





Respect – Commitment – Success
Parch – Ymrywmiaid – Llwyddiant

ANTI-BULLYING POLICY

Document Version Control

Document	<i>Anti-Bullying Policy</i>
Reference	<i>2022SP/Anti-Bullying Policy</i>
Associated Policies and Documents	<ul style="list-style-type: none"> • <i>School Standards and Framework Act 1998 (Section 61)</i> • <i>Section 88 of the Education and Inspections Act 2006</i> • <i>Inclusion and Pupil Support – Circular 47/2006 (Section 3)</i> • <i>Exclusion from schools and pupil referral units (Welsh Government guidance document no. 171/2015, replaces 081/2012)</i> • <i>Respecting Others: Anti-Bullying Guidance 2011 Rights, Respect, Equality</i>
Author	<i>Charlotte Robins (Deputy Headteacher)</i>
Reviewer	<i>Andrew Williams (Headteacher)</i>
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Chair of Governors	
Headteacher	

Equality Impact Assessment

Name of Policy or Procedure	Anti-Bullying Policy
Date of review/approval	July 2022
Those involved in the assessment	Charlotte Robins (Deputy Headteacher), Directors of School, School Council.
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	<ul style="list-style-type: none"> • Race; • Disability; • Gender/sex; • Sexual orientation; • Religion/belief; • Age; Gender reassignment; • Pregnancy/maternity; • Marital status <p>These characteristics are unlikely to be negatively impacted by the Anti-bullying policy, as the policy is designed to help prevent bullying, which can often be based on one of the characteristics given above. Ultimately, the policy aims to promote a caring and protective environment at the school, inclusive of all pupils of protected characteristics.</p>
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	N/A
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	N/A
Recommended changes to mitigate against potential negative differential impacts	N/A

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

Introduction

Radyr Comprehensive School believes that bullying behaviour is totally unacceptable and must not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour. The school acknowledges it has a legal duty to prevent and tackle all forms of bullying behaviour. This policy has been drawn up with the involvement of the whole school community and compliments the school motto of Respect-Commitment-Success on which Radyr Comprehensive School bases its work.

This policy is designed to be read alongside the principles and practices enshrined in the school's: Anti Hate Incident/Crime and Harassment Policy; Behaviour Policy; Attendance Policy and Safeguarding/Child Protection Policy.

In setting policy objectives for this school, we will take due regard to the Equality Act 2010 general duty to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.

This school policy is based on the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality' which includes statutory guidance for local authorities and governing bodies, as well as advisory guidance for children and young people, parents and carers. We will ensure that all students, parents, staff, governors, and others are aware of this policy and know that appropriate action will be taken.

We acknowledge that bullying can and does happen in all schools, as well as in the wider community; and that bullying can happen to adults in the workplace. The school will endeavour to respond appropriately as if it had happened on site by involving external agencies.

Aims

This policy, in partnership with the Anti- Hate Crime, Hate Incident and Harassment Policy, is essential to support our whole school ethos, which is to ensure that children can learn without fear, feel safe, secure, confident and happy free from humiliation, harassment, oppression, and abuse. It is designed to prevent bullying behaviour wherever possible, to respond consistently in

line with agreed procedures should it occur and to provide support to those involved as appropriate.

Our specific aims are as follows:

- To reinforce the anti-bullying ethos of Radyr Comprehensive School;
- To clearly outline what constitutes bullying and the different forms bullying may take;
- To promote an environment where it is regarded as normal and healthy to tell someone about bullying;
- To ensure all stakeholders understand what bullying is and how to recognise it;
- To work with students, parents, staff and external agencies to address bullying and promote a caring and protective ethos in our school;
- To ensure that procedures are in place for recording and reporting incidents of bullying in order to increase the likelihood that incidents are reported;
- To ensure that appropriate procedures are in place to assist staff to investigate and deal with bullying behaviour in a fair and consistent manner;
- To apply sanctions, where necessary, to improve the behaviour of those responsible for bullying in order to prevent it from happening again;
- To equip students with strategies to deal with bullying and ensure that appropriate support and protection is provided for any student who is a target of bullying behaviour or witnesses such behaviour;
- To ensure that appropriate support is given to any perpetrator of bullying so that they can recognise the impact of their behaviour and address it;
- To outline the role everyone at RCS plays in addressing bullying in order to reduce the frequency of bullying incidents, including for people with protected characteristics.

Definition of bullying

Bullying is defined as *“behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.”*

Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Whatever the reason, bullying is never acceptable and will not be tolerated.

