



## Tenby Schools

### Setia Eco Park

<b>Policy</b>	Anti-Bullying			
<b>Approval Date:</b>	February 2021	<b>Next review:</b>	February 2022	
<b>Review Cycle:</b>	12 months			
<b>Scope</b>	<b>Whole Group</b>	<input type="checkbox"/>	<b>Whole School</b>	<input checked="" type="checkbox"/>
	<b>International Primary</b>	<input type="checkbox"/>	<b>National Primary</b>	<input type="checkbox"/>
	<b>International Secondary</b>	<input type="checkbox"/>	<b>National Secondary</b>	<input type="checkbox"/>
<b>Ownership:</b>	Campus Principal		<b>Approved by:</b>	Campus SLT

# 1. Introduction

## 1.1 Our Vision

A United World At Peace - Through Education

### Our Mission

- To enable students to:
  - achieve their full potential for academic excellence and achievements in sports and the arts
  - develop the values of compassion, responsibility and integrity
  - become effective communicators, creative thinkers and independent learners
- To encourage the values of cultural diversity and acceptance of others different from oneself
- To promote the values of democracy, equality before the law and respect for The Universal Declaration of Human Rights
- To promote international understanding for a peaceful world

### Our Core Values

1. Education matters, it is central to all that we do
2. International mindedness
3. Lifelong learning
4. Respect
5. Sensitivity to cultural diversity
6. Effective communication

## 2. Principles and/or Objectives

These should support Tenby's Mission & Vision / Guiding Statements

Tenby Schools, Setia Eco Park 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 Schools, Setia Eco Park 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) in order to provide positive examples for student behaviour.

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

## Anti-bullying Policy

### 1. Discouraging Bullying

Bullying is totally at odds with the Vision, Mission, Core Values and philosophy of Tenby Schools, *Setia Eco Park*. 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.

### 2. 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.

Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviours are considered to be 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 as a result of the effects on the targeted individual immaterial of the determination of intent.

“**Bullying and Harassment**” are conduct that meets some or all of 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 district’s or public school’s educational programs 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.

### 3. More on Cyber Bullying

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of 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 in order 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 in order 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 a 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.

### 4. Terminology

Tenby Schools, *Setia Eco Park* promotes the use of affirmative language with regard to 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.

### 5. 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.

### 6. Rights and Responsibilities of School Community Members

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community	<ul style="list-style-type: none"><li>• are safe and supported in the school environment</li><li>• are included</li><li>• are treated with respect</li></ul>	<ul style="list-style-type: none"><li>• participate and contribute to school positive behaviour programs</li><li>• build positive relationships</li><li>• demonstrate respect and tolerance towards others</li></ul>

<p><b>School leadership</b></p>	<ul style="list-style-type: none"> <li>• is supported in developing the school's plan to prevent and effectively manage bullying</li> <li>• is supported in implementing the strategies and programs under the school's plan</li> </ul>	<ul style="list-style-type: none"> <li>• provides leadership in resourcing the school's plan</li> <li>• ensures the school community is informed of the plan</li> <li>• implements the plan</li> <li>• supports staff to implement the strategies and programs under the plan</li> </ul>
<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>• feel safe and supported in the workplace</li> <li>• are informed of the school's plan on bullying</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• promote and model positive relationships</li> <li>• participate in developing the school plan</li> <li>• identify and respond to bullying incidents</li> <li>• deliver the strategies and programs to students in responding to bullying effectively</li> <li>• promote effective bystander behaviour</li> <li>• promote social problem-solving</li> <li>• use appropriate terminology when referring to bullying and the students involved</li> </ul>
<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>• have access to curriculum that supports the building of resiliency and social skills</li> <li>• are informed of the school's plan on bullying</li> <li>• are provided with supports to stop bullying</li> </ul>	<ul style="list-style-type: none"> <li>• understand and value the concepts of inclusion and tolerance</li> <li>• identify and respond effectively to bullying</li> <li>• are aware of themselves as bystanders</li> <li>• seek help for themselves and others as needed</li> </ul>
<p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>• are treated with respect</li> <li>• are confident their children are provided with a safe and supportive school environment</li> <li>• are provided with access to information on the prevention and management of bullying</li> <li>• are informed of the school's plan and opportunities to participate</li> </ul>	<ul style="list-style-type: none"> <li>• support and encourage children to treat others with respect and tolerance</li> <li>• act in accordance with the school plan if they observe/ know about bullying</li> <li>• encourage children to report bullying incidents</li> <li>• work effectively with the school in responding to bullying</li> </ul>

<b>Wider community: including other</b>	<ul style="list-style-type: none"> <li>• are strategically included in prevention and bullying management</li> </ul>	<ul style="list-style-type: none"> <li>• provide support and input into the School's approach to preventing</li> </ul>
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## 7. School Strategies to Prevent and Manage Bullying

It is the responsibility of all schools to outline the processes, strategies and programs for preventing and effectively managing bullying. A diverse range of school strategies will be required. Tenby Schools, *Setia Eco Park* will use the following levels to guide its approach to whole school prevention, targeted early intervention and intervention for bullying incidents.

- Whole-School Prevention Strategies
- Targeted Early Intervention Strategies
- Intervention for Bullying Incidents

On-going planning, monitoring and review of the School's processes, strategies and programs will ensure the school's effectiveness in preventing and managing bullying.

### Whole School Prevention Strategies

The preventive whole school structures and strategies that schools can implement include the following:

- promote a whole-school student support approach with shared leadership;
- promote collaborative relationships between the school, parents and the wider community on developing and implementing school based strategies and programs with students;
- develop a positive whole-school Managing Student Behaviour plan based on the teaching and recognition of respectful and pro-social behaviour;
- develop active, trusting relationships within the whole school community;
- establish a skilled resourced student support team;
- provide professional learning for staff and parents in identifying, preventing and addressing bullying;
- implement a whole school social competency development curriculum;
- promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict;
- promote positive staff role modelling; and
- implement a regular collaborative cycle of evaluation and review of the implemented strategies.

