

## **ANTI-BULLYING (RESPECTFUL RELATIONSHIPS)**

Author	Date approved by Curriculum, Standards and Student Matters Committee	Date approved by Full Governors (if required)	Date of next review
JT/NJ		13th March 2024	March 2026

### **1.INTRODUCTION**

- a) 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.
- b) 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).
- c) This policy should be considered alongside our Positive Relationships and Safeguarding policies.

### **2.AIMS OF THE POLICY**

- a) To promote a caring and protective ethos in school and the community.
- b) To reduce, and, where possible, eliminate any instances in which pupils are subject to any form of bullying either in school or in the community (including traveling to and from school).
- c) To provide a support structure so that pupils or any other individual can be helped and supported in confidence.
- d) To provide an appropriate after care process if any bullying incident takes place.
- e) To enable parents to feel confident that bullying will be dealt with firmly, positively and consistently.
- f) To make sure all members of the school are aware of the school policy on bullying and of their responsibility in preventing it happening.

### **3.WHAT IS BULLYING?**

- a) There are many definitions of bullying, but most consider it to be:
  - i. Deliberately hurtful (including physical aggression).
  - ii. 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).
  - iii. It can be difficult for young people who have been harmed to defend themselves against it.
- b) Bullying can take many forms, but the main types are:
  - i. Physical – hitting, kicking, taking belongings, public sexual harassment or aggression.
  - ii. Verbal – name-calling, insulting, making offensive remarks, including showing prejudice, LGBTQ+phobic remarks and/or racism. These could be face-to-face or online.

- iii. Manipulative – spreading nasty or malicious stories about someone and purposeful exclusion from social groups. This could be face-to-face or online.
  - iv. Online bullying - bullying on any online platforms such as emails, texts, messaging services, social media and gaming apps would be considered online bullying.
- c) Online bullying can be difficult to trace. Pupils should be careful with whom they communicate online and keep account usernames and passwords private. We advise they avoid speaking to unknown or anonymous accounts and only use these things to communicate with their friends. If any bullying occurs they should report it to the site, keep a record of the date and time of any offensive message and take a photo or screenshot if possible. The school always takes complaints of online bullying seriously. The child's family might also need to contact the police.
- d) There are many categories of bullying, these can include:
- i. **Age** - bullying someone because they are older or younger
  - ii. **Disability / Special Needs / Medical condition** - bullying someone because of or about a real or perceived disability, learning need, talent and health condition or because of an association with someone in those categories. The school is inclusive and has children with a range of Additional Learning needs and disabilities. We have a specialist resource base for children with Autistic Spectrum Conditions.
  - iii. **Race/Ethnicity (Racism)** - bullying towards someone due to their ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.
  - iv. **Religion / Belief** - bullying someone due to their beliefs, faith or perceived faith or lack of faith.
  - v. **Sexual Orientation** - bullying related to sexual orientation or a person's perceived sexual orientation or that of their family / friends This includes homophobic/biphobic behavior.
  - vi. **Sex/Gender** - bullying someone based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. This includes public sexual harassment, sexism and misogyny and bullying related to pregnancy.
  - vii. **Transphobic bullying** - bullying towards someone who identifies as or is perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms.
  - viii. **For all of the above.** This could also include bullying because of their association with someone who falls into all of the above categories eg. a family member or friend.

#### **4. PROCEDURES FOLLOWING AN INCIDENT OF BULLYING**

- a) All pupils are encouraged and taught to report bullying to a staff member in school. We have a number of trained peer mentors in each year group to support the reporting of bullying. All teaching and support staff are vigilant at all times in order to detect and report any form of bullying to the Head of Year or to the Inclusion and Wellbeing Office. There are specific categories on Classcharts to log incidents accurately, including racial abuse, homophobic and transphobic abuse. Public Sexual Harassment or any bullying which causes a child protection concern must be logged on My Concern and will be followed up the Designated Safeguarding team. All

allegations of bullying, both in school, in the community and online, will be taken seriously and investigated promptly.

- b) When an incident of bullying is brought to the attention of a staff member, immediate priority will be given to ensuring all students are safe.
- c) During any investigations into bullying, the specific Bullying Statement Form will be used and held confidentially and all parties will be asked to document their views in writing. Support will be offered for students who need help with documenting their thoughts. Statements may also be taken from other students, bystanders or relevant witnesses.
- d) At the earliest possible opportunity, parents of all parties will be informed as appropriate. This may be via email, phone call or in a face-to-face meeting.
- e) Cathays High School is a restorative school and we aim to repair harm through restorative approaches where appropriate. Early intervention is considered essential. Pupils will be offered a restorative meeting run by experienced staff who have had training in restorative approaches. The staff member leading the meeting will record discussions on the Restorative Justice Contract Form. All parties will be encouraged to sign this as an agreed way forward. Prior to any meetings any social, communication and emotional needs will be carefully considered and the meeting will only take place if all parties are in agreement.
- f) As a form of after care, wellbeing support will be offered from members of the Inclusion and Wellbeing Team, or our school counsellors to all parties. Other interventions, such as SafeTy and meetings with our Police Liaison Officer, may also be offered for longer term support.
- g) Consequences for bullying behaviours will be dealt with in line with the school's Positive Relationships for Learning Policy.
- h) Staff must attempt to examine all aspects of each incident in order to resolve the issue. Staff involved in the investigation will monitor the situation moving forward.

