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Anti-Bullying Policy
Ysgol Gyfun Cwm Rhondda

Date: October 2021

Reviewed by: C. Spanswick

Next Review Date: September 2022

Ysgol Gyfun Cwm Rhondda

ANTI-BULLYING POLICY

Ensuring pupils' safety and welfare is our main priority at Ysgol Gyfun Cwm Rhondda.

Our school firmly believes that every child has the right to be safe to learn, to develop strong relationships and to achieve to the best of their ability and we recognise the role we play in this vision.

Our aim is to offer a wide education that allows our pupils to benefit from relationships with others which are based on respect towards every member of our school community. Our positive ethos contributes to values such as respect, co-operation, tolerance and care for others.

Bullying behaviour undermines our school and can lead to aggressive behaviour by individuals within a school community. Within a whole school context, it can contribute to patterns of negative behaviour and hinder our school's attempts to create a positive ethos.

We have a duty to keep victims of bullying safe and also offer support to those who choose to display bullying behaviours and a chance to change those behaviours, as well as ensure who meet pupils' basic emotional needs.

Bullying of any kind will not be tolerated at Ysgol Gyfun Cwm Rhondda

1) WHY HAVE AN ANTI-BULLYING POLICY AND GUIDANCE?

Legislation applicable to all schools in Wales, which aims to protect the rights of children and young people to live a life free from abuse and harm including bullying, includes the following:

- United Nations Convention on the Rights of the Child 1989
- The Education Act 1996 – Part 4 of the Act makes provision in relation to children with special educational needs (replaced by ALNET Act 2018)
- Human Rights Act 1998 – requires schools to have policies that comply with the Act, in particular, Part 1 of Schedule 1 to the Act which provides that no one must be subjected to torture or to inhuman or degrading treatment or punishment.
- Education Act 2002 – requires schools to have a complaints procedure. This is particularly important for parents and guardians who feel that their school has not adequately dealt with a case of bullying.
- Children Act 2004 – requires a local authority to promote co-operation between itself and various other bodies and persons with a view to improving the well- being of children in its area so far as it relates to education, training and recreation.
- Education and Inspections Act 2006 – requires schools to establish policies to promote good behaviour, and in particular, prevent all forms of bullying among pupils. It also gives head teachers the power to impose disciplinary sanctions for inappropriate behaviour.
- The Equality Act 2010 – Chapter 1, Part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Children and Families (Wales) Measure 2010
- Rights of Children and Young People (Wales) measure 2011
- Breaking the Barriers (2014)
- Keeping Learners Safe (2015)

The Equality Act

Under the Equality Act 2010 local authorities and other public bodies including schools have a legal duty to meet the requirements of the Public Sector Equality Duties (PSED) to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

Rhondda Cynon Taf Local Authority

Rhondda Cynon Taf Local Authority is committed to the Wellbeing of all children and young people. The county is committed to implementing the UNICEF Rights Respecting Schools Award in all secondary schools in the region. The principles include whole school anti-bullying strategies, respecting difference, celebrating diversity and empowering young people.

2) AIMS OF THE POLICY

This Anti-Bullying policy outlines the framework that encompasses all matters that aim to deal with incidents of bullying, along with strategies that prevent incidents of bullying. This policy is the result of co-operation by all stakeholders within our community, including pupils, staff, parents, governors and external agencies.

Our school community:

- discusses, monitors and reviews our policy regularly
- supports staff to build positive relationships with others, and identity and tackle incidents of bullying effectively
- ensures pupils and parents are aware of this policy and the steps we will take to tackle incidents of bullying
- ensure pupils understand that every cause for concern will be dealt with sensitively and effectively; ensuring that pupils feel safe to learn and adhere to anti-bullying expectations
- ensure continued support to a victim of bullying and anybody who reports an incident of bullying
- ensure a prompt and consistent to an incident of bullying
- report to parents / guardians following a concern raised and respond promptly. Parents / guardians, in turn, to support the school and its policies
- offer opportunities for the pupil who is bullying to change his / her behaviour
- Attempt to learn by sharing good practice from other establishments and making use of the support offered by the LA and other organisations when appropriate.

