

BEDWAS HIGH SCHOOL



Anti Bullying Policy

Revised: Dec 2013

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Version: 1.00 – 2013

Also see the following policies: Behaviour/Discipline, Equal Opportunities, Race Equality, Racial Incidents and Harassment, Inclusion, Special Educational Needs, Child Protection.

This policy has been written in line with the following guidance documents:-

- (i) **National Assembly Circular 23/2003 ‘Respecting Others: Anti-Bullying Guidance’**
- (ii) **CCBC document from Inclusion Services “Bullying Prevention Strategy” – May 2012**

Introduction:

Bedwas High School recognises its responsibilities to identify, intervene and seek to prevent bullying to enable our pupils to access an education in a safe environment where they feel valued and respected.

School will ensure, as far as is reasonably practical, that structures and procedures embedded in the school’s behaviour policies prevent bullying, whilst acknowledging it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

The school has three main areas within its policy:

- Prevention
- Identification and intervention.
- Support.

Definition of Bullying.

The Anti – Bullying alliance defines it as, ***“The repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power.”*** Bullying is usually pre-meditated and can result in physical and emotional distress.

Pupils’ perspective of what constitutes bullying can vary considerably. Young people need to understand what bullying is and how it differs from “a fall out” between friends which can be a frequent occurrence. ***Isolated incidents of hurtful behaviour, teasing, arguing or falling out between individuals of equal power should not be seen as bullying.***

Types of Bullying

Bullying can take many forms. There are 4 main categories:

- **Physical** - hitting, kicking, taking belongings, harassment, or aggression.
- **Verbal** - name calling, teasing, insults, making offensive remarks related to race, religion, culture, gender or sexual orientation.

- **Indirect** - being unfriendly, excluding from social groups, tormenting, spreading rumours either in person or through using digital technology e.g. texting, e-mails, social networking sites (Cyber bullying)
- **Emotional** - tormenting, threatening, ridicule, humiliation.

Refer to Appendix 1 for further examples.

Prevention.

- Establish an ethos reflecting positive attitudes and values, good role models, offering positive, respectful relationships between adults, with parents/carers, and with children.
- Develop high quality teaching, and promote positive learning environments. Children will be respected and encouraged to become active citizens in the school and community.
- Develop the curriculum to reflect the ethos and values of the school / community
- Develop the policy in conjunction with parents and carers and children / young people.
- Ensure that all governors, staff, pupils and parents have a clear understanding of what bullying is and what the school's stance is on this issue;
- Raise staff awareness of their role in fostering knowledge and attitudes which will be required to achieve the aims of this policy;
- Ensure that staff, pupils and parents are fully aware of what to do if bullying arises;
- Take positive action to prevent bullying occurring within the school;
- empower pupils through support and a clear understanding of the school's stance on this issue;
- Promote a consistent and whole school approach to dealing with and eliminating bullying, at all levels, from our school.
- **School Parliament** will annually visit and discuss the school's policy and procedures on bullying.

Identification and Intervention.

Any child can be bullied. Bullying can take place because of race, gender, sexual orientation, disability or long-term health conditions.

Impact of Bullying on Victims

Victims may:

- develop a drop in academic performance;
- be reluctant to attend school and are often absent;
- develop low self-esteem, lose confidence, develop strong feelings of loneliness, isolation and depression;
- become withdrawn, distressed and isolated;

- develop a variety of symptoms to health professionals including fits, faints, vomiting, limb pains, hyperventilation, headaches, stomach aches, bed wetting, sleeping difficulties, self harming, depression.

Interventions:

Will include:

- a member of staff who takes a lead role within the school
- use of strategies for reducing bullying such as:
-

Targeting intervention through the PSE Curriculum

Youth work – Group; one to one sessions

Hub – group work.

SAP

Targeted support using PASS data

Peer support

Use of SEAL

Access as appropriate to the School Based Counselling Service

- use of external agencies that may support the delivery of bullying prevention work
- a record of all incidents of bullying, including by type, and the statistics should be available to the local authority.
- Involving the young person in the discussion
- Sharing critical incidents with the LA within 24hrs
- Regular communication with parent/carers
- Interventions including the opportunity for follow up to evaluate support and if necessary provide a further course of action
- applying sanctions fairly, proportionately, consistently and reasonably
- having a complaints process for pupils, and parents/carers to raise concerns
- ensuring that the policy will be reviewed annually
- Bullying of staff will be dealt with by the head teacher. If the head teacher is involved the chair of governors will be asked to deal with any incidents

Support:

Will include:

- Investigation of each reported incident
- offer of appropriate support to the child / young person experiencing bullying
- seeking support from external agencies as necessary / appropriate
- addressing the needs of the child / young person who is the bully.

