

# CROESYCEILIOG SCHOOL

## YSGOL CROESYCEILIOG

### Anti-bullying Policy



**“Learning, Respect, Ambition”**

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*“At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.”*

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## Anti-bullying Policy

<b>Author</b>	Croesyceiliog School
<b>Consultees</b>	All staff, students and parents of Croesyceiliog School
<b>Name of school staff responsible for maintaining the policy</b>	Mrs H. Rawle-Jones
<b>To be read in conjunction with</b>	Relationships Policy, Cyber-Bullying Policy Vulnerable Learners Policy, ALN policy, Safeguarding Policy, Strategic Equality Plan, Acceptable Use Agreement and Education Workforce Council Good Practice Guide Positive Working Relationships
<b>Date policy formally approved by Governing Body</b>	
<b>Review date</b>	
<b>Signed by Headteacher</b>	
<b>Signed by Chair of Governing Body</b>	

### **Statement of intent**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Pupils' views are sought through pupil voice activities and parents' views through parent governors.

Bullying is anti-social behaviour and affects everyone; it is unacceptable. Bullying occurs in every school, whatever its size, population or philosophy. It is important that we recognise the fact and convey this to pupils and parents, so as not to marginalise the problem in their eyes. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

### **Why do we need an Anti-Bullying Policy?**

- Persistent bullying can severely inhibit a child's ability to learn effectively.
- The negative effects of bullying can have an impact on a person for their entire life.
- This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

### **What is Bullying?**

Torfaen definition: "bullying behaviour abuses an imbalance of power to cause, repeatedly and intentionally, emotional or physical harm to another person or groups of people. Isolated instances of hurtful behaviour or arguments between individuals of equal power should not be seen as bullying." (Torfaen anti-bullying strategy)

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, bi-phobic, transphobic, verbal or cyber. It is persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone.

There are times when pupils may hurt others, physically, emotionally or verbally, without intending to do so; this is not bullying but all parties will need appropriate support and a restorative approach.

Bullying can take many forms including:

- ❖ **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- ❖ **Verbal** bullying which includes name calling, mocking and making offensive comments;
- ❖ **Emotional** bullying which includes isolating an individual or spreading rumours about them;
- ❖ **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media. With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore our school has an electronic ICT user's policy which students access each time they log in, along with a separate E-Safety policy
- ❖ **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- ❖ **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- ❖ **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- ❖ **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as trans

- ❖ **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- ❖ **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender

### **Some warning signs that a student is being bullied**

- ❖ Changes in academic performance
- ❖ Increased anxiety
- ❖ Regularly feeling sick or unwell. Wanting to visit the nurse regularly
- ❖ Reluctance to come to school.
- ❖ Unexplained cuts and bruises.
- ❖ Unexplained behaviour changes, e.g. moody, bad-tempered, tearful
- ❖ Loss of appetite. Not sleeping. Loss of weight
- ❖ Becoming isolated or withdrawn

### **Some reasons why people bully**

- ❖ Desire to appear powerful
- ❖ To increase status within peer group
- ❖ Unhappiness
- ❖ Feelings of inadequacy
- ❖ Difficulties at home.
- ❖ Learned behaviour (They too have been bullied)

### **Anti-Bullying Procedures**

#### **Step 1 Anticipation:**

##### **We aim to educate, raise awareness and prevent through:**

- ✓ Regular promotion of anti-bullying in assemblies.
- ✓ Use of CCTV within the school grounds to help with the prevention of bullying.
- ✓ Transition meetings, held prior to pupils joining year 7, where parents are informed of our procedures and our message that the matter is taken seriously.
- ✓ A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- ✓ Pupil voice questionnaires to research student views on how safe they feel in school
- ✓ Anti- bullying training for staff
- ✓ Pastoral programmes addressing the issues. Health and Wellbeing lessons on anti- bullying where discussions create a climate in which pupils can talk about feelings to make it easier for them to tell if they are being bullied or know of others who have.
- ✓ Strong teacher-student relationships so students feel comfortable in reporting any issues
- ✓ Information talks from the School Police Liaison Officer

The aim is to create an open climate and to give a firm indication that the school will not condone, accept or ignore bullying.  
Both pupils and parents are encouraged to report bullying.

