



YSGOL GYMUNEDOL
CWMTAWE
COMMUNITY SCHOOL

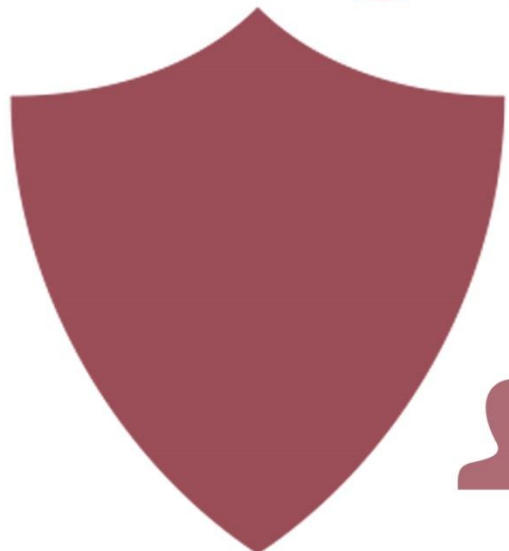
ANTI-BULLYING POLICY

DATE OF POLICY: MARCH 2024

HEADTEACHER: C. L. Hitchings

ASSISTANT HEADTEACHERS: G. Morgan (Designated Pastoral & Pupil Welfare Teacher)

GOVERNOR RESPONSIBLE FOR CHILD PROTECTION: Mrs J. John and Ms S. Lewis



A POLICY STATEMENT ON BULLYING

Few people would disagree - from reflection on their own school days, from observation or from intuitive, gut feeling - that bullying exists in our schools. Empirical attempts to quantify precisely how much bullying goes on in our schools suggest that 11% of girls and 16% of boys have taken part in bullying behaviour and 28% of boys and 32% of girls have been targets of bullying behaviour.

Vision

- To provide a high-quality, inclusive education that challenges and develops our students, enabling them to realise their full academic potential, and enhance their skills and talents.
- To provide a welcoming, safe and supportive environment in which students feel happy and confident.
- To ensure that each student is valued and treated as an individual.

A definition of bullying

The Welsh Governments 'Challenging Bullying: rights, respect, equality' (2019) guidance defines bullying as: **"Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally."**

Elements associated with bullying

There are several 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 to produce 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.’ (2.7 Rights, Respect, Equality).

Types of bullying

- **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** – subtle 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 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. ‘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.’ (2.8 Rights, Respect, Equality).

Some cases of bullying might be a safeguarding matter or require involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm’. Where this is the case, the school must report their concerns to their local authority’s social services department. We use Welsh Government Guidance to clarify unacceptable behaviour that is not bullying, but behaviour that should be dealt with in accordance with our behaviour policy.

The following are examples 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** – the Welsh Government expects fights to be addressed according to the school’s behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual.
- **An argument or disagreement** – between two students is not generally regarded as bullying. Nevertheless, they may require assistance to learn to respect others’ views.
- **A one-off physical assault** – the Welsh Government expects such incidents to 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.’ (2.10 & 2.11 Rights, Respect & Equality).

Challenging Bullying

Challenging bullying is a priority at Cwmtawe Community School because we are committed to ensuring that learners feel safe and are supported to be able to reach their full potential. All children have a right to an education and to be treated equally. Challenging bullying by addressing unacceptable behaviour and creating an inclusive learning environment for all students is vital. Bullying is a widespread aggressive behaviour that can lead to children becoming fearful, lonely and socially isolated. Bullying behaviour is harmful to all individuals involved; becomes the focus of a learner’s experience of daily life; undermines safety and wellbeing; damages the ethos of our school and is detrimental to the school and the wider community. We take a proactive approach to preventing and challenging bullying. We teach students about respect, positive behaviour and building confidence to challenge unacceptable behaviour and language.

Signs that a child or young person might be experiencing bullying:

A child may tell school directly that they are being bullied, however parents/carers may also contact school with concerns about bullying. The Welsh Government guidance for parents identifies the following signs to look out for:

- Having damaged clothes or school bag
- ‘Losing’ belongings
- Arriving home with cuts or bruises
- Reluctance to go to school or take part in group activities they previously showed interest in
- Difficulties sleeping
- Changes in behaviour – loss of appetite, bed wetting
- Noticeable changes in their mood – becoming withdrawn, depressed, angry, tearful, upset, anxious or unhappy
- Wanting to change their journey/route/time of travel to school
- Wanting to change school.

