

Roath Park Primary School Ysgol Gynradd Parc Y Rhath



Positive Relationships Policy

July 2022 – June 2025

Date Adopted by Governors	Review Date	Pupil Senedd and Staff Members Involved
July 2022	July 2024	Ministerial Team (First Minister, Deputy Minister, Presiding Officer) Equality & Rights Minister Acting Headteacher

INTRODUCTION

“It’s relationships that change children...young people thrive when adults care about them on a one to one level and when they have a sense of belonging to a caring community.”

At Roath Park Primary School, we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection to thrive in life.

This policy has been created with close consideration of the Welsh Government guidance - Challenging Bullying: rights, respect, equality (statutory guidance for governing bodies of maintained schools, 2019) and Section 89 of Education and Inspections Act 2006.

It should be used alongside the Positive Relationships Policy 2022 and Hate Crime Policy 2022. It also interlinks with broader school policies such as Safeguarding, Attendance and Online Safety. In addition to this, the Health and Well-being Area of Learning Experiences should be considered alongside this policy (Curriculum for Wales, 2022).

VISION AND VALUES

Respect is one of our core values as a school and it is very important to us that pupils and staff are treated with respect at all times. ***We believe that we should listen to each other and treat others the way we would like to be treated. We keep our hands, feet and unkind words to ourselves in order to live, play and learn together with kindness and respect.***

Our school motto reflects these beliefs:

“Living Together, Learning Together, Growing Together” | “Byw Gyda’n Gilydd, Dysgu Gyda’n Gilydd, Tyfu Gyda’n Gilydd”



Our school guidelines focus on children showing respect to themselves, all children, all adults and their surroundings and mending any relationships that are harmed.

Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

DEFINITION OF BULLYING

Bullying can be defined by the behaviour of an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Anti-Bullying Alliance definition:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can also occur directly or indirectly.

ARTICLE 2 UN RIGHTS OF THE CHILD (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

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.

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 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. This has recently been extended to include homophobic, transphobic, racist, targeted against faith, sexism or disablist abuse.

SIGNS A CHILD MIGHT BE EXPERIENCING BULLYING (NSPCC GUIDANCE)

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

No single sign will indicate for certain that your child's being bullied, but watch out for:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to whoever's bullying them)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping

- bullying others.

Effects of bullying

The effects of bullying can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

Children who are bullied:

- may develop mental health problems like depression and anxiety
- have fewer friendships
- aren't accepted by their peers
- are wary and suspicious of others
- have problems adjusting to school, and don't do as well.

All children who are affected by bullying can suffer harm – whether they are bullied, they bully others or they witness bullying

WHAT BULLYING IS NOT:

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** – this will be addressed according to the school's positive relationships 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** – this would 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. The police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person.
- **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.

WHY IT IS IMPORTANT TO PREVENT AND CHALLENGE BULLYING:

Schools must comply with their legal duty to safeguard all learners. A great body of research shows the devastating and long-lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced well-being. Bullying can also lead to children and young people becoming lonely and socially isolated. 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 and young people have positive relationship experiences.

ARTICLE 39 UN RIGHTS OF THE CHILD (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

HOW AWARENESS OF BULLYING WILL BE RAISED

Schools must comply with their legal duty to safeguard and promote the welfare of learners and any other legal duties. The headteacher and school governing body will ensure all teachers, support staff and administrative staff are aware of their school's Anti-Bullying Policy and the procedures to follow if a learner reports being bullied. Some approaches to raise awareness of bullying and mental health, include:

- Restorative Approaches and the use of appropriate conflict resolution methods
- THRIVE approach across the school to ensure emotional health and wellbeing approaches and positive relationships are at the core of our practice
- Regular refresher training on the Anti-Bullying Policy
- Awareness events to explore emotional health and wellbeing that may touch upon bullying as a cause and symptom such as 'Anti-Bullying Week / Odd Socks day', 'Five to Thrive', 'Positive Relationships Week', 'The Big Anti-Bullying Assembly', Children's Mental Health Week, 'Mental Health Awareness Week'
- Staff briefings to provide updates as needed

