YSGOL Y GOGARTH

Nant-y-Gamar Road
Craig y Don
Llandudno
Conwy
LL30 1YE

T: 01492 860077

ANTI-BULLYING POLICY

Introduction

Our school believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling bullying and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour.

This comprehensive policy has been created to support our whole school ethos of ensuring that children feel safe, secure confident and happy. It is designed to prevent bullying behaviour wherever possible, to respond in line with agreed procedures should it occur and to provide support to those involved as appropriate. Our children's safety, health and well-being is of paramount importance and everybody's business.

This school policy is based on the Welsh Government guidance series ' *Challenging Bullying – Rights, Respect, Equality'* which includes statutory guidance for local authorities and governing bodies, as well as advisory guidance for children and young people, parents and carers.

In relation to the Equality Act 2010 it is our school's duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

Vision and the values of the school

Ysgol y Gogarth is committed to creating and sustaining a safe, positive and inclusive environment for all pupil, staff, parents and carers. We believe that all members of the school community have the right to be protected from bullying and abusive behaviour.

The school needs to take an active approach to tackle all forms of bullying, including taking action to prevent bullying behaviour, as well as responding to incidents when they occur.

Underlying all policies and procedures is the concept that all are equal, precious and valued. This thinking is pivotal to the schools ethos. The focus is always on promoting good behaviour and putting in place systems that reward and acknowledge the positive.

Our definition of bullying

Bullying can be defined as:-

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

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.

Bullying differs from an argument, a fight or friendship fallout in that it:-

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness. It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence

It is important to acknowledge that some pupils in Ysgol y Gogarth may engage in repeated behaviours that hurt others, however it is important to understand the intention of the behaviour when considering if the incident is a bullying incident. In some cases, the intention of the pupil initiating the hurtful behaviours is to gain highly reinforcing sensory feedback, as opposed to having the intention to deliberately hurt. For example, a pupil repeatedly pulling another pupils hair can cause hurt and harm to the person whose hair it is, but the intention of the hair pulling may be to gain sensory feedback from feeling the texture of the hair. In these cases, once the reasons behind the behaviours is understood, a behaviour program needs to be put in place, with the aim of stopping the hurtful behaviour or finding a more appropriate way of accessing the sensory feedback that is desired, but in a way that does not cause hurt and harm to others. This would not be considered to be a form of bullying, however it is important that this is addressed, to stop the hurtful behaviour towards others.

The distinctive elements of bullying behaviour

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
- *harmful outcome* – someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced
- *direct or indirect acts* – 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
- *repetition* – bullying usually involves repeated acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable
- *unequal power* – 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

How is bullying expressed?

Bullying can take many forms, including:-

- *physical* – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- *verbal* – taunts and name-calling, insults, threats, humiliation or intimidation
- *emotional* – behaviour intended to isolate, hurt or humiliate someone

- *indirect* – sly or underhand actions carried out behind the target's back or rumour-spreading
- *online* – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- *relational aggression* – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- *sexual* – 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 learner targeted
- *prejudice-related* – 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.

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.

Bullying and safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to their local authority's social services department.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government expects these instances to be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

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

- *friendship fallouts* – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- *a one-off fight* – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- *an argument or disagreement* – between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- *a one-off physical assault* – the Welsh Government expects it to be stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- *insults and banter* – children and young people 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. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed. 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.
- *Seeking sensory feedback* – It is important to understand the intention of any behaviour, especially one that causes hurt to others. A pupil with a desire to seek sensory feedback may unintentionally hurt or harm others in the process. The reasons behind the behaviour needs to be understood and a behavioural plan put in place

to either stop the behaviour or change it, allowing the pupil to gain the desired sensory feedback without causing hurt and harm to others.

These examples illustrate the need to deal with the incident reported and record it. This can be done using the schools incident reporting system, Iris Adapt or My Concerns. Recording of all incidents will enable any previously recorded incidents to be revealed and allow a considered assessment to be made as to whether an unacceptable incident a bullying incident or not.

