



# ANTI-BULLYING RESPECTING OTHERS

<b>Last Review Date</b>	November 2015	<b>Next Review Date</b>	November 2016
<b>Leader of Policy Review</b>	Mrs. J. Cooper, Mr. C. Ellis, School Council		
<b>Associated Policies</b>	Behaviour, Child Protection, Closed Circuit Television, Complaints, Diversity and Equality Equal Opportunities, Exclusions, Home School Partnership, Racial Equality, Student Voice		

The School is committed to providing a caring, friendly and safe environment for all of our students. They are taught to respect each other so that each individual can learn in a relaxed and secure atmosphere. If bullying does occur, all students know that incidents will not be tolerated and staff will act firmly, promptly and effectively against it. A climate of trust is essential so that they are encouraged to tell parents and staff if they face bullying.

All students, parents and staff understand that bullying will not be tolerated, and can be assured that they will be supported when bullying is reported. This policy highlights the signs and how to handle cases of bullying. All staff have access to this policy and receive training as part of their induction. Our aims are to:

- Identify any incidents of bullying
- Support people involved in bullying incidents (students, parents and staff), so that it be resolved
- Continually develop effective strategies for the detection, prevention and management of bullying

As well as treating all cases of bullying as serious, it is important to try and prevent its occurrence. The school ethos and the curriculum constantly reinforce how students can behave in a responsible manner. Assembly, registration and PSE time provides the vehicle by which our preventative approach can be conveyed, and additional support strategies include the Peer Support group.

Our policy is developed through consultation with staff, students, parents and governors, and is updated annually to reflect new guidance, sharing of good practice, and ideas developed through our monitoring and experience in dealing with incidents. The WAG Circular 23/2003 *Respecting Others: Anti-bullying Guidance*, and the associated checklist, was originally used to review this policy and all of our practices. More recently the *Respecting Others: Anti-bullying Overview Guidance 050/2011* and associated documents relating to specific types of bullying have been used as supplements to this summary policy. In addition, the school has developed its 'Diversity and Equality' policy based upon the *Equality Act 2010*.

The School actively pursues strategies to listen to students and the School Council have discussed strategies related to behaviour and bullying and their views have been incorporated into this policy. They also have an important role to play in reporting all cases of bullying, and advising and monitoring their children in the use of the internet and mobile phones to prevent cyber bullying at home. The School Council schedule annual assemblies with younger students based on the 'Bully Buster' pack they have produced. This involvement contributes to a sense of ownership of the school and the development of a positive ethos.

Parents are invited to express their views on school policy through annual questionnaires.

The School has a Complaints Procedure that parents or students can use if they are unhappy about the way the School has dealt with an individual case.

## WHAT IS BULLYING?

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time, while recognising that even a one-off incident can leave a student traumatised and nervous of a future recurrence
- difficult for victims to defend themselves against

Individual student perspectives on what constitutes bullying are also taken into account.

Bullying can take many forms, but the three main types are:

- Physical : hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal : name-calling, insulting, making offensive remarks
- Indirect : spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

The school recognizes that there are specific types of bullying, and uses the Welsh Government reference documents listed below to provide training and inform responses to individual cases:

- Bullying around race, religion and culture (051/2011)
- Bullying around special education needs and disabilities (052/2011)
- Sexist, sexual and transphobic bullying (055/2011)
- Homophobic bullying (056/2011)
- Cyberbullying (057/2011)

## **SIGNS and SYMPTOMS**

A student may indicate by signs or behaviour that he/she is being bullied, including:

- Not wanting to go to school or truanting
- Is frightened of walking to/from school, does not want to travel on the bus
- Changes their usual routine or becomes withdrawn, anxious or lacking in confidence
- Feels ill in the morning, stops eating normally, or cries themselves to sleep
- Comes home with clothes/possessions torn, damaged or missing
- Asks for money, starts stealing money, or has dinner or other monies continually lost
- Has unexplained cuts or bruises
- Begins to do poorly in school work
- Becomes aggressive, disruptive or unreasonable
- Bullies other children or siblings
- Is afraid to use the internet or mobile phone, or is nervous when a message is received
- Runs away or self-harms
- Will not discuss or gives improbable excuses for any of the above

## **PREVENTION OF BULLYING**

The School will:

