ANTI-BULLYING (RESPECTFUL RELATIONSHIPS)

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INTRODUCTION

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. It is the responsibility of all members of the school to support this aim. This policy has been written in consultation with pupils of the school, staff, parents, governors and with advice and support from external agencies. The policy has taken into consideration the Disability Discrimination Act (2005), Equalities Act (2010), Well-being of Future Generations Act (2015) and Social Services and Well-being (Wales) Act (2014).

AIMS OF THE POLICY

To promote a caring and protective ethos in school.

To reduce, and, where possible, eliminate any instances in which pupils are subject to any form of bullying either inside or outside school.

To provide a support structure so that pupils or any other individual can be helped and supported in confidence.

To provide an appropriate after care process if any bullying incident takes place.

To enable parents to feel confident that bullying will be dealt with firmly, positively and consistently.

To make sure all members of the school are aware of the school policy on bullying and of their responsibility in preventing it happening.

WHAT IS BULLYING?

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including physical aggression).
- Repeated - often over a period of time (while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence).
- Difficult for victims to defend themselves against.

Bullying can take many forms, but the three main types are:

- **Physical –** hitting, kicking, taking belongings, sexual harassment or aggression.
- **Verbal** – name-calling, insulting, making offensive remarks.
- **Manipulative –** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones. Manipulating social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships.

Bullying by text messages on mobile phones

- This is an increasing problem and is difficult to trace. Pupils should be careful whom they give their phone number to, and keep a record of the date and time of any offensive message. Staff need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages, the school needs to take the complaint seriously. The child's family might also need to contact the police. If one or more pupils on a persistent basis have carried out such bullying, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails or threats via social media sent by other pupils.

There are many important categories of bullying, including:

- **Racist bullying** – bullying of children on the grounds of their race, colour, nationality, ethnic or national origin. This includes bullying of Roma Gypsy children, children who are Travellers of Irish Heritage, children from Scotland, England and Ireland.
- **Sexual bullying –** involving same sex as well as cross-sex behaviour.
- **Gender-based bullying** – a boy or girl is targeted if they step outside traditional gender stereotypes or boundaries.
- **Bullying on the basis of sexual orientation –** homophobic bullying of lesbian, gay and bisexual pupils and those pupils unsure of their sexuality.
- **Bullying on the basis of Special Educational Needs or disabilities –** often at greater risk of being bullied, both directly and indirectly.
- **Bullying of those with long-term health conditions.**
- **Transphobic bullying** – which stems from a hatred or fear of people who are transgender.

Some pupils are targeted because they are different in some way. The school recognises that bullying may take place because of race, gender, sexual orientation or disability. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically based lifestyles. It may dwell upon race, religion or nationality. Sexual bullying may involve misogyny or homophobia. However, children with obvious differences are not the only victims. The school also has a Specialist Resource Base (SRB) for pupils on the Autism Spectrum. These students are particularly vulnerable to bullying.

PROCEDURES FOLLOWING AN INCIDENT OF BULLYING

All teaching and support staff must be vigilant at all times in order to detect and report any form of bullying. Staff should report any incidents of bullying to the form teacher or directly to the Head of Year. Information then may be passed on via the correct lines of responsibility. Pupils should be encouraged to report bullying directly to a member of staff or using the anti-bullying referral form.

All allegations of bullying, both in and out of school, will be taken seriously and investigated promptly.

If an incident of bullying is reported to a member of staff, it must be recorded on Classcharts.

During any investigations into bullying, both the alleged target and the alleged perpetrator will record the incident in writing. Statements may also be taken from other parties involved in any incident. If either the alleged target or the alleged perpetrator is a student in the SRB, the teacher in charge will be informed. Cathays High School is a restorative school and we aim to repair harm through restorative approaches.

The appropriate person (usually a member of the Inclusion and Wellbeing Team) will record discussions with all parties.

The parents of all parties will be informed as appropriate. Early intervention is considered essential. Pupils will be offered a restorative meeting run by experienced staff who have had training in restorative approaches. When the meeting takes place, the language used must reflect restorative principles.