3) DEFINITION OF BULLYING

> *"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms".*
>
> - *"Deliberately hurtful (including aggression), repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil traumatised and nervous of future recurrence). Difficult for victims to defend themselves against."* Respecting Others: Anti-Bullying Overview 2011, Welsh Government.
> - *"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms."* Tackling bullying in schools: A survey of effective practice - Estyn 2006

4) IDENTIFYING BEHAVIOUR AS BULLYING

This policy refers to every form of bullying, including:

Verbal Bullying: Calling names, teasing, taunting, threatening, insulting and making offensive remarks [including sexist homophobic and racist comments] are all included in this type of bullying. ⌞SEP⌟

Physical Bullying: Pushing, punching, kicking, spitting, fighting, stealing and sexual assault can result in physical bullying. ⌞SEP⌟

Social Bullying: Intimidation, dirty looks, rumour spreading, breaking friends, isolating individuals, publicly writing, or displaying literature about a person. ⌞SEP⌟

Online bullying: Online bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend themselves. Online bullying is an increasing and more recent problem and is particularly difficult to address. The potential audience for online bullying is huge. Several types of online bullying have been identified: ⌞SEP⌟

Text message bullying involves sending unwanted texts that threaten or are hurtful. This is one of the most common forms of online bullying and is now a criminal offence.

E-mail bullying involves sending threatening messages often under a false name or using someone else's name on which to pin the blame. ⌞SEP⌟

Social media and online bullying involves sending menacing or upsetting responses to children when they are in a web-based chat room. ⌞SEP⌟

Bullying via websites includes the use of defamatory web logs [blogs], personal websites and online personal polling sites.

There has also been a significant increase in **social networking sites** for young people such as Snapchat, Facebook, Ask.FM, KIK and Twitter which provide further opportunities for online bullying.

Damage to Property: Intentionally damaging other people's property; graffiti.

Bullying on the grounds of protected characteristics i.e. race and ethnicity; gender; religion and belief; sexual orientation; disability; pregnancy and maternity and gender reassignment

**Bullying incidents on the basis of protected characteristics –
as identified in Equalities Act (2010)**

- ➢ **Disability / Special Needs / Medical condition:** Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / geek / nerd) or association with someone with a disability / special need
- ➢ **Gender Identity (Transphobic Bullying):** Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny)
- ➢ **Race / Ethnicity:** Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)
- ➢ **Religion / Belief:** Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief
- ➢ **Sexual Orientation:** Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. This incorporates:

  a) **Homophobic bullying:** Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

   - *Young people who identify as lesbian, gay or bisexual (LGB).* ⌐SEP⌐
   - *Young people who are perceived by others to be lesbian, gay or bisexual.* ⌐SEP⌐
   - *Young people who are different in some way – they may not act like the other boys or girls.* ⌐SEP⌐
   - *Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.* ⌐SEP⌐
   - *Teachers, who may or may not be lesbian, gay or bisexual.* ⌐SEP⌐

  b) **Biphobic bullying:** Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people". ⌐SEP⌐

  c) **Sex (Gender):** Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism) ⌐SEP⌐

5) Incidents of Bullying outside the school gates

A good deal of bullying takes place outside the school gates, and on journeys to and from school. Where a pupil tells of bullying off the school premises, a range of steps could be taken: ⌐SEP⌐

- talking to the local police about problems on local streets (if necessary seek a police

presence at trouble spots: contact school liaison officers)
- talking to the transport company about bullying on buses and provide advice to drivers on how to report incidents
- allocating senior pupils to a bus close to where they live
- operating a bus buddy system whereby senior pupils report incidents to designated members of school staff
- considering involving parents or members of the local community
- talking to the head of another school whose pupils are bullying off the premises
- mapping safe routes to school, and tell pupils about them
- talking to pupils about how to avoid or handle bullying outside the school premises

Nobody should suffer in silence.