Bullying can take many forms, but can be:

- **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; sly or underhand actions carried out behind the target’s back or “rumour spreading”; bullying that tries to harm the target’s relationships, drawing their friends away, 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;
- **Online (cyber)** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video;
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. This includes the protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.) 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. *For definitions on hate crime/incidents and harassment refer to Hate Incident / Crime and Harassment Policy.*

Some behaviour, though unacceptable, is not considered bullying. The Welsh Government’s document “Rights, respect, equality: Statutory guidance for governing bodies of maintained schools” (2019) sets out such behaviour. These instances are dealt with in accordance with the school’s behaviour policy to prevent an incident escalating to become bullying.

The following are examples of instances which would not normally be considered bullying:

- Friendship fallouts. A friendship feud may however deteriorate into bullying behaviour 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. This is addressed according to the school’s behaviour policy unless it is part of a pattern of behavior that indicates intentional targeting of an individual;
- An argument or disagreement between two children or young people. Nevertheless, they may require assistance to learn to respect others’ views;
- A one-off physical assault. This has to be stopped and addressed immediately using the school’s behaviour policy. Police involvement may also be appropriate;
- Insults and banter. Children and young people often protest that an incident was a joke or banter. If two friends of equal standing are in the habit of bantering with one another it is not deemed to be bullying. If one student uses banter to humiliate or threaten another who is powerless to stop it and is made fearful by the act, the borderline between banter and bullying is likely to be crossed.
- A one-off instance of hate crime. Unless the behaviour is repeated it would not usually be regarded as bullying but it would be criminal behaviour, to be dealt with in accordance with the school’s behaviour policy and other relevant policies. If considered necessary, the school might also involve the police.

Possible Signs of Bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their schoolwork may deteriorate. They may lack concentration or truant from school.

Reporting Bullying

It is important that we create an atmosphere in our school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying is likely to continue.

Bullying can only be stopped and the problems it creates dealt with if it is reported so that it can be dealt with appropriately.

It is important that all reports of bullying are reported so they can be investigated and dealt with accordingly.

Our whole school approach to dealing with bullying incidents includes:

- Students and parents/carers can be assured that their concerns will be responded to with sensitivity;
- All reports will be taken seriously and investigated;
- Confidentiality for anyone who shares information will be respected;
- Opportunities for children to communicate concerns include a problem box;
- Access to any member of staff, representation on the School Council and buddies/mentors who will pass on concerns.

All incidences of bullying will be dealt with by the relevant Key Stage pastoral teams, and, according to the severity, the Deputy Headteacher responsible for standards across the school. A student should report bullying to their Pastoral Progress Leader or Wellbeing Officer. If a student is not comfortable doing this, they should talk to their Form tutor who will then report the bullying to the relevant pastoral team.

If a student is not comfortable reporting the incident themselves, then their parent/carer should contact the relevant Pastoral Progress Leader or Wellbeing Officer in order to report the bullying.

Responding to Bullying in School

If bullying occurs we will implement the following procedures, as appropriate, in line with the Welsh Government guidance series 'Challenging Bullying – Rights, Respect, Equality.'

A student who has been bullied will be supported by:

- Having their concerns listened to and taken seriously;
- Restorative work with the perpetrator where appropriate;
- Having the opportunity to share their feelings and worries and receive reassurance and any further support where necessary;
- If appropriate, referral to the School Counsellor;
- If appropriate, involvement of an outside agency who can offer further support to a student.

According to the nature and severity of the incident, actions taken may include:

- Investigation of the incident by obtaining statements independently from the victim, any witnesses and the perpetrator. Accurate, factual records of these investigations will be kept, along with the school's response;
- Use of appropriate restorative intervention techniques to manage difficulties between perpetrators & targets, encouraging reconciliation where this is possible/ feasible;
- Facilitating an apology from the perpetrator to their target where appropriate;
- If bullying behavior is established, then it may incur a sanction in line with the school's behaviour policy to prevent further incidents occurring. This may include: a verbal warning, loss of privileges/ access to certain parts of the school, negative points (Cs) recorded on SIMS/ My Concern, detention, or, in more serious cases, a period of time in Internal Reflection (IR) or External Exclusion;
- Involvement of parents as early as possible where appropriate;

Where an incident of bullying is reported and proven details and outcome will be recorded on SIMS/My Concern. Copies of witness statements will also be retained. All incidents resulting in a sanction will also be recorded on SIMS/ My Concern. These records are used to analyse the types and frequency of bullying incidents and identify any whole school action needed.