With students in the SRB or if a pupil does not feel they are able to manage a face-to-face meeting, it will be discussed as to whether a restorative meeting is an appropriate intervention (other alternatives, such as restorative contracts, will be discussed if not. This would take into account their social, communication and emotional needs).

Support will be available from members of the Inclusion and Wellbeing Team, or our school counsellor if necessary. This will be offered for the harmed pupil and the harmer. Support and guidance may be given through group work and restorative meetings.

Outside agencies such as our School Police Liaison Officer will be involved where appropriate.

Staff must attempt to examine all aspects of each incident in order to resolve the issue. Staff involved in the investigation will follow up an incident to check that bullying has not started again.

WHOLE SCHOOL COMMUNITY

ROLE OF PARENTS

Parents have an important role to play in combating bullying in school and can help the school in a number of ways:

Support the school in its attempts to eliminate bullying.

Impress on children the importance of sociable behaviour and to discuss appropriate use of social media e.g. Facebook.

Report to Heads of Year concerns or misgivings about targets or perpetrators of bullying.

Actively participate in talking with pupils involved in bullying.

Guidelines for parents wishing to complain about bullying

Talking to teachers about bullying:

- Try to stay calm.
- Be as specific as possible about what your child says has happened.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child at school.
- Stay in touch with the school.

If your concerns are not being addressed:

- Check the school's Anti-Bullying Policy to see if agreed procedures are being followed.
- Make an appointment to see the Assistant Head i/c Inclusion and Wellbeing.
- If this does not help, write to the Head teacher explaining your concerns.
- Finally, write to the Chair of Governors.

ROLE OF STAFF

All staff of Cathays High School are responsible in combating bullying. Our staff will:

Foster in our pupils' self-esteem, self-respect and respect for others.

Demonstrate by example, the high standards of personal and social behaviour we expect of our pupils.

Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is harmed and to the harmer as well as the importance of telling a teacher about bullying when it happens.

Be alert to signs of distress and other possible indications of bullying.

Listen to children who have been bullied, take what they say seriously and act to support and protect them.

Report suspected cases of bullying to the Inclusion and Wellbeing Team.

Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken.

Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures. This would include challenging casual language used by students that may have negative connotations.

ROLE OF GOVERNORS

To ensure that the school follows the Anti Bullying Policy and that it is reviewed regularly and monitored.

Investigate complaints if necessary.

RESPONSIBILITIES OF PUPILS

At Cathays High School, we expect our pupils to:

Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.

Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Use the online bullying referral form on the school website (if they feel this is easier) to report incidents of bullying to senior staff and their Head of Year.

Anyone who becomes the target of bullying should not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

PARTICIPATION AND CONSULTATION

Staff, pupils and parents are consulted regularly about the policy. The views of pupils are gathered yearly through wellbeing surveys. There is a regular pupil voice group on anti-bullying. Views are also obtained through School Council meetings. Parents are invited to comment on the policy. The theme of bullying is also explored during transition with primary schools.

STRATEGIES

The schools' Anti-Bullying Policy will be promoted regularly during assemblies and through collective acts of worship. Anti-bullying week is a whole-school theme every November. Activities are organised during the national Anti-Bullying week such as pupil led assemblies and focus in PSE and tutorials. Cyberbullying is a focus in PSE lessons.

All staff will remind pupils that incidents of bullying will be considered serious breaches of school rules.

All staff are aware of the school's SRB and the particular vulnerabilities of these students.

Awareness raising will give the issue a high profile. Pupils will be encouraged to report incidents of bullying to any member of staff. All form rooms will have posters highlighting the issue of bullying and information about bullying on the school website. Further information will be available to parents on request.

The issue of bullying will be covered in PSE and across other curriculum areas where appropriate.

The school will continue to develop strong links with the local police and the local community.

Staff walk the school site all day. This includes inside the school building and in the yard. Inclusion and wellbeing staff are on duty throughout the day to deal with potential problems. Members of the SLT, SMT and Heads of Year are also on duty to take immediate action during the lunch hour.

Awareness of anti-bullying issues are raised with the School Council.

Periodically, staff with be trained in Anti-Bullying initiatives.

MONITORING AND REVIEW

The policy will be monitored and reviewed by the RSL in charge of Health and Wellbeing and Assistant Head in charge of Inclusion and Wellbeing.