

# **BARKER'S LANE COMMUNITY SCHOOL**

*'LEARN TOGETHER'*

*'Let's learn to enjoy, aspire, respect and nurture together'*

## **Anti-Bullying Policy**

### **Aims**

At Barker's Lane Community School we are committed to providing a safe, secure and positive environment where all can learn without anxiety or fear. We believe in our school vision 'Learn Together' where children should be able to enjoy learning, achieve their best, respect each other and be nurtured together.

Every child has the right to an education and to be treated equally. It is the school's intention to create an atmosphere where children can disclose bullying, be taken seriously and rely on appropriate action being taken.

This policy aims to produce a consistent school response to any bullying incidents that may occur and to create a respectful community whose members learn to live alongside one another with aggression reduced.

We aim to make all those connected with the school aware of our commitment to developing respect, tolerance and kindness and opposition to bullying. We make clear each person's responsibilities with regard to this. Members of the local community, LA, police and parents work with the school to ensure that pupils are safe, both whilst on school premises, whilst travelling to and from school and outside the school premises, for example with online bullying.

Targets of bullying need to be kept safe and perpetrators need to be helped to change their behaviour and have the opportunity for any underlying emotional needs to be met. We aim to ensure specific support is established for the most vulnerable, including those with protected characteristics and additional needs.

### **Terminology**

Specific terms are used within the policy and are consistent with terms used by Welsh Government:

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

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

**Target** Refers to children and young people who are bullied.

## **What is bullying?**

At Barker's Lane bullying is defined as:

*'Deliberate behaviour by one person or a group, usually repeated over time, that intentionally hurts or harms another person or group either physically or emotionally'*

Bullying can take many forms:

<b>Verbal</b>	Taunts and name-calling, insults, threats, teasing, humiliation, intimidation or making offensive remarks (including sexist, homophobic and racist comments)
<b>Physical</b>	Kicking, tripping someone up or shoving them, injuring someone, damaging or taking their belongings, gestures of intimidation, punching, kicking, spitting or fighting
<b>Emotional</b>	Behaviour intended to isolate, hurt or humiliate someone
<b>Indirect</b>	Sly or underhand actions carried out behind the target's back, rumour-spreading, intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing or displaying literature about a person
<b>Online</b>	Using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video e.g. malicious e-mails or text messages (including those under a false name), sending menacing or upsetting responses in web-based chat rooms and writing defamatory comments on blogs / websites
<b>Relational aggression</b>	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
<b>Sexual</b>	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 target
<b>Prejudice-related</b>	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. <i>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.</i>

Bullying is expressed through a range of hurtful behaviours. It can happen face-to-face or in the 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.

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

### **intention to harm**

bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target, picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.

<b>harmful outcome</b>	someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
<b>direct or indirect acts</b>	bullying can involve direct aggression such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/images were not intended.
<b>repetition</b>	bullying usually involves repeated acts of negative behaviour or acts of aggression.
<b>unequal power</b>	bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying may be because of individual protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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.

For example, prejudice-related behaviour could include:

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

Sometimes, there may be no apparent reason for an individual or a group targeting a young person. Perpetrators may act alone or in groups.

All bullying is regarded as **unacceptable**. Direct action will remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other incidents will require a serious response. Involving parents early is essential, particularly in more serious cases. Accurate records of any serious incidents, including those relating to the protected characteristics and the school's response are kept and the situation is closely monitored.

### **What is not bullying?**

Some behaviour, though unacceptable, is not considered bullying. Incidents of this nature are dealt with in accordance with the school's behaviour policy. Behaviour is monitored to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- friendship fallouts

- a one-off fight
- an argument or disagreement between two children
- a one-off physical assault, although not bullying, this could be a criminal offence
- insults and banter, children 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.
- a one-off instance of hate crime, unless this behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, which the Welsh Government would expect to be dealt with in accordance with the school's behaviour policy and other relevant policies, such as the school's 'Prevent' policy. If considered necessary, the school would also need to involve the police

The police would be notified as soon as possible if it is suspected that a criminal offence has been committed against a child.