Depending on the severity of the incident, the Wellbeing Officer/Pastoral Progress Leader may inform the Director of School, who may in turn inform the Deputy Headteacher responsible for standards across the school. They will assess whether parents/carers need to be involved.

Parents/carers of victims and perpetrators will always be informed of any serious incidents or persistent bullying.

Members of the pastoral team will always engage with the perpetrator of the bullying to highlight the unacceptable nature of their behaviour and to support them in changing it.

Some serious incidents of bullying may be linked to child protection. In such circumstances, they will be referred to the Assistant Headteacher responsible for Wellbeing and Inclusion, who is also the Designated Child Protection Lead (see Child Protection Policy).

Some serious incidents of bullying may also require Police or Local Authority involvement: this decision will be taken by the Directors of School in consultation with the Deputy Headteacher.

Bullying outside of school

Bullying is unacceptable and is not tolerated, whether it takes place inside or outside school.

Bullying can take place on the way to school, before or after school hours, at the weekends, during the holidays or in the wider community. The nature of cyber- bullying, in particular, means that it can impact on students' wellbeing beyond the school day. Staff, parents, carers and students must be vigilant in identifying bullying outside of school and report it and respond to it in line with their responsibilities as outlined in this policy.

The law empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site and provides members of school staff with the opportunity to impose disciplinary penalties for inappropriate behaviour in line with the school's behaviour and anti- bullying policies.

The school can deal with any behaviour in school, which may arise as a result of cyber bullying, but cannot be expected to investigate every online communication. The school is also not directly responsible for bullying off-site. However, the school will aim to support parents/carers, as well as victims, as much as possible.

Where a pupil reports offsite bullying the school may:

- Talk to the local police;
- Talk to the transport companies about bullying on buses;
- Talk to other Headteachers if their pupils are involved;
- Talk to outside agencies such as Cardiff Against Bullying;
- Speak to parents/carers to discuss the situation.

Bullying behaviour outside of school is a criminal offence and the police may take action. The school will be fully cooperative in such instances.

Support for staff who are bullied

Bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. The school will seek to comply with advice from the Welsh Government for headteachers and school staff on how to protect themselves from bullying and how to tackle it if it happens.

Whole- school Initiatives to prevent and tackle bullying

The school uses a range of measures to prevent and tackle bullying, including:

- Raising awareness to establish a school where bullying is not tolerated by using posters and assemblies;
- Having a whole-school focus on bullying at key points in the year e.g. National Anti-Bullying week;
- Ensuring all staff are trained to the appropriate level on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV);
- Discussing the school's anti- bullying policy with Year 6/7 students as part of the transition process;
- A staggered start at the beginning of the academic year for students in Year 7 to help them settle into school;
- Focusing on bullying in each year group as part of our pastoral programme and PSE lessons;
- Working with agencies such as Cardiff Against Bullying to assess the school's anti bullying strategies;
- Working with specialist external agencies to offer a range of support and guidance to any individual affected by or involved in bullying;
- The school website provides information regarding sources of support;
- The interviewing, conciliation, mentoring and counselling of victims and bullies;
- Implementing restorative justice approaches where appropriate to hold perpetrators to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused;
- Producing/providing information to help pupils to cope with bullying, how to react to it if it occurs and how to avoid future incidents;
- Using opportunities across the new curriculum for Wales 2022 to embed positive behaviour and respect. Opportunities will not be limited to the Health and Wellbeing Area of Learning Experience, but extended across all curriculum areas and beyond;
- Utilising opportunities for addressing bullying through, displays, posters, bully box, restorative justice sessions, peer support and the School Council;
- Making the information in this policy available to everyone in our school community – through availability on website / staff handbooks / school prospectus etc;
- Developing a positive ethos which includes knowing bullying is unacceptable;
- Encouraging bystanders who witness bullying to act positively by alerting staff and exerting collective peer pressure to deter perpetrators.
- Valuing and celebrating everyone's differences, skills and talents;
- Training all staff to identify bullying and follow school policy and procedures on

bullying.

