





ANTI-BULLYING POLICY

Version Control	Version 1
Adoption Date	11 th November 2024
Review Date	Autumn 2026

Chair of Governors		11 th November 2024
Headteacher		11 th November 2024



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OUR PURPOSE, VISION AND VALUES

PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

VALUES

Be Brave	We will not be afraid to take risks and will overcome challenges by being resilient.
Be Respectful	We will be kind and value everyone in our community.
Be Optimistic	We will embrace opportunities and challenges with a 'can-do' attitude.
Be Trusting	We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.
Be Aspirational	We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential.
Have Fun	We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.

1. INTRODUCTION

- 1.1. Our approach at Ysgol Bro Taf is based around building robust positive relationships across our whole school community, fostering a love of learning from 3 – 16 years.
- 1.2. We aim to ensure all pupils attend school happy and ready to learn. As a school we want all pupils to feel safe and thrive within a positive learning environment.
- 1.3. Being respectful is one of our school values and is a consistent theme throughout this policy. As a school we will educate our pupils on how to be respectful throughout their time in school and beyond, ensuring that all pupils are treated with respect by all members of the school community.

2. DEFINITION OF BULLYING

- 2.1. Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.”
- 2.2. This could include issues of race, religion or belief, culture, gender, gender identity, sexual orientation, disability, additional learning needs, language, nationality and home circumstances.
- 2.3. Examples of bullying include:
 - Verbal or Physical abuse
 - Emotional abuse
 - Threatening language or behaviour
 - Threatening gestures
 - Sexist language and harassment
 - Racial language and harassment
 - Islamophobia
 - Homophobia
 - Discrimination against a member of the LGBTQ+ community
 - Theft of money, personal possessions, or blackmail
 - Isolation / silent treatment
 - Spreading rumours or malicious gossip
 - Online bullying – using any form of technological means
 - Encouraging others to bully
 - Mocking achievement.
- 2.4. No form of bullying will be tolerated, and all incidents will be taken seriously.
- 2.5. It is important that we recognise the signs that someone in school is being bullied. These may include:
 - Noticeable weight loss or complaints about hunger
 - Refusal to change for PE lessons
 - Poor or deteriorating schoolwork
 - Reluctance to attend school
 - Problems with sleeping
 - Possessions or money often lost or broken
 - Evidence of self-harm
 - Unexplained change in behaviour such as attention seeking or poor behaviour.
- 2.6. If behaviour is identified as bullying by our school it will be dealt with internally in the first instance, repeat cases or offenders could be referred to the Police.
- 2.7. Some incidents which occur are not necessarily bullying. For example:

- Friendship fallouts – not generally regarded as bullying. A friendship feud may however deteriorate into bullying behaviour
- An argument or disagreement – between two or more pupils is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect other people's views
- A one-off instance of physical assault will be stopped and addressed immediately. Police involvement may be appropriate in some cases
- A one-off instance of a hate crime. Hate crimes will be addressed according to the school's 'Prevent' Policy and if considered necessary, police involvement
- A one-off fight will be addressed according to the school's Attitudes to learning policy.

The law relating to bullying

2.8. Legislation in Wales aims to protect the rights of children and young people to a life free from abuse and harm including bullying. Existing legislation with relevance to bullying in Wales include:

- Protection of children Act 1978
- Malicious Communication Act 1988
- Criminal Justice Act 1988
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003
- UNCRC
- UNCRDP
- Education and Inspections Act 2006
- Learner Travel (Wales) Measure 2008
- Equalities Act 2010 • Rights of Children and Young Persons (Wales) Measure 2011
- Social Service and Well-Being Act 2014
- Serious Crime Act 2015
- Counter Terrorism and Security Act 2015.

3. OUR ANTI-BULLYING CULTURE

- 3.1. All staff are responsible for implementing the school's Anti-Bullying Policy.
- 3.2. All staff will raise awareness of bullying through the use of tutor time, school curriculum, assemblies and through the school website.
- 3.3. The following staff members are Anti-bullying Leads:
 - Well-being and Family Engagement Officer
 - Head of Year
 - Head of School.
- 3.4. These staff will investigate fully any alleged incidents of bullying.
- 3.5. This policy will be available on the school website.
- 3.6. All pupils, parents and carers have access to Class Charts. Through this platform, any bullying can be reported through the well-being feature or through messaging staff in the school.
- 3.7. Regular pupil voice gives staff an understanding of the key issues impacting our pupils across the school.
- 3.8. At Ysgol Bro Taf, we have a wide range of staff on supervisory duty throughout the school day monitoring the behaviour of all pupils.