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

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 individual can trigger the urge to bully others.

Bullying can also lead to children becoming lonely and socially isolated. Severe impacts can be long-term, including poor mental health and reduced well-being.

The growing evidence on adverse childhood experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood or adolescence and with long-lasting impacts into adulthood. This is why it is so important to ensure children have positive relationship experiences.

Bullying behaviour can signal that there are other disadvantages in a child or young person's life, reflecting low overall life satisfaction.

Bullying behaviour:

- is harmful for all the individuals involved
- becomes the focus of a learner's experience of daily life
- undermines safety, well-being and learning
- damages school ethos
- is detrimental to the school and the wider community
- affects bystanders and those who know it is prevalent in their school community

### **Raising awareness of bullying and embedding anti-bullying strategies**

We take a proactive approach to preventing bullying and to mitigating its effects when it occurs through a whole school approach and curriculum work. We also have high levels of supervision in place both in and out of the classroom.

Teaching about respect, positive behaviour, stereotypes and addressing prejudice, building confidence to challenge unacceptable language and addressing it in an age appropriate way.

Educating children by helping them to develop resilience by practicing the problem-solving and assertiveness skills they need to challenge unacceptable behaviour, stand up for themselves and for their peers and feel safe, is important to us.

In order for children to become ethical, informed members of society, we focus on:

- 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 other
- considering the social and ethical issues that impact on the health and well-being of others.

### ***Whole-school approach***

We ensure awareness-raising with all staff and actively involve pupils through curricular work on respect, emotions and relationships and work on acceptable and unacceptable behaviours. This can include the use of literature, audio–visual material, drama, music, debates and outside visitors.

Developing a growth mindset, improving self-confidence and self-esteem underpins much of the work undertaken in school with classes, groups and individuals.

The positive relationship between staff and children is characterised by mutual respect and trust, thus we aim to enable children to share their worries / tell staff if they feel that they are being bullied.

Other examples are:

- assemblies and stories/discussions in class exploring issues that may lead to bullying
- 'Circle Time' to encourage talk/dialogue about problems
- follow-up activities such as posters, stories, poems to be shared with the rest of the school
- quality supervision at all times, particularly playtimes and lunch times with high staff awareness
- older children helping younger children to feel safe – 'Playground buddy' system in operation
- physical literacy activities, creative play and traditional playground games encouraged to discourage boredom

### ***Online Safety***

All children are taught about online safety from an early age. Digital leaders in school also focus on this.

Within the Digital Competency Framework, 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 children 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. Children will not only look at how to store data, they will also consider the implications of data laws and how to share information appropriately.

Through discussions in class, children are strongly encouraged to tell an adult if something makes them feel uncomfortable or upsets them online.

### ***Co-operative Group Work***

In Co-operative Group Work pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust others

### ***Circle Time***

In Circle Time pupils can:

- take part in enjoyable activities, games and discussion
- work in a positive atmosphere which creates a safe space to explore and discuss issues of concern
- work in an environment where positive, respectful relationships are consolidated and developed and self-esteem is developed
- explore relationships

Circle Time lasts for approximately 20-30 minutes and during this time children are encouraged to listen carefully, make eye-contact with one another and discuss particular problems – for example, relationships, anger and bullying.

### ***Buddying***

Buddying involves assigning pupils from Y4 – Y6 to work/play/help our younger pupils at lunchtimes. Buddies have friendly personal qualities and give support – newness to the school, difficulty making friends, upset at separation or loss, support/someone to play with.

### ***Student Assistance Programme (S.A.P)***

These are a series of peer support groups which children participate in with specially trained members of staff. The purpose of the groups is to increase self-esteem, decision-making skills, life skills, communication and problem solving skills. It is our belief that in building these personal skills our children will have more confidence in coping with peer pressures at school and other life stresses, supporting life-long learning skills.