- Advise staff to be alert to situations that may lead to bullying, such as groups of children gathered around another or a younger student
- Actively promote the theme of respecting others in assemblies and other forums, and all students are expected to proactively support and report bullying
- Be aware of potential problem areas such as toilets, school transport, queuing and busy corridors
- Maximise supervision during non-teaching times, break and lunchtimes, including appropriate use of CCTV systems
- Take advantages of opportunities to discuss bullying and devise strategies to combat it
- Incorporate anti-bullying within PSE programmes
- Provide opportunities to discuss concerns during individual interviews eg. coaching/mentoring
- Ensure that there are a variety of 'telling' opportunities for students to speak out
- Involve the Sixth Form, School Ambassadors, House Councils and Peer Support Groups in dealing with problems

## **WHAT TO DO IF BULLYING IS REPORTED**

When bullying is reported, the following general procedures will apply:

- Students should be listened to, taken seriously and appropriate enquiries made
- A senior colleague, usually the Head of House, should become involved at any early stage
- Written accounts of the events should be taken and accurate records maintained
- A resolution could include:
  - Getting the bully and victim together, where appropriate
  - Imposing sanctions on bully
  - Informing parents
- Continue to give support, provide coping strategies as appropriate, and monitor progress of the victim
- In extreme cases outcomes for the bully could include exclusion (fixed or permanent), extended involvement with parents, behaviour support strategies, education psychology services, counselors etc.

For a single incident such as verbal/physical abuse, demanding money/food, spreading rumours, or making threats, immediate action by a teacher will involve:

- Separating (where necessary) those involved
- Collecting as much information (e.g. names, witnesses) about the incident as possible
- Reassuring the victim
- Reporting verbally to on-call teacher or Pastoral Leader that follow-up action is needed

- Completing and forwarding a Behaviour Referral Form

## **STRATEGIES FOR STAFF IN THE PREVENTION AND MANAGEMENT OF BULLYING**

### **Management**

The overall implementation of the policy is the responsibility of all staff, but to support the strategies the School will ensure:

- Effective supervision during the lunchtime, at break and before/after school
- A range of activities are provided for all students at lunchtime, including ensuring that there are social spaces that are supervised and quiet
- The composition of tutor groups and teaching groups are reviewed regularly to identify and resolve potential problem areas
- The self-image of all students is promoted through the reward systems etc.
- Work in the curriculum that focuses on bullying is encouraged and supported
- Staff with particular expertise are given opportunities to work with groups experiencing problems
- Training is periodically provided for all staff
- Resources are made available for supporting victims and for behaviour modification programmes
- There is effective communication, recording, monitoring and evaluation of systems and strategies

### **Group Tutors**

- Create a climate where your students in your tutor group can tell you if they or someone else is being bullied
- Use strategies with your tutor group to bring any incidents into the open and to discourage potential bullies
- Always deal with incidents of bullying that are reported to you by students or other staff. If you cannot deal with the incident yourself pass it on to the Pastoral Leader for action
- Involve all your students in group activities. Change the composition of groups when group work is involved. Ensure there is no embarrassment when choosing partners/groups
- Encourage your students to become involved in extra curricular activities at lunchtime – a time when bullying is most likely to take place
- Offer a temporary refuge to students with problems – a quiet room at break or lunchtime
- Discuss any problems at regular intervals with your Pastoral Leader
- Try strategies to help raise the self-esteem of the bully (see PSE curriculum)
- When the problem is solved, do not keep reminding the student of the incident or label the student a 'victim'

### **Pastoral Leaders**

- Keep a check on students who are suspected of being bullied
- Schedule a meeting with each group tutor on a regular basis to discuss students in each group. This will provide an opportunity to review progress of victims of bullying
- Employ strategies to solve the problems of students referred to you and discuss with Mrs. C. Williams who may involve external agencies
- Periodically make bullying the subject of assemblies
- Monitor and evaluate the bullying materials in the PSE curriculum and work with the year team leaders to develop as necessary
- Ensure staff punctuality for morning and afternoon registration
- Ensure supervision of House area during the day, particularly when the majority of staff are in morning briefing

### **Subject Staff**

- Be sensitive to groupings within your classroom. Involve any isolated students in group work; ensure there is no embarrassment when choosing groups/partners
- Always reprimand and apply sanctions when any incidents of verbal abuse occur in your classroom – these may just be hurtful comments but students should be aware that they are not tolerated
- Make sure you are an appropriate role model. Ensure your comments do not hurt or embarrass students
- Always report incidents using Behaviour Referral Form
- Draw up your own strategies for dealing with persistent problems in your teaching group or contact a Pastoral Leader if you do not feel you have the skills to do this
- Be punctual to lessons and when on break or bus duty (these are the times when bullying is most likely)
- Do not leave students unsupervised during a lesson