- Actively creating “safe spaces” like Oasis and pastoral offices for vulnerable children and young people.
- Where appropriate, using trained mediators (e.g. Police Schools Liaison Officers) in achieving a suitable resolution;
- Continuously reviewing and updating policy in line with best practice and findings;
- Contacting relevant outside agencies where appropriate;
- Showing respect for others and challenging and educating about inappropriate language that is; racist, homophobic, sexist, religiously biased, disablist or would be deemed offensive or derogatory by any protected groups named in the Equality Act;
- Setting out clear guidelines for parents/carers wishing to complain about bullying.
- Under section 29 of the Education Act 2002 school governors are required to have and publicise a complaints procedure. A school complaints procedure must be available on the school website and/or made available on request from the school. The policy must explain the process for raising a complaint;
- Setting out clear age-appropriate guidelines for pupils wishing to complain about bullying;
- If it is determined that bullying behaviour is serious or persistent, application of sanctions, including exclusion if appropriate (as outlined in the Behaviour Policy). Sanctions will be applied fairly, proportionately, consistently and reasonably, taking into account any additional educational needs or disabilities that pupils may have and taking into consideration the needs of vulnerable children. All information will be recorded on SIMS and My Concern;
- Engaging with parents/carers promptly when issues of serious or persistent bullying come to light, whether their child is the victim or perpetrator;
- Changes of class or form may be considered in serious cases of bullying.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for regularly reviewing and approving this Anti-Bullying Policy in conjunction with the Headteacher/Deputy Headteacher in order to monitor its effectiveness.

The Headteacher, Senior Leadership Team and Directors of School

The Headteacher is responsible for reviewing and approving this Anti-Bullying policy in conjunction with the Governing Body, communicating it to staff and monitoring its effectiveness.

Under the direction of the Deputy Headteacher, the Directors of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with bullying. The Directors of School will also monitor how staff implement this policy to ensure the policy is applied consistently.

Staff

All members of staff have a duty to ensure that the anti-bullying policy is implemented accordingly and that the school is a safe place for our students and staff. All members of staff will:

- Read and implement the anti-bullying policy consistently;
- Instill in our students that they should not suffer in silence but have the courage to speak out about bullying behaviour to put an end to their own suffering and that of other potential targets;
- Report any perceived or directly reported incidents of bullying to the appropriate Key Stage team promptly;
- Be alert to signs of distress and other possible indications of bullying;

Under the direction of the Deputy Headteacher, the Key Stage teams will:

- Read and implement this anti-bullying policy consistently
- Support pupils, parents and carers in upholding the school's zero tolerance stance towards bullying;
- Deal with observed incidents of bullying promptly and fairly in accordance with agreed procedures;
- Listen to a child who reports an incident of bullying or who has been bullied, take what they say seriously and act to support and protect them;
- Offer support by making clear to the victim that the school will take their concerns seriously and the matter will be investigated;
- Where appropriate, liaise effectively with the parents/carers of the victim and perpetrator.
- Where appropriate, instigate multi-agency and/or police involvement to ensure necessary support.

As a school, we will:

- Involve students by:
- Regularly canvassing students' views on the extent and nature of bullying;
- Ensuring students know how to express worries and anxieties about bullying;
- Ensuring all students are aware of the range of sanctions that may be applied against those engaging in bullying;
- Involving students in anti-bullying campaigns in schools;
- Offering support to students who have been bullied; and
- Working with students who have been bullied to address the problems they have.

Work closely with families to:

- Ensure that parent(s)/carer(s) know whom to contact if they are worried about bullying;

- Ensure parents know about our policy by publicising it on the school website and giving guidance on how to use it effectively;
- Ensure parent(s)/carer(s) know where to access independent advice about bullying; and
- Work with parent(s)/carer(s) and the local community to address issues beyond the school gates that give rise to bullying.

Parents/Carers

Parents/Carers are expected to:

- Discuss any concerns regarding bullying with the relevant Key Stage teams promptly;
- Support the school in upholding this anti-bullying policy and zero tolerance of bullying- this includes engaging with the SIMS app, where incidents and sanctions are recorded;
- Understand that the school may need time to investigate and address the reported bullying behaviour and fully support the school in dealing with the bullying;
- Work with the school to develop ways to support their child;

If their child is responsible for bullying, parents/carers are expected to:

- Not ignore it;
- Speak to their child in a calm and measured manner to ascertain the facts. Conversations should concentrate on the behaviour and an awareness of how the behaviour affects others should be fully discussed;
- Make it clear that such behaviour is unacceptable both inside and outside of school;
- Work with the school to develop ways to change the behaviour.

Parents have a responsibility to make their child aware that persistent or serious incidents of bullying could result in police involvement, which may result in a police investigation.

Students

Students are expected to:

- Uphold this anti-bullying policy at all times.