SAP peer support groups meets for 45 minutes a week over several weeks and is scheduled as a school activity. These are on-going at different times throughout the year.

### ***Nurture ABC with Lego***

This is a small group intervention led by trained staff to look at problem solving, expression and exploration of emotions. Children are encouraged to express their thoughts and ideas symbolically, in a creative and hands-on way. The process is non-judgemental for solving problems, expressing personal feelings and breaking down barriers.

### ***Unearthing Box***

This is a strategy for 'unearthing' positive qualities, helping children to understand themselves better and work out positive solutions for difficult issues / problems. Using engagement cards, a journal and watercolour, it is usually undertaken with individuals or very small groups of two / three children. This supports the development of self-esteem, empathy and problem solving with positivity and compassion.

### ***Emotional Literacy Support Assistants (ELSA)***

Trained ELSA staff work with individual and groups on planned interventions at various times. They are also available to respond to individual needs as and when these arise. **Check-Ins** are an informal part of this provision.

*Our work is not restricted to planned thematic work or targeted initiatives only within specific timescales. Teachers take opportunities to discuss equality or discrimination issues at various spontaneous 'teachable moments' such as what is topical in the news; things that crop during a day / week at school; topics raised by the children.*

### **Transition**

Alongside the work that goes on in school, there is much that parents / carers can do to assist their child to cope more easily with the demands of starting school, and whilst the school has expectations, so have other children in the class.

Before they start school, children and their parents / carers are usually invited to 'settling in' sessions where they are made to feel comfortable, happy and familiar with the school and the staff. Parents are given a school prospectus which advises on activities that help prepare children for the kind of work that they will be doing, and ideas of how to develop social and emotional skills.

The characteristics of children who display good social and emotional skills include the ability to:

- mix with other children
- share toys and equipment
- be independent at the toilet
- follow instructions from an adult
- share thoughts and ideas
- control temper outbursts

We recognise the significant event for 'new' children coming into school, both Early Years pupils and mid-term transfers. We have very effective settling-in procedures and encourage parents to be fully involved with all aspects of school life. Our induction programmes help parents and pupils to overcome any anxieties they may have. Foundation Phase pupils are involved in preparatory and settling-in programmes prior to their commencement to Key Stage 2, similarly at transition from KS2 to KS3.

Pupils may arrive after term has started, when friendships have been consolidated and their very newness and isolation may make them potential targets for bullying. In anticipation of these circumstances we:

- prepare the class for acceptance of the new pupil
- find out pupils' interests and hobbies
- appoint buddies / other pupils in the class to help to look after the new pupil and show them around
- use Personal Education Plans for Looked-After Children to plan and monitor their progress.

### **Signs a child may be experiencing bullying**

The following signs may indicate signs of bullying:

- frequent complaints of feeling unwell e.g. stomach aches, headaches
- not wanting to go out to play

- dislike of school or unwillingness to come to school
- changes of behaviour e.g. bed wetting, anxiety, dislike of separation, problems with eating or sleeping, etc
- belongings getting 'lost' or damaged
- physical injuries or unexplained bruising
- becoming nervous or losing confidence

These signs could be common to other things going on in school or at home. However what is important, is to look at the wider picture and talk to your child's teacher if you are concerned that they are showing any of these signs.

### **The role of Classteachers / Support Staff**

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. Teachers keep their own records of all incidents that happen in their class and that they are aware of and trained to use the 'My Concern' digital system for logging incidents / concerns.

If staff witness an act of bullying, they do all they can to support the child who is the target. If a child is the target of bullying behaviour then, after consultation with the headteacher, the child's parents are asked to come into school to discuss the situation. If we become aware of any bullying taking place we deal with the issue immediately. This involves support for the pupil who has been the target and the perpetrator.

