



Western  
Learning  
Federation



**Tŷ Gwyn School**

# ANTI-BULLYING POLICY EXAMPLE TITLE



**RATIFIED BY GOVERNORS** 28th April 2023

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**DATE REVIEWED** 28th April 2023

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**DATE FOR REVIEW** 28th April 2024

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**DATE PUBLISHED** April 2023

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## Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

**SIGNED**  **DATE** 14.12.23  
Chair of Governors

**SIGNED**  **DATE** 14.12.23  
Executive Headteacher

**SIGNED**  **DATE** 14.12.23  
Deputy Executive Headteacher

**SIGNED**  **DATE** 14.12.23  
Head of School

## The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

### Our Principles

**Honesty**

**Responsibility**

**Positivity**

**Trust**

**Empathy**

**Patience**

**Respect**

**Kindness**

### Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

#### Definition

**Values** One's judgement of what is important in school life.

**Principles** Morally correct behaviour and attitudes.

### Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

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As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

**Article 12:** Every child has the right to be heard.

**Article 19;** to protect pupils from all forms of violence, abuse, neglect, and bad treatment from their parents or anyone who looks after them

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 34;** to protect children from sexual abuse and exploitation.

**Article 42:** Every child has the right to know their rights.

### **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community
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### **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

***“The right to be left alone is the most comprehensive of rights and the right most valued by civilised people” (anon)***

Ty Gwyn School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all.

## **WHAT IS BULLYING? – A DEFINITION**

There are many definitions of bullying, but most have three things in common:

- It is deliberate hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can occur in four main ways

1. **Physical** hitting, kicking, pushing or any use of violence
2. **Verbal** name calling, insults, spreading rumours, teasing, etc.
3. **Indirect** spreading nasty stories, excluding from groups, malicious rumours
4. **Cyber** sending malicious, messages by mobile phones, emails or social networking sites

### **Bullying can be**

1. Emotional- being unfriendly, excluding, tormenting
2. Physical
3. Sexual –unwanted physical contact or sexually abusive comments
4. Homophysical – because of or focussing on the issue of sexuality

5. Verbal – name calling, sarcasm, rumours, teasing
6. Racist – taunts, graffiti, gestures

A useful definition to be used with children is adapted from Olweus (1991):

“A pupil is being bullied when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked or threatened, locked inside a room, sent nasty notes, when no-one talks to them and things like that. These things can happen frequently and it is difficult for the pupil being bullied to defend themselves. It is also bullying when a pupil is teased repeatedly in a nasty way.”

### **SIGNS AND SYMPTOMS (from Stop Bullying! KIDSCAPE)**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware that these are possible signs and that they should investigate if a child:

- Is frightened of travelling to or from school
- Is unwilling to go to school
- Begins to do poorly in school work
- Becomes withdrawn, starts stammering, etc
- Regularly has books, clothes damaged
- Becomes distressed, stops eating
- Has injuries which are often difficult to explain
- Has difficulty sleeping or concentrating
- Cries easily
- Becomes disruptive or aggressive
- Has possessions that “go missing”
- Has dinner or other monies continually “lost”
- Starts stealing money
- Is frightened to say what’s wrong
- Attempts self harm or runs away
- Has nightmares

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **WHAT DO WE WANT? – OUR AIMS**

We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can work and learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school – *anyone* who knows that bullying is happening is expected to tell someone who can help.

Tackling bullying at Ty Gwyn School matters because:

- Bullying makes people unhappy
- Pupils who are being bullied are unlikely to concentrate fully on their school work
- Some pupils avoid being bullied by not going to school
- Pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour
- Schools which do take action against bullying build a reputation as an effective, caring school.

