



# ANTI-BULLYING POLICY

The aim of this policy is to give clear advice and guidance on how to deal with bullying at Education Stuff and has been written with regard to the National Assembly Circular 23/03 'Respecting Others: Anti Bullying Guidance 2003.'

Bullying is a deliberate, conscious, wilful desire to demean, humiliate, intimidate and hurt others. Bullying is deliberately hurtful behaviour that is often repeated over a period of time. There is often an imbalance in the bully/victim relationship – the victim will have difficulty in defending him or herself. It can be carried out by an individual or a group and may be physical and/or emotional.

We define bullying as any behaviour which makes another person feel hurt, threatened or frightened. It can take the following forms:

- Physical abuse
- Verbal abuse
- Deliberate damage to another person's property or theft
- Forcing someone to do something against their will
- Sexual harassment
- Racial harassment
- Homophobic harassment because of, or focusing on the issue of sexuality
- Exclusion from social groups
- Ignoring
- Making unkind remarks
- Removing/hiding items of property

The issue of bullying provides a challenge to all education establishments as well as to society as a whole. We realise that bullying is an aspect of pastoral care that needs continued attention and that Education Staff cannot be complacent.

Our aim is to foster an environment of mutual respect and courtesy where bullying has no place. Through a programme of total commitment from students, staff and parents, we believe that we can keep Education Stuff a 'bully-free' zone.

We hope that our ethos of high expectations for good behaviour and respect for others will deter any form of bullying totally.

Instances of bullying may occur at Education Stuff – we recognise that these usually take place away from staff and that it is often difficult to establish the true facts of an incident. As soon as a member of staff becomes aware of a bullying problem, the incident will be acknowledged by that member of staff, a written record made and the information passed on to the Lead Teacher.

#### The Consequences of Bullying

- Bullying may lead to physical injury.
- Children who are bullied suffer great psychological stress and there are a number of well-known symptoms. These include confusion, illness and nervousness. Children may feel powerless, rejection and isolation. Some children suffer from impaired concentration, sleep difficulties and depression – they may become withdrawn and suffer from a loss of self-esteem and a negative self image.
- Children who are bullied may play truant or suffer from school phobia. The amount and quality of their work may suffer.

It is vital that staff, pupils and parents are made aware of these consequences and make known any suspicions or observations as soon as possible.

#### Restorative Practice

The aim of restorative practice is to create a context where pupils engage actively in learning about their social behaviours, rather than acting as passive recipients of rules and sanctions.

Restorative practice creates the conditions to promote the development of self-managing behaviours and positive attitudes to learning

Pupils are encouraged to develop an understanding of social responsibility and given the responsibility to make things right. Where a pupil changes their behaviour in this context, it isn't because of the threat of punishment. It's because they are buying into the relationships they have with other pupils and teachers. This develops pupils who

can make good choices independently. These are transferable skills that pupils can take with them through their lives.

#### How bullying is managed in terms of sanctions

Behaviour as described in the definition of bullying at the start of this policy is categorised into three stages:

In all cases the perpetrator is expected to make every reasonable effort to repair the harm and apologise to the harmed.

#### Stage 1

These are considered minor and are dealt with swiftly and effectively. They include being a little unkind to others etc.

Parents are not normally informed of Stage 1 incidents.

Restorative Practices are carried out to try and make the perpetrator understand the impact of his/her actions and every attempt is made to establish a way forward and a positive outcome

#### Stage 2

These behaviours are considered more serious in nature and are usually formally recorded. Restorative Practices are carried out to try and make the perpetrator understand the impact of his/her actions and every attempt is made to establish a way forward and a positive outcome.

Parents are mostly informed of any Stage 2 incidents so that they can support Education Staff's work at home. Sanctions may include, writing apology letters (if deemed appropriate), or working in another classroom.

Examples of Stage 2 incidents include:

- Minor physical assault towards another pupil(s)
- Any form of bullying which involves STOP (several times on purpose)

Stage 2 incidents are reported to the Lead Teacher. As well as logging the incident, staff should complete an ABC (antecedent, behaviour and consequence) form.

#### Stage 3

These incidents are the most serious in nature and are always formally recorded in the ways previously mentioned. Stage 3 incidents are reported to the Lead Teacher. Parents will be informed so that they can fully understand the nature of the incident and the

Any mitigating circumstances leading up to Stage 3 incidents will be thoroughly investigated, recorded and reported.

Examples of stage 3 incidents include:

- Extreme verbal abuse to other children and/or staff
- Serious physical assault, biting, kicking, punching, other children and/or members of staff
- Serious cases of bullying and harassment to children and/or staff

Stage 3 incidents are taken very seriously and may result in a pupil being asked to leave Education Stuff and excluded from our classes.

However, we understand and consider very closely, that a parent/carer has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has.

Stage 3 incidents are dealt with in the same way as other incidents following restorative practice principles and the same attempt made to repair the harm. The sanctions, however, are more serious when behaviours are more serious and which involves STOP (several times on purpose).

Anti-Bullying Policy ratified May 2024 by H Harrison

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