We spend time talking to the target and the perpetrator: we explain why the action of the perpetrator was wrong, and we endeavour to help them change their behaviour in future.

The headteacher is informed of all cases of bullying. We inform the child's parents and discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies such as Behaviour Support Services or the Educational Social Worker may be called for further guidance and advice.

### **The Role of Pupils**

All children are expected to follow our golden rules and uphold the school vision in an age appropriate way.

If a child feels worried or concerned, we encourage them to talk to an adult in school or use the class worry box to share this with us.

If another child is being unkind or making them feel uncomfortable, if they feel safe to do so, we encourage the children to:

- ask the person who is doing this to stop
- tell them to go away
- walk away and find different friends to play with
- tell an adult at school who they trust
- tell a friend or a buddy who can support them to tell an adult.

Children are supported to know:

- it is not their fault
- that any nasty things being said are untrue.



We expect children to do their best to avoid:

- getting angry
- hitting back
- behaving badly back.

If children see someone that they think is being bullied, we expect that they:

- tell an adult, not to stay silent or ignore it
- do not join in
- do not laugh at what is happening
- do not share or like things online that they think are unkind or bullying.

### **The role of Parents / Carers**

Parents / carers have a role to play in helping their child to learn to understand and cope with the positive and negative sides of friendships and socialising, both in person and online.

Treating others with respect and kindness and learning how to stay safe and happy are vital life-long skills and qualities.

We recognise the importance of parental support in achieving anti-bullying initiatives and aim to ensure optimum methods of communication in order to maintain and support the ethos of the school and the promotion of positive behaviour. Our Home-School Agreement sets out the aims of our partnership approach and all parents and pupils are encouraged to adhere to its principles.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents can support our school to tackle any issue of bullying by talking to their child about bullying and the impact it can have on others. Whether a child is a target of bullying or involved in bullying behaviour as a perpetrator or bystander, there are things that parents can always do to support and address it. We will assist and support parents who request advice.

Parental support is valued in all aspects of school life. Consultation is important, helping create an ethos in which positive behaviour is encouraged and bullying considered unacceptable. We encourage regular consultation and communication.

WCBC guidance states that *'In some cases, bullying is a crime and could get a child into trouble with the police. It is important for parents to support school to help their child understand that colleges, universities and employers regularly look at social media sites, and if they are involved in bullying, this can harm their future education and job prospects.'*

### **The role of the Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request and through the headteacher's termly report.

The headteacher promotes a culture of positive behaviour and action, ensuring that all children know that bullying behaviour is wrong, and that it is unacceptable behaviour. The headteacher and staff use 'teachable moments' and current topics to reinforce this. For example, if an incident occurs, the headteacher / teachers may decide to use assembly time or Circle Time in which to discuss with

other children why this behaviour was wrong, and the consequences of such actions without revealing who is involved.

The headteacher leads staff to set the school climate of mutual support and shared values of kindness, loyalty and togetherness. All approaches at Barker's Lane are child-centred and focussed on the needs of the child, irrespective of whether they are a target or perpetrator of bullying, or a bystander.

### **The role of Governors**

The governing body supports the headteacher in all attempts to prevent bullying and mitigate its effects if it occurs. This policy statement makes it very clear that any incidents of bullying that do occur are taken very seriously.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy. The governors require the headteacher to keep accurate records of any serious incidents or bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body will respond to any concern raised about bullying by initially referring parents to the policy and procedures outlined, indicating that they should contact the school.

In any case where a parent feels that they have followed the policy and procedures but their concerns are not being addressed, the parent should be advised to follow the complaints procedure.

In the event that a complaint is raised with the governing body after all other measures have been taken, the Complaints Committee would be requested to consider this by the Chair of Governors.

### **How children can report an allegation about bullying**

If a child feels worried or concerned, we encourage them to talk to an adult in school or use the class worry box to share this with us.