EMBEDDING ANTI-BULLYING WORK IN THE CURRICULUM

Whole school initiatives and proactive teaching strategies are used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Restorative Approaches
- Strong focus on the school values (centred around respect)
- Assemblies to reinforce positive behaviours and promote positive relationships
- Lunchtime 'quiet-zone' for social groups
- Rewards for kindness and respect towards others like 'Spikeys' to spend in our school shop
- Rights Respecting Awards to recognise pupils who are promoting various rights found within the UN Rights of the Child charter.

- PSE, THRIVE, ELSA and class sessions, Quiet Zone, Mindfulness and Circle Time activities are used to support anti-bullying work
- Emotional Support Teacher – providing bespoke support
- Praise and reward for good behaviours – Merit Awards Assembly, Dojo points, Spikeys (our school currency)
- Encouraging the whole school community to act as role models for the desired behaviour
- Treating all adults and children with respect
- Communication of the policy, as well as periodic updates to ensure that staff and pupils are continuously aware of their individual responsibilities
- Parent support planning meetings with families
- Ongoing professional learning for staff
- Consulting specialists on supporting children who have experienced trauma

INVOLVEMENT IN DEVELOPMENT AND IMPLEMENTATION OF THIS POLICY

Stakeholders views are very important and are part of ongoing consultations. Learners' views and questionnaire responses have been particularly useful when creating this policy.

LEARNERS

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

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. We work hard as a school to engage with parents/carers, taking into account the following considerations when developing and rolling out our anti-bullying strategy:

- Ensuring parents/carers are aware of the current Anti-Bullying Policy and strategies employed by the school.
- Establishing parent awareness via the use of a parent questionnaire.
- Ensuring parents/carers know how to report any concerns and how to appropriately escalate matters should they not be satisfied with the outcome of their initial concern.
- Ensuring parents/carers know who to speak to when raising a concern about bullying and what evidence to provide.
- Ensuring parents/carers have been engaged to support their children and support the vision and values of the school.
- Ensuring that parents/carers are aware that prejudice and discrimination are unacceptable within the school community. This can help a school deal with incidents when they occur.

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 must ensure all staff have sufficient training to be equipped to deal with all incidents of bullying. Child Protection training is given to all staff and governors to ensure all staff are fully informed and aware of up to date legislation.

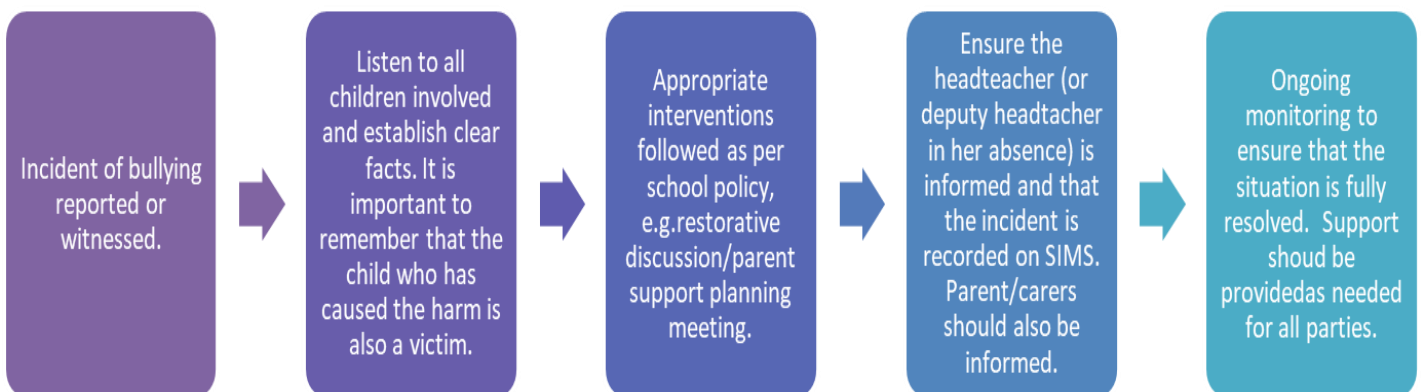
STAFF AND GOVERNORS

Staff should be well prepared and feel confident to handle any incidents reported to them. This includes teaching and non-teaching staff. They should expect more reports than usual when a new strategy is launched. It is considered a positive sign when children and young people come forward to discuss incidents of bullying because this reflects trust in adults and positive relationships.