How bullying will be prevented at Cwmtawe Community School

Our approach is child centred and does not lose sight of the needs of the learner, irrespective of whether they are a target, perpetrator of bullying, or a bystander. School recognises the need to listen effectively to learners and the need to educate learners by helping them to develop resilience by practising the problem-solving and assertiveness skills they need to challenge unacceptable behaviour.

- Effective Communication – at Cwmtawe Community School we focus on positive behaviour and action, emphasising what students should be doing rather than not doing. Registration sessions, assemblies and PSE lessons as well as wider communication tools create a sense that we celebrate kindness and believe in loyalty and team spirit. During their first month at Cwmtawe, all year 7 students have a face-to-face meeting with a peer mentor. Annual questionnaires to students help inform us of any issues arising. Our Anti-bullying Ambassadors lead on anti-bullying campaigns and promote a culture which celebrates and tolerates difference and helps keep their peers safe, both online and offline, by presenting assemblies.
- Intervention – at Cwmtawe School we use restorative work and education to explore why some vocabulary and behaviours are unacceptable and should not be used in school. School includes parents/carers in meetings to engage them with the ethos and values of our school and to support our anti-bullying strategy. All meetings undertaken are recorded on provision maps. This allows them to be collated in one area and makes access easier for key staff.
- Curriculum – at Cwmtawe Community School we use Health and Wellbeing sessions to educate and discuss relationships, positive behaviour, and resilience. The pastoral curriculum is reviewed annually and updated to fit the needs of its pupils, e.g. the topic of

bullying is taught in Year 7 during the Autumn term. A lesson on bullying vs conflict has been introduced. Cyber bullying materials have been implemented and all pupils are spoken to by our Schools Liaison Police Officer. LGBTQ+ lessons have been introduced to the Key Stage 3 and Key Stage 4 pastoral programme. In addition, where appropriate, use is made of the general curriculum to address bullying issues. Religious Studies, English, Art, ICT and Drama are most prominent here. The pastoral programme plays an important role not only in explicitly focusing on the problem of bullying but also implicitly through building skills and attitudes which encourage positive behaviour and develop regard for the personal integrity of individuals.

•Restorative practice - We employ restorative approaches, which separate the person from the behaviour to promote accountability and seek to repair any harm caused. This is led by the Senior Leadership Team, Heads of Year and those who manage inclusion. In the event of this not resolving bullying outside of school, school recommend that families report incidents to Police 101 and seek their support to resolve the situation.

School environment - research indicates that a significant amount of bullying in schools takes place in school yards and playgrounds. At Cwmtawe, bullying behaviour is minimised by the following approaches:

(a) The zoning of school yards. This is an effective strategy. There is strict demarcation of yard space which separates Years 7 and 8 from Years 9, 10 and 11. Similarly, there are designated toilets for Year 7 & 8 and then Year 9, 10 & 11.

(b) A staff presence in both the school interior and exterior during unstructured time. There is a carefully constructed rota of staff who perform supervisory duties wearing high-visibility clothing in designated areas before school and during breaktime and lunchtime, which ensures that pupils are never far from a staff member. This includes the supervision outside each of the toilets to limit the number of pupils entering at any one time. The wide variety of lunchtime activities on offer, and the availability of a supervised communal area, also affords pupils the opportunity, not only to participate in the life of the school, but to be in contact with caring adults. Each year group has a designated communal area where their Head and Assistant Head of Year are based, this provides pupils with a “safe space”.

(c) The presence of Year 10 Peer Mentors and Year 11 Prefects, who are on duty at lunch time, break time and lesson change over. Younger pupils, who may be experiencing problems, may also approach these specific pupils for help. These can be identified through their school badges. Year 10 Peer Mentors have been trained in strategies for dealing with the issue of bullying and how to spot the tell-tale signs.

(d) Excellent working relationships between staff and pupils. These are built on a substantial commitment towards pupil progress and success.

(e) Proactivity through the pastoral, curricular and extra-curricular activities of the school. This is intent on establishing a culture where pupils feel they are major stakeholders in the organisation and community: This is demonstrated through pupil involvement in School Council, Duke of Edinburgh Award, Charity Week and Anti-Bullying Ambassadors.

(f) CCTV. Cameras are in operation in the corridors, communal areas and on the school yards.