## **How to get help**

### **Step 2 Reporting**

#### **Who can students talk to if they have any concerns about bullying?**

- ✓ Form tutor
- ✓ Wellbeing Team including :
- ✓ Heads of Year
- ✓ Leaders of phase KS3/KS4
- ✓ Wellbeing and Achievement Officers
- ✓ Subject teacher
- ✓ Peer Supporters
- ✓ Heads of Faculty
- ✓ Leadership Team
- ✓ Learning Support Assistants
- ✓ School Nurse
- ✓ Receptionist or office staff
- ✓ Education welfare Officer
- ✓ Midday Supervisors

Students can feel confident that any of the above will listen to their problem.

## **Support**

### **Step 3 Follow up:**

Pupils who have been bullied will be supported in the following ways:

1. Offered an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice, reassuring the pupil.
2. If necessary, steps are taken immediately e.g. to allay fear of meeting the bully on the way home.
3. Investigation by Heads of Year / Wellbeing and Achievement Officers. This will include allowing the student to speak freely about the issue and receive counselling on dealing with the situation. Witnesses will be interviewed, including the alleged bully. Parents are kept informed.
4. Records of the allegation and outcomes of the investigation are kept.
5. Offered continuous support and restoring self-esteem and confidence

## **Disciplinary Steps**

Responses will vary depending on the nature of the incident, but may include:

1. Oral reprimand
2. Apology by letter or directly
3. Counselling
4. Use of a report card
5. Involvement of external agencies
6. Monitoring by Tutor/Head of Year
7. Peer support/peer mentoring

8. Formal recording with the L.A (racism, hbt, disablist bullying)
9. Use of Behaviour Agreement Contract
10. Liaison with parents/guardian/social worker
11. Internal exclusion
12. Fixed term exclusion
13. Permanent exclusion
14. The ultimate sanction for any breach of discipline is permanent exclusion from the school (in which case procedures will be followed most carefully). This will be considered for extreme cases of bullying (e.g. proven sexual assault, grievous bodily harm, persistent sustained bullying).
15. If a pupil is excluded (temporarily or permanently) the Governing Body and the L.A will be informed.
16. Parents can 'make representations' to the Governing Body, they are heard by Personnel. Further appeals are heard by the L.A Standing Independent Panel.

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

### **Staff Responsibilities**

- ❖ To implement procedures to confront bullying in any form
- ❖ To familiarise themselves with the policy in the staff handbook
- ❖ To listen to all parties involved in incidents
- ❖ To investigate incidents promptly and as fully as possible
- ❖ To take appropriate action or to refer to Tutor/Head of Year/SLT as appropriate
- ❖ To record in the appropriate students' files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate
- ❖ To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- ❖ To implement appropriate procedures for a member of staff
- ❖ To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- ❖ To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- ❖ The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Anti-Bullying Strategies**

#### **Anti-bullying advice to Parents / Carers**

- ❖ A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school
- ❖ Talk to your child on a regular basis, so any problem is easier to share
- ❖ Encourage your child to feel good about themselves, realising that we are all different and equally important
- ❖ If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options.

- ❖ If your child is a victim assure them that it is not their fault and that you are going to do something to help
- ❖ Be realistic in your expectations, sometimes on-going problems can take time to resolve
- ❖ Work alongside the school to resolve the issue
- ❖ Remember that children can't solve bullying on their own. They need the support of parents/carers and our school

**Sources of useful information/support:**

Cyber bullying: [www.digizen.org](http://www.digizen.org) offers guidance and information.

Parents can also be given the reference for the relevant page of the anti-bullying network website: this provides a list of contact numbers for internet providers which can be used to report cyber bullying.

The relevant page is: <http://www.antibullying.net/cyberbullying1.htm>.

Homophobic bullying: Stonewall 02920 237744

Rainbow 01495 752333

Bullying focusing on disability: Mencap 02920 747588

National Youth Advocacy Service 0800 616101.

Generally: Bulliesout 02920 568947.