



Ysgol Gyfun Gwent Is Coed

ANTI BULLYING POLICY

Ysgol Gyfun Gwent Is Coed's ANTI BULLYING POLICY **BACKGROUND**

The nature of bullying

Many definitions of bullying are used, but the majority consider it to be :

- a deliberately harmful act (including aggressive behaviour).
- repeated frequently over a period of time (whilst acknowledging that even one single event leaves the pupil traumatised and worrying that this could happen again in future).
- difficult for victims to defend themselves from it.
- It is a one way process, that is the falling out does not happen between two people or a group of pupils.

We acknowledge that this problem is one that has existed in many social situations e.g. jails, the Army, Residential Hospitals, as well as in schools. We consider that the problem arises when a group of people come together and some individuals try and behave in an oppressive method against other individuals. They have an urge to torment others and to put others under pressure. Challenging cases of bullying in an effective way will improve the safety and happiness of the pupils, demonstrating that the school cares for its pupils, and warns the ones who bully that their behaviour is not acceptable.

It is obvious that pupils who are bullied disclose special behavioral patterns such as wetting the bed, or underperforming deliberately in order to avoid attention, or truant. The bully seems to learn how to be a bully by noticing the patterns that are seen in their environment. This is seen in the way that aggressive behaviour is a method of winning privileges, or by seeing examples of oppressive behaviour in the community.

We acknowledge that the bully often has a dual role as he/she can also be the subject of bullying. It is acknowledged that bullying is an illegal act, and denying the individuals' equal rights. 10/12 individuals committ suicide annually as a result of bullying. Cases arise of resorting to law in order to deal with the situation. Our duty as a school therefore, is to promote effective learning in a safe environment.

AIMS

- i) Abolish oppressive behaviour
- ii) Ensure that no pupil suffers as a result of bullying

CLASSIFYING BEHAVIOUR

VERBAL BULLYING – e.g. Calling shy pupils names. Drawing attention to anything in the pupil's background which is a sensitive matter for him/her. Insults can be based on ethnic, racist, familial or physical matters.

PHYSICAL BULLYING e.e Vandalising property, or direct attacks, the attack could be serious or could comprise of a series of smaller events such as spitting, slapping, tripping, throwing stones.

EXTORTION The bully demands bus money, money for sweets, tools, branded clothes. N.B : The bully won't be happy to leave the victim alone after one incident.

PROHIBITIVE BULLYING – This can be seen with girls in their teenage years, especially where a group of girls prohibit an individual from playing or working with them. The individual is isolated from her /his peers. This frequently starts as a competition for something outside school.

The act of humiliating and belittling in front of other people can cause considerable pain, especially if there aren't adults to come to the rescue.

SPREADING MALICIOUS STORIES : This has been added to the list recently and is an example of bullying which is especially vicious. Letters can be left on desks, posters on the wall, graffiti, whispering campaign. (see also cyber bullying below)

Sexual Bullying

Sexual bullying affects boys and girls. A proven case of sexual attack is likely to lead to excluding the pupil who was responsible. Sexual bullying can also be connected with sexual orientation. The school will guarantee secrecy (including from parents) and appropriate advice to pupils who are lesbians, gay or bisexual and those pupils who are unsure about their sexuality.

In general, sexual bullying is characterised by:

- abusive name calling
- staring and making comments about looks, attractiveness, the beginning of adolescence.
- Inappropriate and uninvited contact
- Sexual insinuations and offers
- Pornographic material, graffiti of a sexual nature.
- In its most extreme form, sexual attack or rape.

Homophobic Bullying

Homophobic bullying is completely unacceptable in the school and we will make this totally clear to the bully. We will provide the victim with assistance from our schools welfare team, every incident will be recorded and stored in a confidential area of the school's system.

Bullying by sending text messages on mobile phones

Teachers need to encourage those who receive these kind of messages to keep the messages they are anxious about and show them to members of staff. When pupils notify the teachers about bullying through text messages, the school will need to seriously consider the complaint; it is possible that the child's family should contact the police also.

If this reaches the school, staff will discuss the messages with the individual and warn them about their future conduct. In certain circumstances the head / deputy will contact the home and possibly the school police liaison officer or the police directly.

Cyberbullying – spreading hateful stories about someone, make someone the centre of malicious stories, sending improper and malicious messages by e-mail or messages on mobile phones or on social media. In such circumstances parents are advised not to allow their child access to social media such as facebook, twitter or snapchat etc. and to keep evidence of any malicious messages or chats. It is possible that the parents of the child should contact the police.

Unfortunately, where parents do not follow this advice and block these websites or apps, it can prove very difficult for the school to find a solution.

Training is available on Cyberbullying and we intend to take advantage of this.

Special educational needs.

Pupils with **Special Educational Needs** or disabilities often face a greater risk of being bullied, directly and indirectly.

WHAT CAN WE DO?

Staff who are on duty should be aware of the problem by ensuring that every part of the school is checked for any issues.

Staff should also be cautious between lessons, and at the end of the day. They should be alert to any signs that something has gone wrong, e.g. decline in the standard of work, illness without acceptable explanation, isolation, unwillingness to take part, damaged books, physical harm.

Staff will listen and seriously consider any complaint made by a pupil, ensuring the safety of the pupil. They will record the event and inform the class teacher and the appropriate member of the Pastoral team.

For more serious cases of bullying, especially those cases which involve harrassment or sexual violence, child protection can be a matter to consider.