## **5. ROLES AND RESPONSIBILITIES**

### **a) PUPILS**

At Cathays High School, we expect our pupils to:

- i. Treat each other with respect and expect the same in return both in school, in the community and online.
- ii. Refrain from becoming involved in any kind of bullying, even friends are encouraging encouraging them to join it
- iii. Report any instances of bullying whether they happen in school, in the community or online, to a member of staff immediately. They may report as a young person who has been harmed or a witness.
- iv. If a pupil suspects or hears about bullying, even if they have not witnessed it directly, they should still report this to a member of staff.
- v. Encourage peers to report bullying they are experiencing or may have witnessed.
- vi. Pupils are encouraged to speak to a trusted member of staff to report bullying, however, they may also use the online Bullying Referral Form. This can be accessed via the school student dashboard of the website. It can be accessed from any device.

### **b) PARENTS**

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

- i. Support the school in its attempts to eliminate bullying by reporting any concerns as soon as possible
- ii. Impress on children the importance of positive relationships, respectful behaviour and the appropriate and safe use of social media
- iii. Report to Heads of Year any concerns about bullying, being as specific as possible about what has happened. Parents may wish to email a statement to the Head of Year.
- iv. Work closely with the school to resolve issues where necessary
- v. If parents have concerns about the way the issue has been addressed, they can contact the Assistant Headteacher for Inclusion and Wellbeing or refer to the school's Complaints Policy.

**c) STAFF**

All staff of Cathays High School are responsible for minimising bullying. Our staff will:

- i. Create an ethos where pupils feel safe and happy in school.
- ii. Refer to our school values and our Positive Relationships Policy.
- iii. Demonstrate, by example, the high standards of personal and social behaviour we expect of our pupils.
- iv. Discuss bullying where appropriate in schemes of work and tutorials. Ensure that every pupil learns about the damage it causes to both the child who is harmed and to the harmer.
- v. Explain the importance of telling a member of staff about bullying when it happens.
- vi. 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.
- vii. Be alert to signs of distress and other possible indications of bullying.
- viii. Listen to children who have been bullied, take what they say seriously and act to support and protect them in line with procedures.
- ix. Report suspected cases of bullying to the Head of Year, who will investigate the report of bullying, communicate with home and take action to resolve the concern.

**d) GOVERNORS**

- i. To ensure that the school follows the Anti Bullying Policy and that it is reviewed regularly and monitored.
- ii. Investigate complaints if necessary.

**6. PARTICIPATION AND CONSULTATION**

- a) Staff, pupils and parents are consulted regularly about the policy. The views of pupils are gathered at least annually. Views are obtained through tutorials, School Council meetings and wellbeing surveys. Staff, parents, appropriate community groups, parents and governors are invited to comment on the policy.

## **7. STRATEGIES**

- a) The schools' Anti-Bullying Policy will be promoted regularly throughout the year. Anti-bullying week is a whole-school theme every November. Anti-bullying is a significant aspect of our PHSE curriculum and is discussed regularly through tutorials and assemblies. Cyberbullying is a focus. Awareness raising will give the issue a high profile.
- b) All staff remind pupils regularly of our school values. Students are assured that incidents of bullying will be taken seriously and acted upon.
- c) Pupils will be encouraged to report incidents of bullying to any member of staff. All form rooms will have anti-bullying posters and there is information about bullying on the school website. Further information will be available to parents on request.
- d) The issue of bullying is also addressed in other curriculum areas such as English and Drama where appropriate.
- e) The school will continue to develop strong links with the local police and the local community where necessary to address any bullying issues that arise both in and out of school.
- f) Staff, including Senior Leaders, closely monitor the school site throughout the day, through engagement walks and duties. This includes inside the school building and in the yard. Non-teaching Inclusion and wellbeing staff are based in the center of the school and the phone line is constantly monitored. They can be called upon throughout the day to support with any issues raised.
- g) The school runs a Peer Mentor Service. These have been trained by the organisation 'Bullies Out'. Their role is to support students who want help and advice on bullying problems and any other issues that are relevant to them.
- h) Peer mentors visit associated primary schools to give help and advice to students coming to high school. They liaise with Inclusion and Wellbeing staff on duty and the member of senior staff coordinating the service. Pupils are also able to report bullying online using the Cathays High School website.
- i) Periodically, staff will be trained in Anti-Bullying initiatives.

## **8. MONITORING AND REVIEW**

- a) 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.