Junior children have an opportunity to share information through pupil questionnaires. Any issues relating to behaviour / bullying are addressed.

Regular discussion / assemblies provide opportunities for discussion which can provoke disclosures.

Further information for children in a range of languages can be found at: <https://gov.wales/rights-respect-equality-guide-children>

### **How parents report an allegation about bullying**

Parents who are concerned that their child might be a target of bullying behaviour, should **contact their child's class teacher immediately**.

Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.

As a staff we are all aware that when talking about this subject, parents / pupils can experience a range of emotions and become very upset and / or angry. It is however important to try to remain calm and bear in mind that the teacher may not know that your child has been a target of bullying or may have heard conflicting accounts of an incident. It is important not to behave in way that could escalate the issue.

Staff will:

- keep an open mind, be fair and unbiased
- remain calm and understanding
- make clear to you that the school does care and that something will be done
- explain the school policy, making sure that procedures are followed
- obtain the full details about the incident reported by the parent / pupil, including where the alleged bullying took place, when the incident occurred, who were involved and what led to the incident.

**Parents / carers should also not take matters into your own hands** and attempt to tackle other children or young people involved in the incident or their families, be this in person or via social media or other online platforms.

Further information for parents in a range of languages can be found at: <https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

### **How parents report that their child may be bullying another pupil**

It can be hard for parents / carers to accept that their child may be bullying others but it is a common human behaviour.

Parents who suspect that their child may be a perpetrator of bullying, should **contact their child's class teacher immediately**.

The teacher will investigate the concerns and usually speak to the headteacher. It may be necessary to talk to other children.

If following an investigation, there is evidence to say that bullying behavior has been taking place, the parents of the target and the perpetrator will be invited into school to discuss a course of action. Occasionally these meetings are held jointly, if all parties are in agreement.

The outcomes of these meetings address support for the child who has been the target and support / actions to ensure the perpetrator/s learn not to harm others.

### **How we deal with reports / incidents of bullying**

- All concerns or reports about bullying are taken / treated seriously.
- Targets of bullying are reassured that they have done the correct thing in telling an adult. There may be a need to also reassure them that they are not responsible for the bullying happening to them.

- The child is listened to carefully and sensitively. The main points are recorded. It may be necessary to ask questions of a child, but these are carefully chosen and do not lead responses in any way.
- Any allegations are fully investigated. All bullying allegations must be reported to the Headteacher.
- Children accused of bullying are interviewed and a record kept of any comments made. Other children or adults may need to be interviewed as part of the investigation- their observations are also recorded.
- Where the outcome of an investigation is unclear, we will meet with parents to discuss this and then usually implement a monitoring log to gain a 'bigger picture' of what is happening. All staff involved with the child are informed and a record is kept of any incidents which may occur involving the alleged target.
- This is usually implemented for a short period (two weeks) and a follow up discussion is arranged with parents. If the outcome of this supports the allegation, we follow our procedures for dealing with a proven allegation. If not, during a meeting, a timescale to continue monitoring (no longer than four weeks) is agreed. If no further evidence is gleaned from pupils / parents / observations, the matter is considered dealt with.
- If an allegation is proven, depending on the nature of the bullying, one or a combination of the following are implemented: an apology, a reprimand, a warning about future conduct, a loss of privileges, plans for the family to work on at home or, with referral to the Headteacher, as a very last resort fixed term exclusion from the school.
- Parents/carers of the target and the perpetrator(s) are informed of the incident and the outcome to the investigation.
- It may be appropriate for the target to meet, under the supervision a staff member, with the alleged perpetrator(s) to explain how the bullying is affecting them. This mediation is intended to help the target to express their emotions in a safe environment and for the perpetrator(s) to empathise with the target. However, this will only be done with the full agreement of the target.
- Follow up support is provided to targets of bullying. This is determined on a case by case basis with the child and can take the form of check-ins, peer support or small group sessions. These can focus on the child's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping the child with a solid foundation or emotional resilience. The level of support will be determined with the child.
- Those who perpetrate bullying of others also need help, support and opportunities to change their behaviour. They are monitored and guided to recognise and handle their difficult feelings and to learn positive communication skills through a restorative approach. Bullying behaviour can be a sign of some bigger problem at school, home or elsewhere in a child's life. Domestic violence, punitive parenting, neglect, being the target of a bully themselves, bereavement or parents/carers parting can be revealed when working with learners who bully.
- Any bystanders of bullying, children who witness bullying and do nothing to help the target or stop the situation may feel bad or guilty about it later. Bystanders who laugh or join in the bullying are