6)   Hate Crime

A Hate Crime is defined as a criminal offence, which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender. Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender then this is a Hate Crime or a Hate Incident. Hate crimes are serious criminal offences that have a higher level of sentencing. Where someone is targeted because of their age or life style choice, (for example Goths), then this is also recorded as a Hate Crime or a Hate Incident, but without the enhanced level of sentencing, although support services would still be available. Hate Crime or Hate Incidents may include:

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Online bullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions.

7)   This policy will be operational:

- during school time (including break time and lunch time
- whilst arriving at, and leaving school
- Educational visits
- Extra-curricular activities

8)   Tacking bullying within the curriculum:

Bullying and its effects can be shared and discussed across many areas of our curriculum, ie
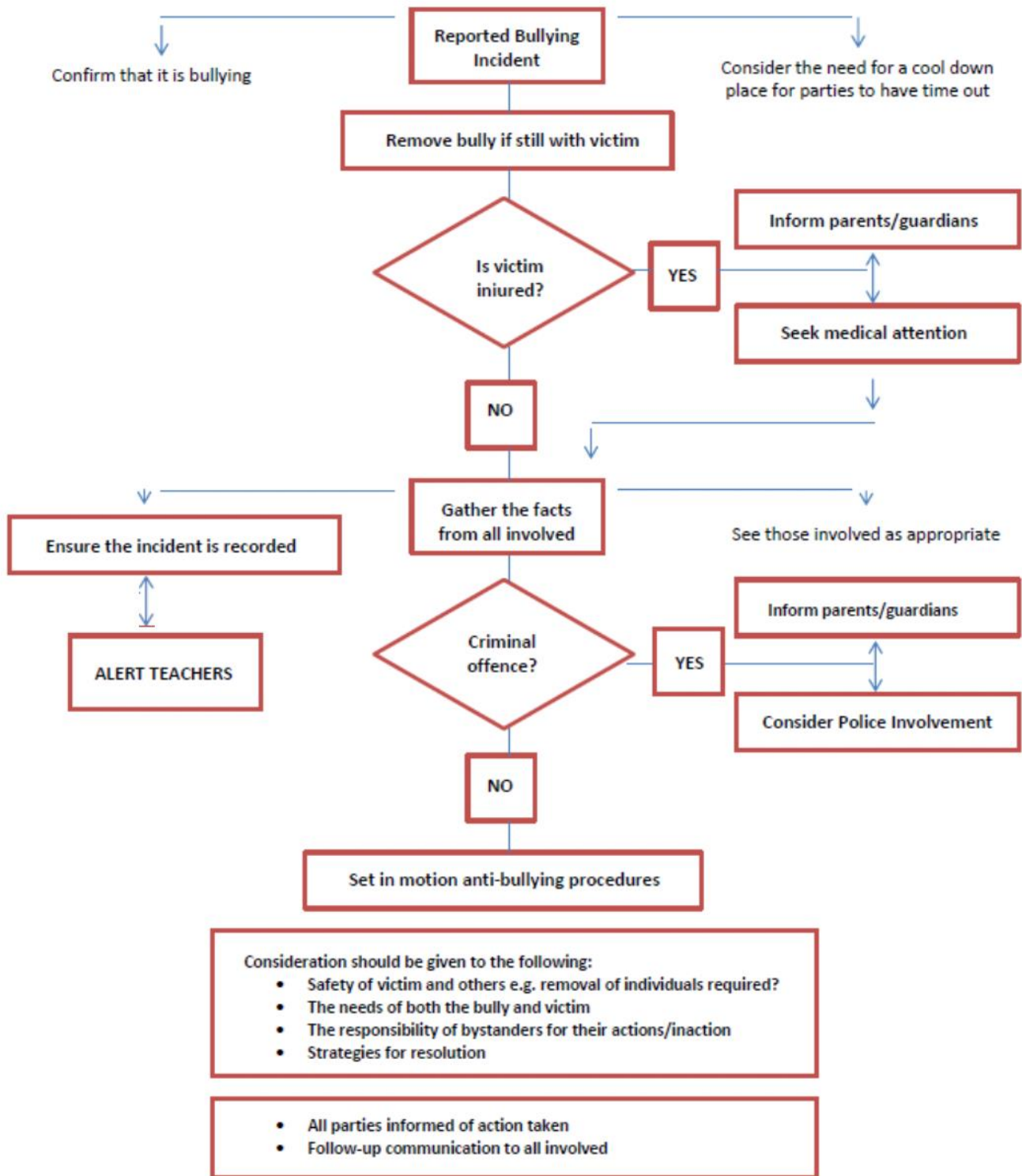
- PSE / Pastoral lessons
- Pastoral periods
- Creative writing within languages
- Drama
- History
- ICT