Procedures for dealing with an incident of Bullying

All incidents of bullying must be taken seriously by staff and must be recorded and reported to the Head of Year.

1. Investigate the incident thoroughly:

- ensure time is taken to discuss the problem
- ensure that the bully and victim are interviewed separately
- obtain witness information
- obtain written statements from everyone involved, particularly the bully and the victim
- keep a written record of the incident, investigation and outcomes

2. Provide support and reassurance to the victim and identify strategies for further support. e.g referral to the youth worker, allocation of a peer mentor, counselling with the Head of Year. Parents, also, have an important role in supporting the child outside the school.

3. Ensure that the bully is interviewed at length. He/she should be helped to recognise his/her unsociable behaviour and offered support to modify that behaviour.

4. Inform the parents of both the bully and the victim so that all are aware of the situation. This should be done as early as possible as it may help to prevent the bullying from developing into a serious problem. Wherever possible, parents should be asked to come into the school to discuss the incident/matter.

5. All incidents of bullying must be reported to the respective Head of Year and recorded on the school's database.

6. All staff should be made aware of bullying incidents/suspected bullying in order that they can monitor the situation within the school with regard to the particular pupils involved. e.g. . Briefing, e-mail.

7. The bully will be asked to apologise to the victim.

8. The bully will receive a sanction in line with the school's disciplinary procedures. In serious cases this may include external exclusion.

9. Persistent bullies will receive a programme of counselling. This may involve the Head of Year, the Youth worker, Senior Staff. In cases where the bully proves to be intractable, other agencies will be involved such as Behaviour Support, School Counsellor, and Educational Psychologist.

10. School may also seek help and support from social services and the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys

a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. Such incidents can be reported to the police if it is believed an offence has been committed.

11. Head teachers also have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. E.g. on school transport

Permanent exclusion could result in cases of persistent acts of bullying whether they take the form of inflicting humiliation or inflicting physical pain/injury.

APPENDICES:

- 1. Types of Bullying***
- 2. Useful contacts.***
- 3. Advice to Pupils.***
- 4. Advice to Parents.***

APPENDIX 1. TYPES OF BULLYING

Type	Example
<i>Physical Bullying</i>	<ul style="list-style-type: none"> • Kicking or hitting • Prodding, pushing or spitting • Other physical assault • Intimidating behaviour • Interference with physical property
<i>Verbal/Psychological</i>	<ul style="list-style-type: none"> • Threats or taunts • Shunning/ostracism • Name calling/verbal abuse • Spreading of rumours • Making inappropriate comments in relation to appearance • Extortion
<i>Socio-economic Status</i>	<ul style="list-style-type: none"> • Negative stereotyping, name calling or ridiculing based on financial circumstance
<i>Sexist</i>	<ul style="list-style-type: none"> • Use of sexist language • Negative stereotyping based on gender
<i>Sexual</i>	<ul style="list-style-type: none"> • Unwanted/inappropriate physical contact • Sexual innuendo • Suggestive propositioning • Distribution/display of pornographic material aimed at an individual • Graffiti with a sexual content aimed at an individual
<i>Homophobic</i>	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on sexual orientation • Use of homophobic language
<i>Faith-based</i>	<ul style="list-style-type: none"> • Negative stereotyping name calling or ridiculing based on religion
<i>SEN/Disability</i>	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on disability or learning difficulties • Excluding from activity on the basis of disability or learning difficulty.
<i>Gifted/Talented</i>	<ul style="list-style-type: none"> • Name calling, innuendo or negative stereotyping based on high levels of ability or effort • Ostracism resulting from perceptions of high levels of ability
<i>Cyber</i>	<ul style="list-style-type: none"> • Abuse on-line (e.g. social networking sites) or via text messaging • Interfering with electronic files • Setting up or promoting inappropriate websites • Inappropriate sharing of images from webcams/mobile phones etc • Interfering with email accounts
<i>Racist</i>	<ul style="list-style-type: none"> • Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. • Refusal to co-operate with others on the basis of any of the above differences. • Stereotyping on the basis of colour, race ethnicity etc.

Appendix 2. Useful Contacts

Action for Children:

www.Actionforchildren.org.uk.