The governing body supports the head teacher in all attempts to promote positive relationships and deal with any instances of bullying. This policy statement makes it very clear that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy at least biennially.

RESPONDING TO BULLYING INCIDENTS

Flow chart of responses:



The school positive relationships policy must be followed fully, including the section on responding to inappropriate behaviour.

If bullying is suspected, reported or witnessed:

- The incident will be dealt with immediately by the member of staff who has been approached.
- Victims of bullying are offered the opportunity to discuss the experience with a member of staff who will offer support and attempt to restore confidence.
- Peer support will be offered if appropriate.

- A clear account of the incident will be given to a member of the SLT who will then interview all concerned or a restorative conference will be held (as appropriate).
 - Incident logged on SIMS or with the LA if appropriate.
 - Class teachers (and if appropriate parents/carers) will be kept informed.
 - Sanctions will be used if appropriate and in consultation with all parties concerned.
- However, every attempt to resolve the situation will be sought and all learners' needs will be considered.

Learners are offered a range of ways to report bullying. These can include:

- During the school day to staff at Roath Park
- To the Equalities and Rights Ministers
- To a trusted member of staff
- To their parents or siblings
- Via worry boxes in classes
- Within emotional well-being sessions e.g ELSA or THRIVE

TAKING CONCERNS SERIOUSLY

The school will always seek to resolve matters as quickly and appropriately as possible. If parents/carers are not satisfied with the way the school has dealt with a case of bullying that they reported they should be aware of the school's complaints procedure. This is available on the school website.

RECORDING AND MONITORING INCIDENTS OF BULLYING

There are clear mechanisms in place for reporting and recording bullying which are clearly communicated to the whole school community. All incidents are recorded on SIMS and are monitored and reported to governors.

The information recorded fully reflects the school's definition of bullying and broader provisions outlined in this policy.

EVALUATING AND REVIEWING THEIR POLICY AND STRATEGY

The school and governing body will review this policy at least biennially and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Parents are encouraged to work closely with the school to actively support this policy, promoting high standards of behaviour at all times and reporting any misgivings they may have concerning either victims or perpetrators of bullying.

USEFUL GUIDANCE

- Diana Award Anti-Bullying Campaign
- Anti-Bullying Alliance: Anti-bullying policy guidance
- Kidscape: Anti-bullying policy checklist
- Equality and Human Rights Commission: What Equality Law Means for You as an Education Provider in Wales
- Equality and Human Rights Commission: Using data to inform and evaluate anti-bullying strategies
- Welsh Government: Special Educational Needs Code of Practice for Wales
- Welsh Government: Professional standards for education professionals
- Welsh Government: Keeping learners safe guidance • Welsh Government: All-Wales Child Protection Procedures
- Welsh Government: All-Wales Travel Behaviour Code guidance
- About the Contextual Safeguarding Network [hwb.gov.wales/playlists/view/57976d4f-7a52-4733-9bf6-c316120ea30e/en/19 53](https://hwb.gov.wales/playlists/view/57976d4f-7a52-4733-9bf6-c316120ea30e/en/19%2053)
- Section 89 of Education and Inspections Act 2006.
- Challenging bullying Rights, respect, equality: Statutory guidance for governing bodies of maintained schools

Staff Responsible:	Hannah James (Rights Leader) Jane Marker (Acting Deputy Headteacher)	Date:	July 2022
Headteacher:	L Fitzgerald (Acting Headteacher)	Date:	July 2022