### Preventive whole school classroom strategies:

- develop supportive and inclusive classroom environments;
- implement effective classroom behaviour management approaches that teach and encourage positive behaviours, and address negative behaviours effectively;
- recognise and reinforce positive communication, empathy, tolerance and social problem solving.
- promote the use of cooperative learning strategies;
- encourage and support help-seeking and effective bystander behaviour;
- utilise social problem solving approaches to resolve peer based conflicts;
- implement developmental social/emotional learning curriculum which starts from the early years onwards and includes:
  - understanding what behaviours constitute bullying;
  - understanding the impact of bullying;
  - the development of effective bystander behaviour;
  - the development of positive social problem solving skills; and

- understanding cyber-bullying, including strategies for the promotion of cyber safety and positive cyber citizenship.

**Playground strategies to be considered could include:**

- coordinate a highly visible and active approach to playground supervision;
- implement identification of and supervision adjustments to high-risk situations and settings;
- offer a range of organised activities during break times that encourage positive peer relations and networks;
- provide developmentally appropriate unstructured playground activities and equipment for all students;
- recognise and reinforce positive playground and pro-social behaviour; and
- develop and communicate whole school processes for responding to playground problem behaviours.

**Planning, monitoring and review processes include:**

Schools need to assess the effectiveness of the structures, strategies and programs they have in place to address bullying including:

- setting a timeline for review and updating;
- using appropriate assessment tools to measure current bullying issues and the school's progress towards achievement targets (snap-shot measures);
- gaining input from all key sectors of the school community;
- using existing data to monitor changes over time (longitudinal measures);
- making adjustments to the selected strategies and programs based on the data;
- reviewing available resources (including human resources) to ensure accessibility and suitability to the strategies and programs being implemented; and
- communicating any changes to the whole-school community

**Targeted Early Intervention Strategies**

Effective schools identify and respond to bullying behaviours early. Early identification and effective responses reduce the associated risks and potential long term harms caused by bullying.

Targeted early intervention strategies include:

- raise awareness and plan around specific forms of bullying, such as cyber-bullying and racism;
- identify and target early signs of problematic peer relationship issues within the school community;
- identify individuals and groups at risk that require targeted programs;
- teach effective bystander behaviour to targeted groups or for specific situations;
- teach pro-social behaviour to identified students and groups;
- provide high supervision areas for students with higher support needs;
- provide effective options for individual students experiencing safety issues (such as buddy systems, alternative play areas and transition routines);
- provide access to specialist/pastoral care staff and case management processes for students at risk of being targeted or those who demonstrate bullying behaviour; and
- promote the inclusion of parents of students at risk in identifying and addressing bullying behaviours that may be occurring within the community.



## **Intervention for Bullying Incidents**

Schools provide clearly articulated procedures for responding to incidents of bullying:

- staff are provided with the support and training to confidently manage bullying situations as they occur;
- staff, students and parents have processes for reporting incidents of bullying or when they become aware that a student needs support because of bullying;
- intervention practices that resolve conflicts, restore relationships, and promote tolerance and social problem solving are used for responding to bullying incidents;
- there are processes for recording and monitoring bullying incidents and interventions;
- bullied students are provided with supports to promote recovery and resilience; and
- case management of students involved in persistent bullying is implemented.

Intervention approaches include:

- the Method of Shared Concern
- Group Support Approach (formerly referred to as the No Blame Approach);
- social problem solving approaches;
- community conferences;
- small group and individual conferences;
- motivational interviewing;
- cooperation circles;

NOTE: In situations which have resulted in significant harm or where violence has occurred, behaviour management sanctions may need to be implemented. Sanctions are also warranted where the application of evidence-based methods as described above have been unsuccessful in resolving the problem. The use of sanctions as the first strategy may result in retaliation against those who reported or the bullied student.

## **Anti-bullying Policy: Appendix**

### **What Should You Do If You Are Being Bullied?**

If you are being bullied, it is important that you talk to an adult or colleague who is in a position to help you.

There can be a reluctance to report bullying because of a fear of being labelled and going against an unwritten code of student behaviour that includes “telling on” another student. This concern is understandable but must not prevent you from reporting bullying behaviour. Most students dislike bullying and would support your attempts to stop it.

The above also applies to adults in our community who consider that they are being bullied in the workplace. It is emphasised that all members, students and staff, of the Tenby Schools, SEP community have the right to feel safe, protected and valued.

Some students may not want to report bullying because they feel it might only make matters worse. Again, this fear is understandable, but most teachers are trained in ways to help victims of bullying in a manner that protects the victim.

It can take courage to challenge the bully, to expose them for who they are and to play a part in improving our community by ridding it of bullying behaviour.

Tenby SEP expects its students and staff to show this courage and not tolerate bullying as a bystander or as a victim.

“Respect” for self and for others is one of our Core Values, and any member of our community who does not support our Core Values does not belong. Everyone at Tenby SEP should be committed to making the School a safe and happy place where all are valued and respected.

If you are being bullied, you must tell a responsible adult, or in the case of staff, a line manager, who has the capacity to help. They might be your teacher, Head of School, sports coach, School Nurse, Campus Principal, or parent or guardian. Alternatively, if you are a student, you may wish to speak to a member of the Student Leadership Team, or perhaps just an older student.

The important thing is that it does not matter who you tell as long as you tell someone who is in a position to help.