at risk of becoming bullies themselves. Following any investigation, bystanders are encouraged to understand that they have the power to challenge any bullying, either by intervening – if they feel safe to do so – or by reporting it immediately to a member of staff or trusted adult.

- Where allegations of bullying relate to the journey to and from school / outside school, in addition to a range of in-house strategies, the headteacher may contact the local police / PCSO for support.

### **Dealing with incidents of misconduct off school premises**

We expect high standards of positive behaviour of children off the school site in the same way as we do on-site. This includes behaviour on activities arranged by the school such as educational visits and sporting events, as well as behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Schools are expected to act reasonably both in relation to expectations of learner behaviour and in relation to any measures determined for regulating behaviour by learners when off the school site and not under the lawful control or charge of a school staff member.

The Welsh Government expects schools to decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable; challenging bullying behaviour would be an example of when this provision may be implemented.

When determining whether a sanction would be applied for misconduct off school premises, the following would be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether the child/ren was/were wearing the school uniform or was/were otherwise readily identifiable as a member/members of the school
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another child or member of staff (e.g. bullying another learner or insulting a member of the staff)
- whether the misbehaviour in question was on the way to or from school
- whether the misbehaviour in question was outside the school gates or otherwise in close proximity to the school
- whether the misbehaviour was while the child was participating in a sports event / visit with another school (i.e. when the learner might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other learners in the future.

In some cases there may not be a strong case for the school to impose sanctions for misconduct outside of school e.g. in connection with members of the public, whilst not wearing school uniform at the weekend. Liaison between the school, parents/carers and those in the local authority and wider community responsible for tackling antisocial and bullying behaviour may be particularly relevant in this type of context.

### **Recording and monitoring incidents**

All allegations of bullying are recorded centrally and the Headteacher is informed electronically through 'My Concern' or verbally by the member of staff.

Monitoring at class level is undertaken by the class teacher, ensuring all adults involved with the child are aware that they must report any concern to be logged within a specific timescale.

Concerns are kept open whilst they are monitored and only closed when a resolution has been reached. A resolution can be a proven case of bullying where action has been taken and monitored to stop this happening over a specific period of time or an unproven case. The headteacher makes the decision after consultation with classteacher about the closure of a case.

All concerns remain on the chronology and are in view for 90 days. Patterns of behaviour are monitored in this way.

***If parents feel their concern has not been addressed or being taken seriously***

At Barker's Lane, we take any allegation of bullying very seriously and do not condone this behaviour. We work hard to make sure the child who feels that they have been a target is safe, intervene to stop the bullying happening again, provide support and take appropriate action.

At each stage, allowing the school suitable time and opportunity to put in place action to remedy the situation and giving the action time to take effect. It may not be possible to completely resolve the situation immediately, but you should feel confident that timely action is being taken.

If any family feels that their concerns are not being addressed, they can follow these steps in order:

1. Check that we have followed our procedures outlined in this policy.
2. Make an appointment to discuss your concern with the headteacher.
3. If you are still not happy, put your concerns / complaint in writing to the headteacher who will then respond to you in writing.
4. If the bullying still continues, you can write to the Chair of Governors as outlined in our 'I have Something to Say at School' leaflet.