What motivations lie behind acts of bullying?

Children and young people who engage in bullying can have a range of motivations. Perpetrators' motivations to bully may also include a desire:-

- for power, pride and popularity
- to belong to a strong in-group with a robust sense of identity and self-esteem
- to avoid being a target of bullying themselves
- to compensate for humiliations, which they themselves have suffered in the past

Children and young people may have prejudices against certain groups in wider society. These prejudicial opinions may be informed by a wide range of factors including the following influencers: media, community and/or family values, or previous personal experience.

It is important for school to consider motivations when working with children and young people who bully others. This will help their understanding and identify the root cause of the unacceptable behaviour, as well as help to change it, preventing further bullying from happening.

Bullying behaviour may reflect attitudes held in society or expressed in the media. Schools will sometimes find they need to challenge these attitudes with the wider school community beyond the case they are addressing.

All hate incidents should be accurately recorded to enable schools to monitor patterns and prevent discrimination. Local authorities frequently monitor hate incidents and may require schools to report these to evidence how they are complying with the public sector Equality Duty (PSED) under the Equality Act 2010.

Prejudice-related bullying

Acts of prejudice-related behaviour often contain or express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled; which can include those with additional learning needs (ALN), who are lesbian, gay, bisexual or asexual; or who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators of the prejudice-related behaviour.

Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs 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.

In relation to the Social Services and Wellbeing (Wales) Act 2014, it extends a duty on all public bodies including schools to take into consideration needs of vulnerable children and adults and a duty to report.

There are many examples of prejudice-related behaviour. Some of these might include:-

- stigmatising a learner with a disability or additional learning needs
- using homophobic, bi-phobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil
- prejudice-related bullying
- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour

All forms of prejudice to be challenged equally.

Online bullying and aggression

Understanding children and young people's lives in a digital age is a complex task, and considering the implications for education is often a fine balance.

On one hand there are calls to recognise the sophistication of children and young people's everyday uses of digital media, and for much greater integration of technology in education to equip learners effectively for their current and future lives. On the other hand there are anxieties about the implications of extensive screen time and online harms that are hard to regulate and difficult to confine.

Moreover while many children and young people gain understanding and experience of digital environments from birth, their access to devices and experience of using technologies varies considerably. This disparity is not just linked to economic circumstances but to the different ways in which digital toys and resources are taken up within different families.

Online bullying behaviour can take different forms including:-

- *profile* – people do not have to be physically stronger, older, or more popular than the person they are bullying online
- *location* – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- *audience* – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- *anonymity* – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- *motivation* – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time

Why online bullying is uniquely distressing?

Although offline bullying remains more common than online bullying, learners report that the features of online bullying, stated below, make the experience uniquely distressing.

- The audience can be unlimited
- It can occur anywhere and at any time, there is no respite from it

- It can involve unknown people, although most cases involve known peers
- Technology facilitates the storage of images and messages for repeat viewing

The Welsh Government expects school to address online bullying where it has an impact on the well-being of learners at the school. Where necessary, the Welsh Government expects school to refer a case to the appropriate agency or service. Schools must act in cases that involve a safeguarding concern. All staff should receive regular training in safeguarding and online safety.

Online and mobile communications leave a digital trail. Keeping evidence is essential. Schools should be mindful that evidence can be taken down or disappear from viewer online platforms at any time, whether removed by individuals or at the request of corporate administrators of social media platforms. Screen-grabbing is a useful route to preserve evidence.

The law relating to bullying

There is no legal definition of bullying in Britain, but broader legislation can be applied to address certain acts of bullying. Legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm including bullying.

