



# Cyfarthfa high School

## Anti-Bullying Policy

Date September 2022  
Review Date September 2023

	Signed	Date
Chair of Governors		
Headteacher		
Designated SLT		
Designated Governor		
Union representation		

Cyfarthfa High's Anti-Bullying Policy outlines what we as a school will do to prevent and tackle bullying.

- 1)** Our school community understands and complies with the Equality act of 2010, Human Rights Act 1998 and the Rights, respect, equality challenging bullying statutory guidance.

No pupil or person in our school should feel persecuted because of issues related to;

- Gender
- Race
- Faith or belief
- Sexual orientation
- Age
- Pregnancy and maternity
- Being married or in a civil partnership
- Being a disabled person
- Being transgender

As a school we;

- Discuss, monitor and review our anti-bullying policy annually.
- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

**2) Definition of bullying (as highlighted in the guidance)**

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

Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

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.

### **3) Forms of bullying covered by this Policy**

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<sup>9</sup>. 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 special educational needs (SEN) 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<sup>10</sup>. 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 can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

#### **4) Preventing, identifying and responding to bullying**

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the student council.
- Train all staff including lunchtime staff and LSA staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children and pupils (room 28 – student support).
- Online bullying safeguarding button, which can be anonymous, which students are able to communicate any vulnerability to safeguarding officer

#### **5) Involvement of pupils**

We will:

- Regularly canvas students views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in our school.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

## **6) Liaison with parents and carers**

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the College gates that give rise to bullying.

## **7) Monitoring & review, policy into practice**

The school takes advice from The Welsh assembly Government document; The policy reflects the challenging bullying: Rights, respecting, equality: Statutory guidance for governing bodies of maintain schools. Additional supporting information, including updates on Anti-bullying Week, can be found on the [Learning Wales website](#).

This policy will be reviewed annually.

## **8) Responsibilities**

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Students to abide by the policy.

## **PUPIL COMPLAINTS PROCEDURE**

1. Do NOT hesitate to inform an adult of any type of bullying which distresses you. This need not necessarily be direct to you - you may have only witnessed it. Watching and doing nothing can suggest support for the bullying.
2. Within school, this adult may be a member of staff whom you particularly like and trust - who will then bring you to your progress coach. Talk with a good friend about the issue; they may help you to acquire the courage to do so.
3. Outside school, please tell your parents. If you have older brothers or sisters
4. talk with them to give you the confidence to tell your parents.
5. If the bullying is a school problem your parents and the school can work

6. together on strategies to combat this.
7. Remain calm; you are in charge. Reacting emotionally may add to the
- a. bully's fun and give the bully control of the situation.

### **8. Advice for Staff**

1. Take the Incident or report seriously.
2. Take action as quickly as possible.
3. Reassure the victim (s), don't make them feel inadequate or foolish.
4. Offer concrete help, advice and support to the victim (s).
5. Make it plain to the bully that you disapprove.
6. Encourage the bully to see the victim's point of view.

Explain clearly the punishment and why it is being given

### **PROCEDURE IN DEALING WITH BULLIES**

- a. Once a complaint is received it will be investigated thoroughly
2. and categorised as to type of bullying incident. [See Incident Record Sheet attached
3. All incidents will be recorded as follows:
  - a. Bullying Incident Record Sheet. (Bullying Incident Sheet and on classcharts)
4. During investigation the staff member ascertains the nature, severity,
  - a. frequency, motivation of the bully and numbers involved.
5. 4In consultation with parents, bullies will be shown that they can satisfy their needs through working with others, rather than in confrontation or in competitive ways, and be encouraged to change their behaviour to conform with the school ethos. Pastoral staff will use their skills and the training techniques of Restorative Justice. Intervention may also be sought from the wider team, depending on nature of bullying and student involved.
6. The victim's parents should also be consulted about the incident(s) and the Plan of Action.
7. A review meeting will be scheduled to monitor the situation so that victims can be supported and bullies deterred.
8. Bullying may involve a fixed- term exclusion, and persistence may result in a permanent exclusion.

## **PROCEDURES IN DEALING WITH VICTIMS**

1. Once a complaint is received it will be investigated thoroughly by the particular year group or pupil support service. [See Bullying Incident Record Sheet.]
2. Discreet, sensitive discussion will be carried out to raise student's self-esteem and give encouragement. Tell students there is nothing wrong with them and that they are not the only victim. This action may also be performed by students in a Buddy System, with staff using Restorative Justice techniques, LSAs, Mentors, etc.~
3. Students will be told to identify the places where bullying takes place and work out a way to avoid these places. If this is not possible they must make sure that other trusted people are about.
4. Students will be advised not to try and buy the bully off with sweets or presents and not give in to demands for money.
5. Review meetings involving parents, students and staff will be scheduled to monitor the situation and support the student.

