



# Anti-Bullying Policy

Ysgol Gyfun Gymraeg Glantaf

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## Rationale

Ysgol Gyfun Glantaf's main objective is to strive to ensure that all pupils realise their potential within a supportive, Welsh-medium environment. Aggressive behaviour of any kind can prevent us from achieving this objective and therefore neither physical nor oral abuse is acceptable in any situation. Bullying can cause unauthorised absence and truancy. It also affects learning, and can cause immense personal distress. Our policy regarding bullying is an intrinsic part of our wider pastoral policy, and it is the responsibility of all persons who work on the school campus to ensure that bullying is addressed immediately, and that acceptable standards of behaviour are maintained. These standards are made clear to pupils and their parents in the school prospectus and Contact Book and we attempt to include the pupils, their parents, the school staff and the school governors in the decision-making process when any changes in the behaviour policy are considered.

*Aspects of bullying are included in cross-curricular themes as well as in the schemes of work of several departments.*

## Definition

Any form of sustained behaviour which is deliberately intended to make the victim unhappy may be considered to be bullying behaviour. It can include physical, online or oral abuse - punching, name-calling and threatening, as well as extortion and excluding the victim from friendship groups. The element of conscious continuation of the oppressive behaviour is the criterion which differentiates between bullying and other types of misbehaviour.

## Implementation

We attempt to create an atmosphere which can counter bullying. We try to improve pupil relationships by encouraging talking through feelings rather than using physical and other forms of violence, and try to use all resources available to the school in order to achieve this. The countering bullying programme includes:

- information giving and awareness raising sessions for pupils, parents, the whole school staff and governors
- peer mentoring and consultation with those who have experienced bullying
- supervising as closely as possible during break and lunch-time
- making contact with the bus companies to raise awareness of the policy
- arranging counselling and support for both the victim and the bully (who may need to be made aware that their behaviour constitutes bullying)
- taking specific action to end the bullying
- the use of outside agencies where necessary

Our objective is to try to raise the pupil's self-esteem and create an atmosphere in which all respect the rights of others, allow others the right to learn in a peaceful and orderly environment. The effectiveness of the policy is monitored as follows:

- Via pupil questionnaires in order to measure any growth or decrease in the number of incidents reported or otherwise and to identify any patterns to the type and manner of bullying, the location and time.
- monitoring records of incidents termly and annually in order to identify patterns e.g. individuals, locations etc. The Progress and Wellbeing Leads (P&WL) and Assistant Head (behaviour) are responsible for doing this.
- responding to the outcomes of the surveys by formulating an action plan, where necessary, to be incorporated in the School's Improvement Plan. The Assistant Head (behaviour) is responsible for this.
- reporting to the full Governing Body on patterns of behaviour including cases of bullying on a regular basis. (Headteacher).

## The Management Structure

**The School Governing Body**

**The Headteacher**

**Leadership Team (including the Deputy, Assistant Headteachers)**

**Progress and Wellbeing Leads Yrs 7-13**

**Classroom teachers**

**Welbeing Co-ordinator**

**All teaching staff**

**Lunchtime supervisors and canteen staff**

## Guidelines for implementing the policy

### General

- (i) All complaints regarding bullying are investigated and recorded. Serious incidents include those in which victims have suffered over a long period of time, or are refusing to attend school because of their distress.
- (ii) The Progress and Wellbeing Leads (P&WL) will deal with day-to-day incidents following the guidance set out below:
- On occasions, the bully may be unaware of the suffering caused to others and in such instances the intervention of the Progress & Wellbeing Leader and the need to make the individual aware of the seriousness of their actions is vital. As a result of such intervention the unacceptable behaviour must cease immediately.
  - In the first instance every effort should be made to explain to the bully why such behaviour is unacceptable, discussing the serious consequences and affect on the health and well being of those suffering from bullying.
  - Cases of bullying need to be monitored on a daily basis – a quiet word with the victim (s) and contact with the bully in order to raise awareness of the school's involvement.
  - The Progress & Wellbeing Leader will discuss both bullies and victims with the ALN Co-ordinator and the link Assistant Head.
  - The Progress & Wellbeing Leader and/or Asst Head should contact the parent/guardian of the bully (often, this is sufficient to solve the problem) and the parents/guardians of those affected in order to indicate the steps the school is taking to deal with the problem.
  - **The Progress & Wellbeing Leader should keep detailed notes regarding issues of bullying in the appropriate files.** Relevant information regarding bullying behaviour will be shared with staff in the morning bulletin in order to raise awareness whenever this is deemed prudent.
  - Progress & Wellbeing Leader are expected to raise awareness of bullying in their assemblies each term.
  - The SMT (in particular deputy head) and Assistant Head (behaviour) will assist P&WL when dealing with cases of bullying (see (iii) below)
  - Perseverance when dealing with bullying is essential in order to avoid a situation whereby the behaviour spreads within a year group or continues from one year to another
  - A positive response from the bully should be matched by a positive response from the school.