Challenging bullying - Prevention

Prevention is a vital component of a school's strategy. School needs to create an inclusive and supportive environment and culture where everyone has a shared value and understands that bullying is wrong. School should adopt a whole-school approach for promoting positive, respectful behaviour between staff and learners as part of their whole-school approach to health and well-being. This approach should be woven through all school activity, creating an environment that encourages positive behaviour and addresses the root causes of unacceptable behaviour.

Implementing a whole school approach can be instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to manage their relationships with others and equip them to respond to bullying in an appropriate and if necessary, assertive way. This will help create an inclusive, engaging environment where learners feel safe and are ready to learn.

Challenging bullying - Tailoring intervention

Young children who bully others by using insults may not always understand the hurt they have caused and may be repeating what they have heard at home or in the community. Sensitive restorative work and education can be effective in these cases. Group activities exploring why some words are unacceptable can be used along with meetings with parents/carers who should be reminded about the values of the school. Effective engagement with parents/carers in developing the values and anti-bullying strategy in their school from the outset may also encourage learners and their families to adopt the shared values in the wider community.

When young people become adolescents they are more likely to be influenced by their peers and therefore interventions that adopt a whole-school approach where appropriate, addressing the whole group or class may be beneficial, so the majority opinion is heard.

School has access to the Conwy secondary schools SHRN data and Conwy primary online wellbeing survey data. This data can help support schools in being able to raise issues by reflecting on real data which in turn will represent pupil voice.

Challenging bullying - Curricular approaches

One-off lessons or short 'blitz'-type activities are less likely to succeed than work embedded in the curriculum that progressively addresses relationships, positive behaviour and resilience. A progressive curriculum, allows learners to make use of preferred and appropriate learning styles and can include the use of literature, audio–visual material, drama, music, debates and outside visitors.

Our new curriculum – Curriculum for Wales 2022, looks to equip all our children and young people for life. It has four key purposes to support all learners to become ethical, informed, healthy and confident individuals who are ready to learn throughout their lives as they become citizens of Wales and the world.

Curriculum for Wales 2022 will have six areas of learning and experience. There will be opportunities across all six areas of learning and experience to embed positive behaviour and respect, not limited to the Health and Well-being Area of Learning and Experience.

Recognising good health and well-being as a key enabler of successful learning the Health and Well-being Area of Learning and Experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being. It will also support learners to develop positive relationships in a range of contexts. Drawing on subjects and themes from mental, physical and emotional well-being, learning in this area of learning and experience also links to how the school environment supports children and young people's social, emotional, spiritual and physical health and well-being.

The key characteristics outlined, which will support learners to become ethical, informed members, include:-

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

Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, sign-posting and drop-in sessions, as well as involving the wider neighbourhood and utilising a variety of organisations.   Additional support networks that school uses:-

- Supporting the development of emotional literacy, self-esteem and resilience through assemblies, Circle Time, the Healthy Schools programme, skills development, teaching pupils personal coping strategies, School Council involvement and Buddy schemes
- Active involvement of our designated Police SCPO in the delivery of the all Wales School Liaison Core Programme
- E-aware – educating children on how to stay safe online
- Active involvement from the Jiwsi project - delivering Relationships and Sex Education to vulnerable young people
- Hwb Wales resources – available to staff and pupils

Implementing policy and staff training

School must comply with their legal duty to safeguard and promote the welfare of learners and any other legal duties. The headteacher and school governing bodies will ensure all teachers and administrative staff are aware of their school's anti-bullying policy and the procedures to follow if a learner reports being bullied.

Staff should be mindful that a learner may approach any member of staff they trust. Staff training and regular updates will increase their readiness and confidence to notice and respond when issues of bullying present. All staff should understand the steps to take for addressing bullying and apply them in a consistent and fair manner. This will help to ensure that when a learner reports an issue of bullying to staff, irrespective of which staff member the learner approaches, the same procedure is followed.

Responsive measures to bullying - Perpetrator

Those who perpetrate bullying of others also need help, support and opportunities to change their behaviour. Effective listening can be used along with teaching relationship skills to those who bully others. Teaching a young person who to handle difficult feelings ad to learn positive communication skills is important.