*If you have tried all of these things and none of these have helped, you can write to the Chief Officer for Education and Early Intervention Services at WCBC or the Lead Member for Education at WCBC.*

Parents / carers should not take to social media to complain about the school or insult, offend or threaten individual school staff. It may cause more harm and it will not resolve the issue. Schools have a duty of care to their own staff as well as to the children. In severe cases, legal or other action may be taken by the school against a parent if they endanger staff.

**References**

Rights, Respect, Equality: Guidance for Schools, Welsh Government, 2019  
Happy and Healthy, Estyn, 2019  
Keeping Learners Safe, Welsh Government, 2015  
Wrexham Anti-Bullying Guidance for Schools, WCBC, 2015  
Action on Bullies, Estyn 2014  
The Equality Act, 2010

### **Review & Evaluation**

The effectiveness of the policy will be monitored through discussion with pupils, pupil / parent questionnaires, discussion with staff and through the headteacher's termly report to governors.

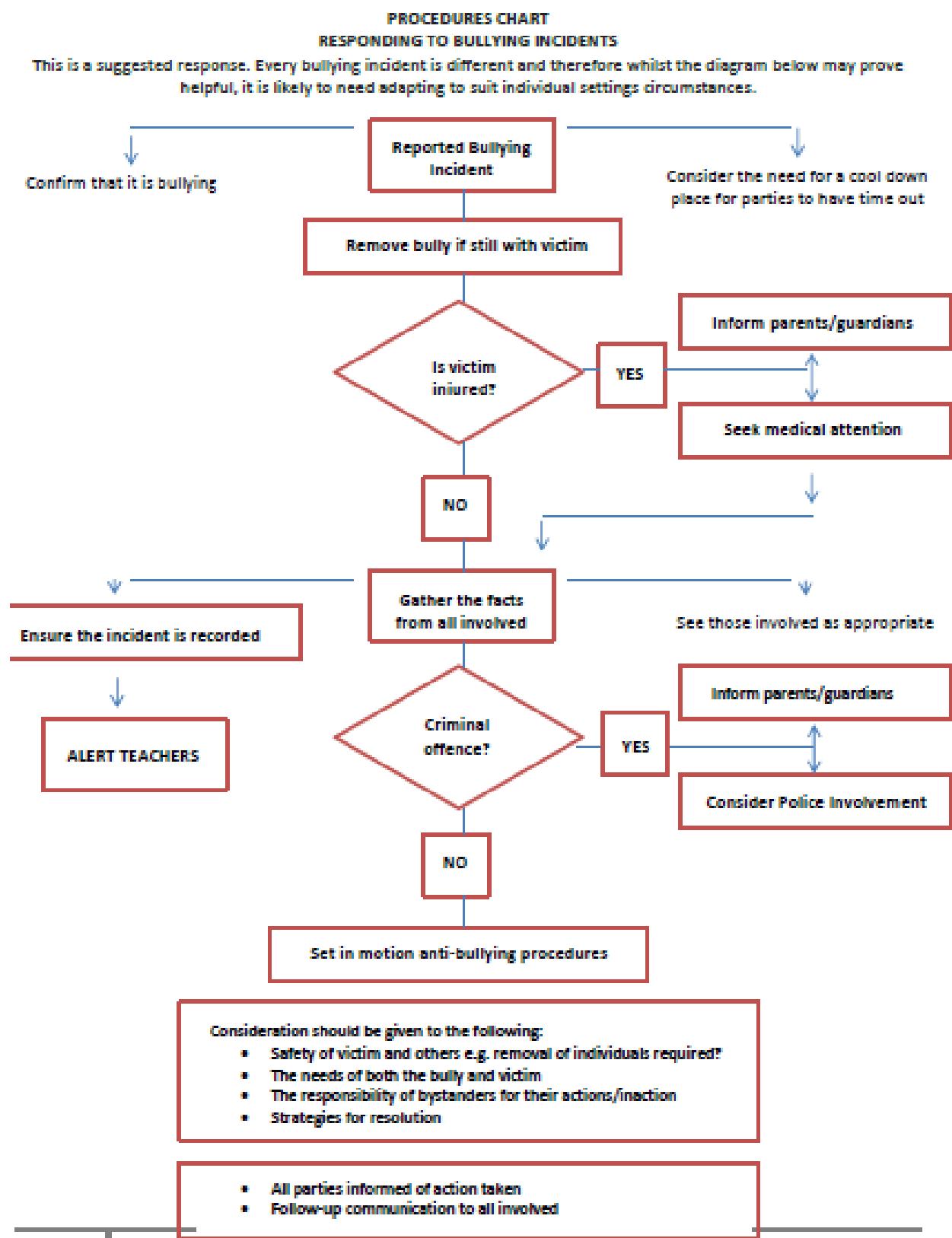
This policy was reviewed by Mrs C Edwards in October 2025 and reviewed in consultation with pupils, parents, staff and the governing body. It will be reviewed in 3 years.