9) Whole school strategies to prevent bullying:

- Whole school training.
- Anti-bullying policy.
- Emphasise everyone's role in the prevention of bullying.
- The Curriculum: Input via PSE programme, also cross- curricular.
- Information Technology lessons (Safety when using the Internet).
- Relevance within the class – Class Rules (Class Contract).
- Learning and teaching methods- pupils playing an active role in the process.
- Pupils / staff / parents' questionnaire.
- School Council / Senedd.
- School / Year assemblies.
- Pastoral periods with the Class Tutor / Head of Year.
- School Counsellor.
- School Nurse.
- Yr.12 pupils trained by 'Eye to Eye' to run Pupils' Support & Advice Service to work specifically with Yr.7 pupils ('Cymer Ofal').
- Friends' Circle.
- Peer Mediation (Solving Disputes) Break time / lunchtime officials / prefects.
- Restorative Justice approaches
- 'Hafan Ginio' (Lunchtime haven).
- School / Home agreement.
- Pupils Planner.
- School Prospectus / Website

The school has a clear system of actions for dealing with instances of bullying. Details of the actions to be taken are shown below.

Reported Bullying Incident

Confirm that it is bullying

Consider the need for a cool down place for parties to have time out

Remove bully if still with victim

Is victim injured?

YES → **Inform parents/guardians** ⇅ **Seek medical attention**

NO

Gather the facts from all involved

See those involved as appropriate

Ensure the incident is recorded ⇅ **ALERT TEACHERS**

Criminal offence?

YES → **Inform parents/guardians** ⇅ **Consider Police Involvement**

NO

Set in motion anti-bullying procedures

Consideration should be given to the following:
- Safety of victim and others e.g. removal of individuals required?
- The needs of both the bully and victim
- The responsibility of bystanders for their actions/inaction
- Strategies for resolution

- All parties informed of action taken
- Follow-up communication to all involved

10) Strategies for dealing with bullying behaviour:

All incidents will be dealt with thoroughly and on an individual basis.

- Victim and bully to write an incident report (official school evidence collection sheet)
- Staff to inquire into the nature, the frequency, seriousness and the motive of the bully and all involved in the incident.
- Keep a record on the pupils' file. (This could be an isolated singular incident, but if not, there will be a record of incidents going back to the beginning).
- Communicating with the pupils' homes. Include parents in a constructive way during the first steps / as early as possible.
- If the pupil is a victim of daily bullying, the victim should be encouraged to keep a diary of incidents and give a mark out of 10 for how they feel – this should be kept by the Head of Year.
- Head of Year to monitor the diary daily.
- Act in accordance with the school's behaviour policy and discipline systems.
- Daily / weekly contact with involved pupils as required – in order to support the victim and to deter the bully. Review meetings to be held often.
- Make the victim's parents aware of the school's action plan for dealing with the bully
- The "Bully" to be aware that this diary is kept and that the "record" is on file
- Head of Year to raise awareness of the issue amongst staff at pastoral meetings / email briefings and weekly pastoral information bulletins.
- If there is any further bullying as a result of these actions, the Headteacher can exclude pupils or in serious cases the Headteacher may permanently exclude a pupil.