Bullying behaviour can be a sign of some bigger problem at school, home or elsewhere in a child or young person's life. Domestic violence, punitive parenting, neglect, bereavement or parents/carers parting can be revealed when working with learners who bully. Schools with an open culture and good safeguarding protocols will be responsive to all parties involved in bullying.

Responsive measures to bullying – Bystander

Bystanders of bullying need to be supported. Children and young people 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. Children and young people who are bystanders to bullying need to understand that they have the power to challenge the bullying, either by intervening – if they feel safe to do so – or by reporting it immediately to a member of staff or trusted adult.

Educating learners 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.

Anti bullying strategy – Staff involvement

Staff should be well prepared and feel confident to handle any incidents reported to them. This includes teaching and non-teaching staff. It is considered a positive sign when children and young people come forward.

School needs to have an affective reporting mechanism for bullying. Learners need to feel safe in raising their concerns. If children and young people lack confidence that they will achieve a good outcome when they report what is happening to them, they tend to stay silent. The Children's Commissioner for Wales found that 'trust' was a recurring theme raised by children. Having a trusted person to talk to emerged as a key pathway to address bullying.

Schools can find that the most challenging aspect of reducing bullying is to obtain a good resolution to cases. If learners come forward only to find that interventions either make no difference, or worsen the situation, trust is lost.

Anti bullying strategy – Pupil involvement

Without the wholehearted involvement of the children and young people in their school, anti-bullying strategies are not likely to succeed. School should consult learners as an essential step in all stages of anti-bullying work. This can be achieved through surveying pupils, classroom work, and through meetings with the school council.

 To determine how effective a school strategy is, it is important to consult with all those involved in implementing the strategy – this includes the learners. This could be achieved by collating pupil's opinions through surveys or class discussions and evaluating "What is working well?" and "Even better if…" and through working with the school council.

Anti Bullying strategy – Parent involvement

It is imperative that children and young people are taught, both at home and in school, about building and maintaining respectful relationships. This is the foundation on which positive behaviour is based.

Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school; so too do schools.

Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

Bullying incidents outside the school

Section 89(5A) of the Education and Inspections Act 2006 gives headteachers a statutory power to regulate learners' behaviour in these circumstances 'to such extent as is reasonable'. Bullying may be an example of where headteachers used this power. School is best placed to make judgements about what is reasonable in their particular circumstances.

How school will respond to incidents

Bullying damages healthy self-esteem, replacing positive beliefs about oneself and beliefs linked to shame, disgust, criticism, incapacity, powerlessness and helplessness.

A key aim is to increase the self-efficacy of the learner who reports being bullied, staff will try to include decisions made by the learner themselves where appropriate – for example looking at how the incident could be handled. Staff may wish to offer some choices unless, in doing so, there is a risk of evidence of significant harm. In that case staff ashould apply their school safeguarding procedures.

Interventions may be at a small group, class level, key stage level or only with the individuals involved in the bullying incident.

A variety of intervention methods school may choose to use include:-

- mediation – this involves helping the perpetrator and target of bullying talk about the issue and agree on a solution
- restorative approaches – built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation
- building resilience – strengthening the learner's ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- peer support – is about children and young people feeling accepted and included by other learners. It can help individuals feel like they belong in a school and can be an important factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- school sanctions – schools can use disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- School needs to address the perpetrator(s) of bullying according to the agreed approach in the school if they are found to have acted inappropriately; but perpetrators must be allowed to put their side of the story and given a fair hearing before any decisions are made

Responding to an incident

Effective listening
Those who are targets of bullying behaviour tend to feel powerless. One of the first steps when responding to incidents is to work to restore their capacity to make choices for themselves. Using effective listening techniques, staff can help the targeted learner to feel they are doing something about the problem. Acknowledge calmly the anger or distress of the targeted child or young person speaking. If they need time to process their thoughts or articulate the story, try not to rush them. Staff should be mindful that it may have required considerable courage to come and report what is happening. Thank the learner for reporting the problem. Explain to them the next steps of how their concerns will be taken forward. This will help to reassure them that their concerns are being taken seriously.