**Signed:** ..... **on behalf of the governing body**                      **Date:** .....

### **Appendices**

1. Procedures Flow Chart
2. Monitoring Log
3. Bullying Survey / Questionnaire
4. Useful Links

Appendix 1:



Appendix 3:



# Bullying Form

Why is someone being bullied?

Please tick the relevant boxes.

Class/Year \_\_\_\_\_

Boy ☐ Girl ☐ Transgender ☐ I don't want to say ☐

Race ☐ Disability ☐ Religion/Belief ☐ Gay /Lesbian/Bisexual ☐

Age ☐ Ability ☐ Size ☐ Because of how I/they look ☐

Welsh Language ☐

Any other reason? \_\_\_\_\_

(It could be because they are a young carer for a sick or disabled relative; they may not have much money or something else)

How are they being bullied?

Name Calling ☐ Teased ☐ Threatened ☐

Social Network ☐ Hit ☐ Things damaged/Stolen ☐

Anything else? \_\_\_\_\_

Name of the person being bullied [only if they want to give it]

\_\_\_\_\_

Is there any other information you want to tell us

\_\_\_\_\_

## Appendix 4: Useful Links

**Young Wrexham** - Local webpage with support and advice for young people and parents  
[www.youngwrexham.co.uk](http://www.youngwrexham.co.uk)

**MEIC** – Free helpline for children and young people to talk about their worries. Tel: 080880 23456  
[www.meiccymru.org](http://www.meiccymru.org)

**Bullies Out** – Anti-bullying charity based in Wales that works with individuals, schools, colleges, youth and community settings. [www.bulliesout.com](http://www.bulliesout.com)

**Anti-Bullying Alliance** – Information for schools, parents/carers and children and young people on all aspects of bullying. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** – Anti-bullying charity that runs workshops for children and young people who have been bullied. <https://www.kidscape.org.uk/advice/advice-for-young-people/>

**Childline** – Provide counselling for anyone aged under 19 in the UK. Tel: 0800 1111  
<http://www.childline.org.uk/Explore/Bullying/>

**NSPCC** – National Society for the Prevention of Cruelty to Children. Tel: 0808 800 5000  
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

**Family Lives** – Support and advice for parents/carers. Tel: 0808 800 2222

**ParentZone** – Support and advice for parents/carers. [www.parentzone.org.uk](http://www.parentzone.org.uk)

**YoungMinds** – Support to help improve the mental health of children and young people.  
[www.youngminds.org.uk](http://www.youngminds.org.uk) Tel: 0808 802 5544 (parents'/carers' helpline)

**CEOP** (Child Exploitation and Online Protection) – If child sexual abuse or exploitation is suspected.  
[www.ceop.police.uk](http://www.ceop.police.uk)

Appendix 2: Monitoring Log

Child’s Name: .....

Date: .....

	am1	Break	am2	Lunch	pm	After School Club
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						