Dealing with continuous / violent bullying:

A combination of strategies are deployed and modified for specific circumstances / incidents.

- Involve parents from the first incident.
- Remove the pupil from the group / class.
- Take away break time and lunchtime privileges.
- After school punishment / detention.
- Prevent pupils from joining a school visit or any event that is not essentially curricular.
- If every effort has failed, perhaps there will be a need to exclude the pupil for a specific period, or if a serious incident of violence has occurred the head teacher has the option to permanently exclude the pupil.
- Incidents of cyber-bullying may be dealt with by the Police

Also considered:

- Pastoral Support Programme / Pupil on Report
- Meeting with parents and pupils (Resolve Disputes / Restorative Justice)
- Access to Counselling / Behavioural Support Teacher / Police Liaison Officer / Behavioural Support Department / Educational Psychologist when needed.

[SEP]

11)   Roles and Responsibilities

Pupils:

- Implement the school rule *"Hanfod Ymddygiad Teilwng yw Rhoi a Derbyn Parch"* *('The essence of positive behaviour is to give and receive respect').*
- Report to an adult any incident of bullying that is considered distressing.
- Take advantage of every opportunity to show that they are anti-bullying and not to follow the crowd or ignore an incidence.
- Support the school's Anti-bullying projects.
- Sustain and support any pupil that is a victim of bullying.
- Offer innovative ideas on how to prevent bullying.

School Staff:

- Show by example that they are totally committed to the Anti-bullying ethos.
- Create an atmosphere of respect and trust where pupils feel confident that their concerns are taken seriously.
- Show that it's possible to be clear, firm and fair without having to resort to bullying.
- Listen to concerns and worries about bullying and take appropriate steps.
- Making sure that the victim is aware of the steps taken regarding the matter.
- Develop and use strategies when dealing to eradicate bullying.

Parents / Carers:

- Reinforce the pupils of the importance of behaving in an appropriate manner and respecting others.
- Support the school's discipline and anti-bullying policies.
- Encourage children to speak to someone
- Support the school by discussing the school's anti-bullying policy with their children.
- Encourage the pupils to adhere to the School Rule.
- Provide information for the school if their child is being bullied.
- Support the school when the school takes steps to deal with the bully.
- Communicate with school if they have any concerns about bullying.
- Make notes of the steps school have taken / will take
- Keep in regular contact with school
- Don't deal with the child responsible for the bullying behaviour of their parents yourselves

If parents'/carers' concerns are not addressed, you can:

- Review this policy to ensure all responses are implemented
- Make an appointment to meet with the Headteacher
- If this doesn't help resolve the situation, you can engage with the school's Complaints process.
- Following this, if there is no resolution, you can contact the school's governing body who will respond to your concerns.

- Remember that contact support groups for parents are available (see the email links below).

12)   Record Keeping

Keeping dated records of steps taken to resolve issues of bullying in serious incidents is very importance, including all correspondence and telephone calls.

Since 2012 schools are requires to note and report every incident and form of bullying to RCT Behaviour Support Service

13)   Policy Monitoring / Evaluation

An evaluation of the procedures will be undertaken each year by the Assistant Headteacher (Wellbeing). This will feed into the whole school evaluation of this area undertaken by the Deputy Headteacher. We will also use the other methods to inform our yearly evaluation, including;

- Annual questionnaire for pupils.
- Collate and analyse the questionnaire's data.
- Record the number of bullying incidents in school (every term) – and report to the Governors and LA.
- Amend the policy according to the findings.
- Review the policy annually with the School Senedd / Pupils / Parents / Staff / Governors.