(g) Corridor lockdowns during break and lunchtime to ensure there are no 'blind spots' where pupils can go into unsupervised areas during those time periods.

(h) Online Bullying is preventable during school time as part of the school's code of conduct and mobile phone policy; mobile phones are not allowed to be used by students. Any student who disregards this rule will have the phone confiscated until the end of the day in the first instance. This Policy is there to support student safety and security. Students are always welcome to use school telephones on request, where deemed appropriate.

How learners can report bullying incidents

All members of staff are responsible for reporting and dealing with incidents of bullying. There is a high priority placed on creating an environment in which not only is it '*O.K. to tell*' but pupils will feel confident that their concerns will receive a sympathetic response. Incidents and follow-up conversations should be saved and recorded on Class Charts. Incidents are recorded as unkindness or bullying. More than two incidents of unkindness may result in the behaviour of the perpetrator being deemed as bullying. Students may report bullying to a fellow student or a member of staff that they trust. The member of staff must use effective listening strategies to help the targeted learner to feel that they are doing something about their problem. In all cases, this must be recorded on Class Charts so that school has a record of what happened.

How Cwmtawe Community School will respond to and record bullying incidents

We have a school wide approach. Once the incident has been reported and documented, the next steps are agreed. Key staff dealing with bullying situations are, often, Heads of Year, Assistant Heads of Year and / or members of the School Leadership Team.

These members of staff all place a high priority on the following:

- a) Involving parents/carers.
- b) Supporting pupils – both the Target and the Perpetrator.
- c) Recording all incidents effectively and revisiting the issue on several occasions to ensure no reoccurrence.

The person who has been identified as the target will be supported in deciding what they want to happen. They will be asked the question, 'How can I help you?' Very often this involves the member of staff talking to the perpetrator(s) and bystander(s). We offer mediation and restorative approaches to resolve bullying incidents. School works with the target and perpetrator to agree a solution. Following intervention where a resolution has been agreed, further incidents of bullying will be addressed by our school behaviour policy.

What can students expect?

Learners can expect that they are listened to and taken seriously. They can expect that each reported incident is investigated and acted upon. They can expect that appropriate paperwork will be completed and the incident will be recorded and kept on file. They will have a 'go-to' person who will check in on them regularly after the initial report is investigated and within a reasonable time frame. For every bullying incident reported, there will always be a conversation with the targeted student about what happened. There will always be a conversation with the perpetrator, in the first instance to discuss and educate on how behaviour impacts others and further behaviour of the kind discussed will lead to further action taken as per our behaviour policy.

What can parent/carers expect?

Instances of bullying that are reported, will be fully investigated and school will apply policies. Parents/carers can expect that Cwmtawe Community School will take their concerns seriously and support their child with the issues that are happening. The school also places a high premium on the early involvement of the parents of those pupils who are identified as bullies. Their support in bringing about change is vital.

How can learners and/or parents/carers escalate the matter should concerns persist?

If initial interventions and actions are failing to work, then we will try alternative approaches. If the case is persistent or the same perpetrator is consistently reported for bullying others a different response will be considered. If a parent/carer is not satisfied with our Anti-Bullying Policy and actions they will be directed to our Complaints Policy process to make a formal complaint so that the case can be investigated.

Reviewing this policy and strategy

There are mechanisms for reporting and recording bullying and this in turn assists school in monitoring and evaluating the impact and effectiveness of policy and strategy. Effective reporting enables school to review incidents and check whether there are other reports concerning the learners involved and thereafter make decisions considering what is recorded in a holistic and informed way. Monitoring incidents of bullying enables us to

identify patterns of behaviour and the extent of bullying. This policy reflects the Welsh Government's 'Challenging Bullying: rights, respect, equality' (2019) guidance which provides information for everyone involved in preventing and challenging bullying in schools. This policy will be reviewed as part of the process of reviewing policies by the Governing Body. Should further guidance or documentation be issued by Welsh Government, this policy will be reviewed and updated accordingly.

Where to find further help and advice

www.bulliesout.com

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.antibullyingpro.com

www.samaritans.org

www.rethink.org

www.wales.mencap.org.uk

www.childline.org.uk

www.kooth.com

www.parentzone.org.uk

www.youngminds.org.uk

www.ceop.police.uk

www.nspcc.org.uk

www.internetmatters.org.uk

UN CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Article 2 (non-discrimination)

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

Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