Beat Bullying: For support to young people who have been bullied.

www.beatbullying.org.

Bullies out www.bulliesout.com

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

www.bullyfreezone.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

BECTA: For information on cyberbullying

www.becta.org.uk/safeguarding.php.

Childline: Provides a free helpline for children 08001111, and training in peer support

www.childline.org.uk.

Childline Cymru/Wales, Tel 0845 3372987

Besides the free national helpline for children, has a leaflet for parents: Bullying -What can parents do? and a leaflet for children: Bullying and how to beat it.

Kidscape: A charity helping to prevent bullying. www.kidscape.org.uk.

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

www.autism.org.uk

NSPCC: Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit

www.nspcc.org.uk.

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

www.parentlineplus.org.uk

Stonewall: Information on tackling homophobic bullying www.stonewall.org.uk.

Appendix 3.

BEDWAS HIGH SCHOOL

RESPECTING OTHERS - information for pupils

BULLYING

If you are being bullied

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

If you have been bullied

- tell a teacher or another adult in the school
- tell your family
- if you don't want to tell an adult yourself, ask a friend to go with you
- keep speaking up until someone listens and does something to stop the bullying
- don't blame yourself - it is not your fault - no one has the right to bully you

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw it happening
- what have you done about it already

If you find it difficult to talk to someone at school or at home, ring ChildLine, Telephone number: 08001111. It is confidential help line and the phone call is free.

OR

NSPCC Welsh Help line: 0808 800 50000

This is also a confidential free help line. It operates from 9.00am until 5.00 pm.

Appendix 4.

BEDWAS HIGH SCHOOL

Parents' Guide to Bullying

What is Bullying?

Bullying is deliberate harassment or an aggressive act which causes hurt to another. The hurt can be physical or psychological, inflicted by one child or a group. For example, it can take the form of teasing: name calling including racist or sexist remarks; threats of, or actual physical violence.

Bedwas High school regards all form of bullying and harassment as unacceptable. All young people have the right to learn in an environment which is free from worry or threat and which provides a safe, happy and secure community.

What can I do?

Parents and families have an important part to play in helping schools deal with bullying.

- Always discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without violence or aggression.
- Ensure that you are aware of the contents of the school's anti-bullying policy.
- Look out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect symptoms of bullying.
- Talk to your child about how they are getting on in school, ask who their friends are, ask how they spend break times and lunch times, ask if they have any problems or difficulties at school.

What are the signs to look for?

Your child may:

- Be unwilling to go to school.
- Complain of headaches and stomach pains.
- Come home with cuts and bruises.
- Come home with missing or damaged belongings.
- Start producing poor school work.
- Ask for money or take money.
- Come home hungry.
- Become withdrawn or moody.
- Have other noticeable changes in behaviour.
- Refuse to say what is wrong.

What should I do if I think my child is being bullied?

If your child has been bullied:

- Calmly talk to your child about it. Try not to over-react.
- Take the bullying seriously - even though it may sound trivial to you.
- Make a note of what your child tells you - who was involved, how often the bullying has occurred, where it happened, when it happened and exactly what happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to yourselves and to the child's teachers/school immediately.
- Make an appointment to see your child's teacher. In the first instance this should be your child's Head of Year.
- Explain the problems that your child is experiencing. Try to stay calm - bear in mind that the teacher/school may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. Be as specific as possible about what your child says has happened - give dates, times, places and names of other children involved (including possible witnesses).
- Make a note of what action the school intends to take. Ask what you can do to help the school and your child. Working together is always more effective.
- Stay in touch with the school - let us know if things improve as well as if problems continue.
- If you are not happy with the way that the school has dealt with the situation, contact the Head teacher to discuss the situation.

Never ignore bullying.

If your child is bullying other children

Many children may be involved in bullying other children at some time or other. Often parents are not aware of this.

Children sometimes bully other children because:

- They don't know it's wrong.
- They are copying older/other children or people they admire.
- They haven't learnt other, better ways of mixing with other children
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- Talk to your child explaining that bullying is unacceptable and makes others unhappy.
- Ask if your child is worried about anything or if they have any problems they want to talk about.

- Discourage them mixing with other children who exhibit bullying behaviour.
- Make an appointment to discuss your child's behaviour with your child's Head of Year.
- Take advantage of any support offered to you and your child, from the school or other agencies, to help them with their behaviour.
- Regularly check how your child is doing at school.

Never ignore this type of behaviour. What if your child was the victim of a bully.