Whole School Policy

Policy	Anti-bullying Policy			
Approval Date	October 2022		Next Review	October 2024
Review Cycle	24 months			
Scope	Whole Group	✔	Whole School	☐
	International Primary	☐	National Primary	☐
	International Secondary	☐	National Secondary	☐
Ownership	Tenby Schools SEP		Approved by	Campus SLT

Rationale

Tenby SEP recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, Tenby SEP prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviours, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behaviour that is respectful and civil. It is especially important for adults to model these behaviours (even when disciplining) to provide positive examples for student behaviour.

This Policy is inclusive and applies equally to all members of the Tenby SEP community and includes students, staff members, parents and members of student families, and visitors to Tenby.

Aims and Objectives

Discouraging Bullying:

Bullying is totally at odds with the vision, mission, core values and philosophy of Tenby SEP. The school is committed to providing a safe educational environment where all members of the community feel valued and secure. In order to meet this end, the school seeks to establish and maintain a culture that:

- Allows students to develop free from discrimination, harassment, or any form of bullying.
- Does not tolerate, condone, or trivialise bullying behaviours.
- Is aware of what constitutes bullying behaviour.
- Provides support to the victims of bullying.
- Deals firmly with those who bully so that they either stop their bullying or leave the school.

Where bullying occurs, we will always take prompt and decisive action to safeguard our students and the whole school community in line with our positive behaviour philosophy and policies.

Definitions of Bullying and Harassment:

"Bullying" or "harassment" is any gesture or written, verbal, graphic, physical, or cyber- related act that is reasonably perceived as being dehumanising, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress.

It may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, colour, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic or is based upon association with another person who has or is perceived to have any distinguishing characteristic.

Any form of racism from a student is unacceptable and will be challenged. Any teacher who observes or receives a report of any incident involving racism will immediately report the incident to the Designated Safeguarding Lead or Head of School. Should the allegation prove to be justified then the incident will be dealt with firmly through school disciplinary procedures.

Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviours are bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or well-being may be at issue.

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Confirming if the behaviours were intentional is not required to implement the strategies for responding effectively. Young people involved in bullying are not always fully aware of the impact of their actions on others. It is more important to act because of the effects on the targeted individual immaterial of the determination of intent.

"Bullying and Harassment" is conduct that meets some or all the following criteria:

- is reasonably perceived as being dehumanising, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress.
- is directed at one or more pupils, or members of the school's community.
- is conveyed through physical, verbal, technological or emotional means.
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils.
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programmes or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Bullying involves:

- **Verbal Bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist, or sexist comments.

- **Emotional/Psychological Bullying:** Includes repeated stalking, threats or implied threats, unprofessional email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.

- **Relational Bullying:** Usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.

- **Physical Bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.

- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging, and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

- **Bystanders:** Bystanders are those who are aware of, or witnesses to, bullying but are not directly involved in bullying or being bullied themselves. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours. Any member of the school community can be a bystander and can learn ways to act successfully in preventing or stopping bullying.

- **Sexual Harassment:** unwanted or unwelcome behaviour of a sexual nature which can take many forms including physical, non-physical, verbal, written and online. This list is not exhaustive.

More on Cyber Bullying:

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media and using smart phones and other mobile devices. Cyber bullying is a growing problem in society. Modern technologies empower the individual, even the most unlikely of individuals, with an immense capacity to cause harm. It is also an attractive means of bullying for it can, under certain conditions, be carried out with relative anonymity. Cyber bullying can be particularly damaging because of the capacity it has to humiliate, hurt, and harm a person in front of a huge 'audience'.
Examples of Cyber bullying:

- Sending hateful or threatening comments or pictures via mobile phone or the Internet and by social networking sites such as Instagram, Facebook, or Snapchat.
- Using modern technologies to engage in the social exclusion of someone and in hate group recruitment.
- Posting rude, explicit, or embarrassing messages or pictures about someone on the Net.
- Stealing someone's identity to harm them in some way.
- Putting pressure on a person to send revealing or compromising pictures of themselves.
- Covertly filming, recording, or taking a picture of someone and posting the images on the Net to cause hurt.
- 'Outing' and disseminating confidential information about someone.
- 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
- Using aliases and pseudonyms in chat rooms and on social networking sites to harass and upset.
- Engaging in cyber-stalking and the invading of privacy.
- Referring to your school and/or any member of the school's staff in a negative or disparaging way on the Net.

Cyber Anonymity:

Students need to remember that something sent electronically can never be entirely removed even with the press of the 'delete' button. The image may emerge at any stage in their future life and lead to serious consequences. Using pseudonyms, passwords and avatars does not protect the identity of a cyber-bully. Technologies exist to identify those who misuse modern technologies to harm others. Students should be reminded: Do not engage in cyber bullying. Do not post any image or comment that is designed to cause hurt. It is morally wrong, and, in many cases, it is also illegal.

Terminology:

Tenby SEP promotes the use of affirmative language regarding bullying.

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to bullying incidents. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Bullying roles:

People in a bullying scenario may take on one of the following roles:

- A person who engages in bullying behaviour.
- A target who is subjected to the bullying behaviour.
- An assistant who assists the bullying behaviour and actively joins in.
- A supporter who encourages and gives silent approval to the bullying, by smiling, laughing, or making comments.
- A silent bystander who sees or knows about someone being bullied but is passive and does nothing, this may be an adult bystander.
- A defender who supports the student who is being bullied by intervening, getting teacher support, or comforting them.

All adults, including teachers, school staff and parents, should model positive bystander behaviour and intervene if they observe bullying behaviour occurring between students.

Rights and Responsibilities of School Community Members:

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	- are safe and supported in the school environment - are included - are treated with respect	- participate and contribute to school positive behaviour programs - build positive relationships - demonstrate respect and tolerance towards others
School leadership	- is supported in developing the school's plan to prevent and effectively manage bullying - is supported in implementing the strategies and programs under the school's plan	- provides leadership in resourcing the school's plan - ensures the school community is informed of the plan - implements the plan - supports staff to implement the strategies and programs under the plan
Staff	- feel safe and supported in the workplace - are informed of the school's plan on bullying - have access to professional learning in preventing and effectively managing bullying have access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention (including social / emotional learning)	- promote and model positive relationships - participate in developing the school plan - identify and respond to bullying incidents - deliver the strategies and programs to students in responding to bullying effectively - promote effective bystander behaviour - promote social problem-solving - use appropriate terminology when referring to bullying and the students involved

Students	• have access to curriculum that supports the building of resiliency and social skills • are informed of the school's • plan on bullying • are provided with supports to stop bullying	• understand and value the concepts of inclusion and tolerance • identify and respond effectively to bullying • are aware of themselves as bystanders • seek help for themselves and others as needed
Parents	• are treated with respect • are confident their children are provided with a safe and supportive school environment • are provided with access to information on the prevention and management of bullying • are informed of the school's plan and opportunities to participate	• support and encourage children to treat others with respect and tolerance • act in accordance with the school plan if they observe/ know about bullying • encourage children to report bullying incidents • work effectively with the school in responding to bullying
Wider community: including other	• are strategically included in prevention and bullying management	• provide support and input into the school's approach to preventing

Safeguarding:

If we have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm through the impact of bullying we will address this as safeguarding/child protection concern. Even if we do not consider safeguarding an issue, we may draw upon a range of internal and external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying (for example, our in-school counselling service).