14)   Useful websites

Research and empowering young people	www.actionforchildren.org.uk
Support for all forms of bullying	www.bullying.co.uk
Support for all forms of bullying	http://gov.wales/topics/educationandskills/schools home/wellbeing/antibullying/are-you-being-bullied/?lang=en
Bullying, abuse, neglect	www.nspcc.org.uk/ https://www.nspcc.org.uk/services-and-resources/childline/
Support for all forms of bullying	https://www.kidscape.org.uk/
Support for all forms of bullying	https://bulliesout.com/
Support for all forms of bullying	http://anti-bullyingalliance.org.uk/

Support for all forms of bullying	http://ww1.beatbullying.co.uk/
Support for all forms of bullying	http://www.schoolbeat.org/
Online bullying	http://wisekids.org.uk/wk/
Online bullying	http://www.kidsmart.org.uk/
Bullying, abuse, and neglect	http://www.childline.org.uk/Pages/Home.aspx
Abuse and neglect	http://thisisabuse.direct.gov.uk/
Child sexual exploitation online	http://www.ceop.police.uk/
Child sexual exploitation online (online bullying)	http://www.thinkuknow.co.uk/ http://www.youngminds.org.uk/
Mental health	http://www.time-to-change.org.uk/youngpeople
Mental health	http://www.snapcymru.org/
Support for children and parents with additional needs	http://www.pupilvoicewales.org.uk/ http://www.childreninwales.org.uk/ www.eyetoeyewales.co.uk
Pupil voice and participation	www.stonewallcymru.org.uk
Pupil voice and participation	http://www.ceop.police.uk/
Counselling service: secondary	http://www.thinkuknow.co.uk/ http://www.youngminds.org.uk/
Equality of lesbian, gay, bisexual and trans people	http://www.time-to-change.org.uk/youngpeople

ANTI-BULLYING POLICY APPENDIX

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School Senedd Policy Input

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05.11.21

Members of the Senedd part of the discussion:
Ruby Cradle, Lowri Miller, Evie Richards-Bendon, Ava Hughes, Mari Bianchi Jones, Taia Jones, Riley Williams, Theo Poole, Alfie Prosser, Dylan Griffiths, Siriol Alun, Keyla Rees, Frazer Jones, Rhydian Thomas, Alyssa Berry, Carter Morgan, Vivienne Evans-Lees, Charlie Willis, Dylan Jones, Alex Phillips, Kassie Bassett, Laila Phillips, Aaliyah Parsons, Beau Evans, Morgan Allen, Lilly Elton, Isla Davies, Grace Lewis, Tristan white

There are many ways to define bullying, but what is your definition?

- *Causing an individual to feel depressed or worthless*
- *Physically fighting or assaulting someone*
- *Something that makes someone feel sad over a long period of time*
- *Be unwilling to respect an individual's uniqueness*

How would you like to discuss bullying within the curriculum? (in your lessons)

- *Charities that help tackle bullying / mental health invited to school*
- *Celebrating each other's loneliness with different tasks in each subject*
- *Sixth Form members to give lessons during pastoral periods*
- *Half-termly wellbeing days like feeling more special than normal lessons*

What strategies can the school put in place to prevent bullying?

- *Have a bullying box in the Head of Year's office where anyone can write that they think bullying is happening anonymously*
- *Offer interviews with pupils safely so that there is a safe place for them to speak*
- *Invest more cameras to make sure there is enough evidence and as an intervention*
- *Continue to offer a safe room*

How should those responsible for bullying be punished?

- *Invite the 'Bullies Out' organisation to the school*
- *Give the bully education on the different types of bullying and also teach that they need to change their behaviour*
- *Give the bully the time to explain themselves*
- *Calling parents*
- *Expulsion*
- *Report it to the Police if it is serious*

What can classmates do if they are aware of incidents of bullying?

- *Talking to the class tutor*
- *Speaking to a member of the Sixth Form*
- *Don't laugh / encourage the bullying*
- *Talking to members of the Senedd*
- *Talking to the Head of Year*
- *Talking to a teacher who teaches me*