the local authority
- (c) are under compulsory school age and fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

- (a) for children or young people of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of their age in schools (other than special schools) maintained by the local authority in the area
- (b) for children under two, educational provision of any kind.

(See section 312 of the Education Act 1996.)

### **Targets**

Refers to children and young people who are bullied.

### **Transgender/trans**

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

**Reviewed September 2024**