The pupil and teacher will be expected to record the details of the incident on paper.

The teacher and Member of the pastoral team should ensure that

- The pupils concerned understand the seriousness of the incident
- Everyone understands that a record of incidents will be kept.
- The reconciliation process happens in the most effective way.
- The bully understands that this sort of behaviour causes hurt to other pupils.
- The sanctions determined will punish the pupil for the behaviour.
- The situation is monitored daily, and thorough follow-ups occur.
- If the situation continues, the school will contact the homes.

- In serious cases it will be necessary for the parents to come to the school to discuss the matter and suspension is possible.
- The staff deals with the matter firmly but not oppressively.
- The support staff, including lunchtime supervisors and bus drivers are aware of the situation.

We will take direct steps to remind pupils that bullying is unacceptable and will not be tolerated. Damage, injury or theft and other events often require a firm reaction. In the most serious of cases, the process of ensuring that parents are involved from the beginning is crucial, and it is important to remember that they will, possibly, contact the police if necessary. We will keep detailed records of the events – and the reaction of the school – to assist with actions and to safeguard the school from legal steps.

Next Steps

The following steps are taken after an event to ensure that the bullying hasn't restarted. This will be done within a fortnight, and again within the following half term. In many cases, bullying is likely to stop instantly following intervention. However research shows that bullying can also be merciless and it could recommence.

Integrating new pupils

It should be ensured that particular support is provided for the new pupil, e.g. frequent interviews with the Class Teacher or Member of the pastoral team. It should be ensured that dependable pupils keep an eye on the child in question.

Attendance

Children who are bullied may be unwilling to attend school and will be frequently absent. The Pastoral team are alert to this and are eager to co-operate with the Welfare officer to try and resolve the problem.

Methods of dealing with bullying through the Curriculum

The main objective will be:

- Raise awareness regarding the bullying and anti-bullying policy.

Increase understanding of the victims, and help to develop an anti-bullying ethos.

- Teach pupils how to manage their inter-relationships with others in a constructive way.

There will be an opportunity to use lessons in order to promote anti-bullying attitudes. (Not only in BAC lessons, but in other subjects as well. We must ensure that AEN pupils are included in the work on bullying in the curriculum in a way that is appropriate to their individual needs.)

The school's ethos

The school should ensure that the pupils have every opportunity and encouragement to talk about bullying and to speak to teachers. **NO BULLYING! TELL SOMEONE!**

Secret "Buddies"

Responsible pupils will be paired with any pupil who feels they are under threat in order to develop their self confidence.

MANAGING A CRISIS (REACTIONARY)

The pupils' voice, punishments, Advice from peers, contact parents.

INTERVENTION STRATEGY

An effective Transition Plan well implemented, coupling pupils with older children, effective break time and lunch hour supervision. The yard and toilets in the areas of the school which are a focus for bullying. People with no training can misunderstand and can make the situation worse.

RESTRAINT (PROACTIVE)

The school's organisatation; using the curriculum, providing and developing an anti-bullying ethos in the school; posters; BAC courses; assemblies; drama lessons, visits from drama companies.

Counselling services

Pupils' families are more likely to be informed of cases of bullying than teachers; Older pupils are least likely to tell. Providing counselling services can help pupils to speak out sooner.

Racist harrassment

The school is not prepared to allow any pupil to display a racist behaviour towards their fellow pupils. In the **MacPherson Report 1999** bullying was defined as **“any event that the sufferer or any other person considers as racist.”**

ACTION

Schools are not directly responsible for bullying that happens outside the school. This is true in the case of cyber-bullying which with the growth of social media is more common. Only in cases where the falling out impacts within the school will members of the school's welfare team intervene. In other cases, we strongly suggest that evidence is kept and that contact is made with the police.

In a decree of the court in 2000, it was noted that the Head's duty of care for preventing general cases of bullying is only relevant within the school's boundaries, although a failure to take disciplinary steps could mean that the school is breaking its duty of care according to case law (Leah Bradford-Smart v West County School's Council Sussex). A great deal of bullying happens outside school, and whilst travelling to and from school. Many of our pupils take buses to school which provides more potential for cases of bullying outside school.

RESULTS

The school ensures that students are aware that their behaviour is associated with a result, with consequences for themselves and others.

The school uses the following:

Moving the student from the group, not as a punishment, but rather to give them time to think about their behaviour and offer an answer.

- Withholding privileges
- Individual students' management plans (maintaining a pastoral programme).
- Contacting parents.
- Advice
- Move the bully away from the victim (e.g. to another class)

If every attempt fails, perhaps there will be a need to exclude the pupil for a fixed time, or, especially, when serious violence is involved, the headteacher will have the option of excluding the pupil permanently. However, this should not be a standard course of action and every case should be considered individually.

Including parents

Parents' help is often key to the success or failure of anti-bullying enterprises. In the case of cyber bullying it is vital that parents monitor carefully the apps and websites their child has access to. In most cases the school will suggest that a bullied child should not be allowed access to such websites that is we would expect the parents to stop their child's access to these social media platforms.

Most parents support the anti-bullying measures and are eager to take part. The consulting process is important to help and to create an ethos where positive behaviour is encouraged and where bullying is considered to be unacceptable.

Parents informing the school of cases of bullying

Parents who are concerned can contact schools, to let them know that their child is being bullied. The school will always take their concerns seriously.