We aim:

- To emphasise to all members of the school community that bullying will not be tolerated
- To increase knowledge and awareness of staff and students about bullying in and out of school
- To maximise involvement of **all** staff and other agencies, where appropriate, in the prevention of bullying
- To improve monitoring and supervision of students by adults, especially on the playground, in order to deter and intervene to prevent, bullying
- To maximise support for victims and help for bullies from staff and other, uninvolved students
- To ensure that we create a secure and safe environment for the pupils in our care, so that parents may send their children to Ty Gwyn School in the confident knowledge that we will do all that we can to protect them from bullying

All staff can help to prevent bullying by supporting pupils who feel vulnerable, by coaching them in appropriate strategies to avoid bullying, by building their self esteem and by promoting a climate of trust and mutual respect. The school's PSHE curriculum, pastoral systems including the tutorial system and the discipline and behaviour management policies (particularly the merit system) provide opportunities to build pupils' emotional and social development and to raise self-esteem.

## **WHAT DO WE DO? – PROCEDURES AND OUTCOMES**

As a school community, we will not allow cases of bullying to go unreported but will speak up.

### **Pupils should:**

- Trust that the staff will act if a child is being bullied
- Understand that there is a consequence to their actions
- Inform members of staff if they or their friends are being bullied
- Not to ignore any incidents of bullying



- Try and be kind and to help others

**This requires staff to:**

- Be role models in word and action at all times
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to remove opportunities for bullying by active patrolling during duties
- Arrive at class on time and move promptly between lessons
- Report suspected incidents to the appropriate staff member and record in school bullying logs
- Praise good behaviour regularly
- Ensure that everything done in school gives the message that "bullying is not right"
- Make time to listen to children, taking what they hear seriously, ensuring that a child will not be embarrassed or mocked.
- Investigate incidents carefully by interviewing the alleged victim, the alleged bully / bullies and any bystanders, in the spirit of finding a solution to the problem for all concerned
- Take short term measures while the incident is being investigated by separating the alleged victim and alleged bully if necessary / possible or by ensuring a monitoring system.
- Ensure that the appropriate communication is maintained at all times between the school and all the parents/ guardians involves
- Avoid labelling pupils at costs i.e. he/she is a victim, he/she is a bully
- Keep records of alleged bullying (**INCIDENT LOG**)

**Head teacher /Senior Management Team**

- Ensure that all allegations are noted and filed
- Follow the same procedures as those noted above for staff
- Give a verbal warning to pupil's
- Speak to the parents/guardians of the alleged victim and the alleged bully
- Decide on any sanctions to be implemented which must be age related
- Provide support if necessary for the victim
- Provide support and guidance for the bully to prevent this happening again
- The head teacher may decide that the bullying is of such a serious nature that he issues a formal warning of exclusion in the presence of parents.
- The Head teacher may consider temporarily excluding the bully
- The governing body will be informed if exclusion is deemed necessary.

**Parents should:-**

- Inform the school whenever they have concerns about their child's well-being. Firstly to the class teacher, but if the incident is deemed to be serious or ongoing, it should be reported directly to the Head Teacher.
- When an incident of bullying occurs, parents and staff should agree a timetable so that adequate time is given to the school to investigate and deal with any problems effectively and so that parents know by when they can expect a response

- Parents of the alleged bullies will be involved in positive ways to help resolve the problems. (All parents need to accept that their child could be the perpetrator of bullying)
- Be aware that many incidents of cyber bullying take place beyond the school gates but impact upon pupils' wellbeing, academic ability and behaviour whilst in school.
- Inform the school of any instances of cyber bullying
- Go back to the school and discuss their concerns if they continue to have concerns.
- Write to the Head Teacher to make a formal complaint if they are not satisfied with the way the situation has been dealt with
- Write to the Chair of the Governors asking that the situation be formally reviewed if they are still dissatisfied after the Head Teacher has investigated.

**If pupils who are being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.**

**When staff, pupils and parents work together, we create a safe and caring environment at Ty Gwyn School.**

### **School Values and Character**

We at Ty Gwyn are committed to ensuring the equality of education and opportunity for all pupils, staff, parents and carers accessing our services, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievements of pupils are monitored and we use this data to support learning, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Diversity is a strength which should be respected and celebrated by all those who learn, teach and visit Ty Gwyn.