4. REPORTING BULLYING

Staff

- 4.1. All staff, both teaching and support (for example lunchtime supervisors, estates team, learning coaches), have a duty to report bullying, to be vigilant to the signs of bullying and to play an active pupils in the school's efforts to prevent bullying.
- 4.2. If staff suspect bullying, they should reassure the pupils involved and inform a relevant member of the Well-being Team.

Parents and carers

- 4.3. Parents and carers should look out for potential signs of bullying as outlined in 2.5.
- 4.4. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying.
- 4.5. Parents and carers can report an incident of bullying to the school either in person, by phoning the school, or via the Class Charts well-being feature.

Pupils

- 4.6. Pupil should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying.
- 4.7. If pupils witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.
- 4.8. If a pupil is being bullied, they are encouraged to not retaliate, but to tell someone they trust about it such as a friend, family member or trusted adult.
- 4.9. All incidents should be reported to the school as soon as possible.
- 4.10. Any online or cyber-bullying should be reported, and screenshots taken as evidence.

5. RESPONDING TO BULLYING

- 5.1. In responding to incidents of bullying, the following actions will be taken:
 - 5.1.1. The information will be passed to the relevant Well-being and Family Engagement Officer, Head of Year or Head of School.
 - 5.1.2. Head of School, Head of Year or Well-being and Family Engagement Officer.
 - 5.1.3. A full investigation will take place.
 - 5.1.4. The investigation will allow staff to establish whether or not the incident is part of a pattern.
 - 5.1.5. All investigations will be documented on Provision Maps.
 - 5.1.6. Support will be offered to those who are the target of bullying from the Well-being Team, from a peer mentor, or through the use of restorative justice or other programmes.
 - 5.1.7. Staff will pro-actively respond to the bully, who may require support from the Well-being Team, peer mentors or through the use of restorative justice programmes.
 - 5.1.8. A decision may be made on suitable sanction. This might include use of the school's 'RESET' room and / or detention.
 - 5.1.9. Staff will assess whether parents and carers need to be involved.
 - 5.1.10. Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.
- 5.2. Any incidents deemed as bullying will be logged centrally and reported to the LA.
- 5.3. The Data Team will produce termly reports summarising the information, which the Headteacher will report to the Governing Body.

APPENDIX A: KEY TERMINOLOGY

Bystander	A person who is present, whether on or offline, at an event or incident of bullying but does not take part.
Gender	One's sense of being a boy/man, a girl/woman, neither or both. The way a person feels about themselves, their bodies, their behaviour and where they 'fit' as a boy/man, girl/woman, trans or other. Everyone expresses their masculinity or femininity differently and we all relate differently to others' masculinity or femininity.
Gender identity	Refers to social or cultural distinctions associated with a given sex and the expectations of some members of society that people should behave in a particular way based on their biological sex. It is about one's sense of masculinity or femininity or the mixture of these regardless of physical characteristics, genes, chromosomes or hormones. Some individuals refer to themselves as non-binary, gender variant or gender fluid (seeing gender more as a spectrum than a continuum).
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 the target's disability, race, religion, sexuality or transgender identity. These aspects of a person's identity are known as 'protected characteristics'. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damaging property.
LGBTQ+	Includes lesbian, gay, bisexual, trans or intersex individuals, those who question their gender or sexual orientation, or who identify as other than any of these.
Online bullying	Describes all bullying via technology, including cyberbullying.
Prejudice-related bullying	Refers to any form of bullying related to the characteristics considered part of a person's identity or perceived identity group. This can include their disability, gender, gender identity, race, religion or belief or sexual orientation, which are protected characteristics set out in the Equality Act 2010.
Restorative Justice	A restorative approach is a way of addressing conflict with a focus on repairing harm that has been done. It includes all parties involved.
Sexual orientation (sexuality)	Describes the sexual, physical and emotional attraction of one person to another.
Transgender / Trans	Individuals who identify with a gender which is different from their biological sex.