## **PROCEDURES FOR PREVENTION**

All staff will be made aware of the early signs of distress in students. They may include:

- a. Deterioration of work
- b. Serious illness
- c. Isolation
- d. Desire to remain with adults
- e. Erratic attendance
- f. Physical evidence

All staff offer support and help by putting the school's procedures into

- i. operation.
- ii. All accessible areas of the school; to be patrolled at break-times and  
b. lunch times, particularly toilets, playground and hidden corners.  
c.

Parents will be advised to watch for signs of distress in their children. Such as:

- a. an unwillingness to attend school
- b. a pattern of headaches or stomach pains
- c. equipment missing
- d. requests for extra pocket money
- e. damaged clothing or bruising

Parents will be advised to take an active interest in the child's social life, discussing friendships, how free time is spent and their journey to and from school.

Parents advised to inform school immediately if they suspect that their child is being bullied

and keep a written record of who, what, where and when, in order to provide supportive evidence.

With an appointed member of staff parents can devise strategies to help their child and provide support inside and outside school.

If the problem occurs outside school parents could also seek further advice from the police or a solicitor and ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour.

Parents are advised NOT to encourage their child to hit back as it will only make matters worse. Encourage your child to recruit friends as they will be less likely to be bullied.

**Students who are the victims of cyber bullying are advised:**

1. Do not retaliate or reply
2. Tell someone
3. The school will provide students with advice on 'blocking' or removing individuals from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.
4. Pupils are advised to take steps to identify the person responsible for the bullying. These steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
5. The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation.
6. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking site.

**Signed:**

**Headteacher**

**Chair of Governors**

**Date**



# **CYFARTHFA HIGH SCHOOL**

## **ANNUAL BULLYING INCIDENTS REPORTING FORM**

<b>TYPE:</b>			<b>MOTIVATION:</b>		
<i>Of the bullying how many were:</i>			<i>Of the bullying incidents, how many were:</i>		
Number of incidents of bullying recorded:			<i>incidents</i>		
Number of pupils responsible:			<i>pupils</i>		
<b>Of which:</b>					
Male:					
Female:					
<b>KS1: N/A</b>	<b>KS2:N/A</b>	<b>KS3:</b>	<b>KS4:</b>		
<b>VERBAL:</b>			<b>RACIAL:</b>		
<b>PHYSICAL:</b>			<b>SEXUAL ORIENTATION:</b>		
<b>CYBER:</b>			<b>GENDER / SEXUAL:</b>		
<b>INDIRECT:</b>			<b>DISABILITY:</b>		
			<b>OTHER:</b>		

Please detail below any additional support requirements you have identified to help tackle bullying issues, eg. Training, inclusion officer support etc.

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**Headteacher:**

**Date:**



**Promoting Equality, Tolerance, Respect and Diversity In Cyfarthfa High School.**

**Pupil/ perpetrator name:**

**Form: Date:**

**Victim(s) name:**

**Victim(s) statement:**

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**How did it make you feel?**

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**Victim present at perpetrator interview: YES / NO**

**Nature of incident/ Discrimination:**

**Racist {    }**

**Homophobic {    }**

**Gender {    }**

**Disability {    }**

**Sexual {    }**

**Age {    }**

**Religion or belief {    }**

**Race {    }**

## **Pupil / perpetrator interview**

### **Perpetrator statement:**

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### **Why is what you said/ did not acceptable?**

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### **What did you understand from the video?**

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### **What could be the consequences of this behaviour?**

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**Any previous incidents of this nature? YES/NO**

If yes what:

**Sanction:**

Letter home {     }    Warning {     } SLT detention {     }

**Inclusion {    }**      **Exclusion {    }**      **PC Rogers {    }**

**Reported to LEA {    }**



**Promoting Equality, Tolerance, Respect and Diversity In Cyfarthfa High School.**

**Referral to PC Rogers.**

**Pupil/ perpetrator name:**

**Form: Date:**

**Nature of incident/ Discrimination:**

**Racist {    }**

**Homophobic {    }**

**Gender {    }**

**Disability {    }**

**Sexual {    }**

**Age {    }**

**Religion or belief {    }**

**Race {    }**

**Any previous incidents of this nature? YES/NO**

**If yes what:**

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**Sanction:**

Letter home {    }    Warning {    } SLT detention {    }

Inclusion {    }    Exclusion {    }    PC Rogers {    }

Reported to LEA {    }

Parental Consent: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_