Consider the setting
Staff must consider the environment where discussions with learners about bullying take place. Ensuring the setting is neutral and offers suitable levels of privacy can make the difference between a learner engaging in discussion or not. Ensure privacy to avoid other learners overhearing what is said or seeing a meeting taking place, but for safeguarding best practice, it should be possible for other staff to observe the meeting.

Saving evidence
Encourage the learners who are bullied, where possible, to keep evidence of the activity. Evidence may be threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes.

Bystanders may also be able to provide witness statements or additional evidence.
Dates and times when things happened should be noted. Screen grabs can be saved as online evidence.

Reporting an incident

School staff whom have been informed of or whom have witnessed an incident, do not need to decide if the incident is bullying or not. The incident will need to be investigated before this can be determined.

All incidents should be logged using My Concerns or IRIS Adapt. Any serious incidents or incidents that may be a safeguarding issue should be reported to the SLT or Safeguarding Officers immediately.

A designated person should then:-

- Investigate the incident and establish facts. This usually involves independently talking to all involved. The Iris Adapt and My Concerns data bases should be accessed to see if there have been previous related incidents. This will help establish if the incident is a one off event, or if there is a repeated or pattern of events.
- If appropriate use Restorative intervention techniques to manage difficulties between perpetrators & targets; encourage reconciliation where this is possible/ feasible.
- Where bullying behaviour has been established, implement agreed actions and/or sanctions consistently and fairly as necessary to prevent further incidents. This will be a pupil specific approach that will take into account the pupils understanding and their Additional Learning Needs.
- Involve parents as early as possible where appropriate.
- Apply guidelines from the all Wales Police "School Beat" partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible.
- Keep accurate, factual records of all reported incidents and the school's response. Once an incident has been dealt with, go back to where the incident was digitally documented and update the document by adding the action taken.

- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased.
- Provide on-going support for those involved where necessary.

Reporting, recording and monitoring

Effective record maintenance enables schools to review an incident, check whether there are other reports concerning the learners involved and make a decision in the light of what is recorded in a holistic and informed way.

Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying; the Welsh Government expects school to then take proactive steps to challenge it.

Our procedure for the recording and monitoring of individual cases at school will be the following tools:

Iris Adapt: This system allows all staff to report concerning behaviour, including triggers and antecedents to behaviours. It allows incidents to be monitored and potential bullying incidents to be identified quickly.

My Concerns: This system allows all staff to report all safeguarding, pastoral and wellbeing concerns. It allows incidents to be monitored and potential bullying incidents to be identified quickly.

The right of parents/carers to escalate the matter

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint. School governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay. Please see "School complaints" policy for more information and guidance.

Evaluation and review of policy and strategy

The anti-bullying policy and strategy to be regularly reviewed and involve consultation with school staff, learners and parents/carers.

The Welsh Government expects the school governing body to monitor the following in relation to bullying:-

- that schools maintain an overview of recorded bullying incidents in their setting to see how long it takes on average for cases to be resolved
- the recurrence rates
- whether learners who have reported bullying incidents believe they got a satisfactory outcome
- whether there are any emerging trends or groups being discriminated against
- whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying
- absenteeism rates
- that the regularly collected data on reported incidents is showing progress towards the equality objectives

The schools anti bullying policy is to be regularly updated, at least every three years or sooner in light of new initiatives or broader policy change. As part of the review, it is recommended that all members of the school community be consulted, including staff, learners, parent/carers and support agencies and organisations, such as the police 'All Wales School Liaison Core Programme'. Following a serious incident of bullying, schools may wish to review their policy and strategy and make relevant adjustments.