

Ysgol Maes Hyfryd

Specialist High School

Ysgol Uwchradd Arbenigol

1. Purpose

a. Ysgol Maes Hyfryd prioritises a proactive stance against bullying, aiming to foster a safe and nurturing environment where every student feels secure and respected.

b. This policy is interconnected with the school's behaviour and safeguarding policies, emphasizing the importance of preventing and addressing bullying incidents promptly.

c. Given the definition of bullying it must be noted that :

At Ysgol Maes Hyfryd, the term "**bullying**" might present challenges due to the diverse needs, cognitive understanding and interactions among students with SLD (Severe Learning Difficulties), PMLD (Profound and Multiple Learning Disabilities), and Autism.

Communication Barriers: Many students at the school may face challenges in expressing themselves verbally or understanding social nuances. This can make it difficult to recognise or articulate instances of bullying as they might not conform to traditional definitions.

Different Social Dynamics: Students with diverse abilities often engage in different forms of social interaction. These interactions might not fit the conventional mould of bullying but could still affect the well-being of others.

Interpreting Behaviours: Behaviours typical of bullying, such as repeated aggression or intentional harm, might manifest differently among students with various abilities. Understanding and interpreting these behaviours accurately can be challenging.

Supportive Environment: Ysgol Maes Hyfryd emphasises a supportive and inclusive atmosphere. Labelling behaviours as "bullying" often comes in contrast with the school's ethos of understanding and supporting individual needs and this complicates the response.

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Complexity in Power Dynamics: Assessing power imbalances, a key component of bullying, can be intricate in a setting where students have diverse abilities. Traditional power dynamics might not apply directly or might manifest differently among these students.

Given these challenges, it becomes crucial for the school to have a nuanced approach to recognising and addressing negative behaviours. It might involve focusing more on understanding individual interactions, ensuring a supportive environment, and tailoring responses to the specific needs and dynamics of each student. This approach aims to foster a positive and inclusive environment while addressing any behaviours that might impact students negatively, even if they don't fit the conventional definition of bullying.

2. Understanding Bullying

Bullying encompasses deliberate and repetitive negative actions causing harm physically, verbally, emotionally, or through technology, resulting in distress and a power imbalance. This must be considered in the light of the information above.

3. Preventive Measures

a. Proactive Education

We integrate anti-bullying initiatives into the curriculum, promoting empathy, respect for diversity, and inclusive behaviours.

b. Policy Integration

We ensure alignment with behaviour and safeguarding policies to address bullying comprehensively.

c. Incident Recording

We maintain records of bullying incidents to facilitate proactive interventions and monitor trends – Records of such incidents are kept within our CPOMS system and incidents of bullying shared on the Flintshire Workspace system.

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4. Reporting and Monitoring

a. Diverse Reporting Channels

We provide accessible avenues for reporting incidents, fostering a safe and confidential environment for reporting. The following links provide Flintshire county frameworks for reporting bullying.

[Create | Challenging Bullying \(flintshire.gov.uk\)](#)

<https://hwb.gov.wales/repository/discovery/resource/5c64fcf5-d225-4726-8468-d5ffb09aaa3f/en?sort=recent&strict=1>

b. Support and Record-Keeping

Offer confidential support to victims and document incidents to inform proactive anti-bullying measures. Pupils are signposted towards support and at Ysgol Maes Hyfryd the pupils have access to external counsellor support as well as trained staff within the school team including trauma informed practitioners, trained ELSA staff and drawing and talking therapists.

5. Intervention and Support

a. Restorative Practice

We embrace restorative approaches to understand the root causes of bullying behaviours and facilitate resolution.

b. Individualised Support

Staff are able and prepared to create tailored plans for victims and perpetrators to prevent future occurrences and promote a supportive environment. In these instances 'social stories' provide a method to present complex topics in a more pupil friendly way. Utilising social stories can be instrumental in supporting pupil understanding, communication, and social development in a manner tailored to their specific needs.

c. Collaborative Review

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We engage students, staff, and families in the regular review of anti-bullying strategies.

6. Addressing Bullying

a. Consistent Consequences

We implement fair and supportive consequences for individuals engaging in bullying behaviours, thus accommodating diverse abilities.

b. Learning and Growth

We offer educational opportunities and counselling to facilitate learning and growth for those involved in bullying incidents.

7. Ongoing Evaluation

a. Periodic Assessments

We will regularly evaluate the effectiveness of the policy and strategy in collaboration with learners and stakeholders.

b. Inclusive Feedback

Encourage input from students, staff, and families to refine and enhance anti-bullying strategies. Pupil and parent questionnaires delivered throughout the school year ask about perceptions and feelings of safety and support.

8. Promoting Awareness

a. Clear Communication

We ensure clear dissemination of the policy, aligning with Welsh Government expectations.

b. Comprehensive Training

We will conduct regular training sessions for staff and students to effectively – implement and uphold the anti-bullying policy – Behaviour management and

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positive behaviour support is trained in an ongoing programme of training at Ysgol Maes Hyfryd.

9. Statutory requirements

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

This policy is to be read in conjunction with Ysgol Maes Hyfryd behaviour policy.

10. Roles and responsibilities

a. The governing body

The governing board will:

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- Approve the Anti Bullying policy, and hold the Head teacher to account for its implementation.
- Meet with relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate training as necessary

b. The Head teacher and SLT

The Head teacher and SLT are responsible for ensuring that any bullying issues are dealt with consistently across the school and opportunities for teaching anti bullying messages are delivered through the Ysgol Maes Hyfryd curriculum.

They will deliver or organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.

c. Staff

All school staff are expected to have regard to this document and to work to achieve the set out objectives. Staff are responsible for:

- Modelling positive attitudes
- Monitoring pupils and any issues
- Responding to the needs of individual pupils
- Regularly update and evaluate practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
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- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so, there is no need to have parental consent to search through a young person's mobile phone. (DFE Guidance 2017)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities.

d. Pupils

Pupils are expected to engage fully in the ethos of Ysgol Maes Hyfryd and promote the anti-bullying culture it endeavours to provide. However we at Ysgol Maes Hyfryd recognise that Children with ALN can often lack the social or communication skills to report incidents. Many of our pupils can often lack social or communication skills so it is important that staff are alert to potential bullying and have support mechanisms for reporting accessible to all.

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e. Families

Close work with our families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the behaviour lead or another member of the SLT on how to proceed. Efforts should be made to conduct conversations sensitively, informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If as a parent/carer you are concerned about your child/young person being bullied you should contact the school to discuss further.

Conclusion

Ysgol Maes Hyfryd is dedicated to upholding this policy, reflecting the Welsh Government's expectations, to create a secure and supportive environment for all students.