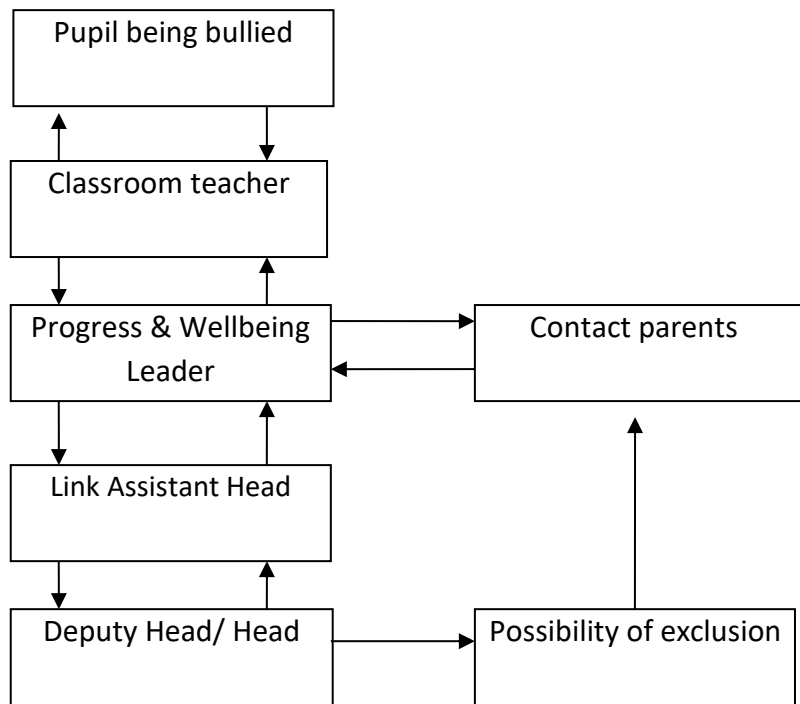
- (iii) If the incident is a complex one, the Progress & Wellbeing Leader should consult with the link Asst Head who will, in turn, notify the Deputy Headteacher / Headteacher. They will together institute a programme of action which can include inviting parents to come into school to discuss the matter further, asking for guidance from the School's Education Psychologist, the Behaviour Support Officer or other outside agencies.
- (iv) Particularly serious and complex incidents will also be referred to the Headteacher and Senior Management Team, and the Chair of Governors will also be informed where this is appropriate. Where a pupil is reluctant to co-operate in spite of school support and guidance there may be a recommendation of exclusion for a fixed term and the possibility of permanent exclusion should the unacceptable behaviour continue.

## Specific

- (i) If a complaint of bullying is made to a form tutor, subject teacher or Progress & Wellbeing Leader, the **facts** should be ascertained - where, when (time of day), place, names or descriptions of witnesses, what exactly was said or done and by whom. The evidence must be recorded in writing.
- (ii) If the referral is made by a third party, the same questions should be asked.
- (iii) The teacher or the Progress & Wellbeing Leader should interview both the victim and the bully, and question him or her without apportioning blame, in order to ascertain the facts. The teacher should then pass on the information to the P&WL.
- (iv) If the teacher is unable to make a full inquiry at the time, the victim and bully should be asked to write down all that has happened, keeping to the areas of inquiry outlined in (i) above.
- (v) The victim may be asked to keep a diary and record over a set period of time exactly what happens.
- (vi) The Progress & Wellbeing Leader should contact the parents of the victim and bully if it is necessary to take the matter further, and agree on a programme of supportive strategies.
- (vii) Awareness of elements in the Countering Bullying policy should be raised in school assemblies and during pastoral periods.
- (viii) Pupils attention should be drawn to the guidance in the "Contact Book" and to the steps to be followed if they think they are being bullied.

## Flowchart for implementing the policy

### Strategy (Within the school)



It is essential that immediate action in accordance with the above is taken when information is received regarding alleged cases of bullying.

### Keeping written records

A written record must be kept of all serious incidents, and those with the potential to become complex. Information obtained from interviewing all parties must be dated and recorded, and the details kept in the pupils files. **Action taken by the school in response to the incident must always be noted.**

The Progress & Wellbeing Leader should keep accurate and detailed notes of all serious incidents of bullying. Also,

- ◇ class teachers should complete an incident report and ensure that it is given to the P&WL
- ◇ teaching and support staff should make a brief written report of any incidents to the P&WL, including details of action taken

## Contacting parents

The Progress & Wellbeing Leader should contact the parents of the parties concerned and invite them to school to discuss the matter further where appropriate, and again, agree on an appropriate programme of supportive strategies.

## Outside Agencies

After ascertaining the facts of an incident, the school may wish to seek advice from outside agencies which could include

- ◇ The school's education psychologist
  - ◇ The health service / family doctor
  - ◇ Head of Pupil Support, Cardiff LA
  - ◇ Childline
  - ◇ Cardiff Against Bullying - [www.cardiffagainstabullying.co.uk](http://www.cardiffagainstabullying.co.uk)
  - ◇ the Counter-Bullying Resources Centre in the UWIC, Cyncoed site
  - ◇ CAMHS
  - ◇ Counselling service
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- The sessions can include assertiveness strategies for the victim and strategies to help the bully understand and modify his/her behaviour
  - Pupils who are peers of the bully and victim are encouraged to reject any physical or verbal behaviour which is deliberately intended to hurt. Pupils are encouraged to adopt positive ways of coping with difficult situations, rather than resorting to violence or threats. This happens within the curriculum, in lessons and in PSE, pastoral periods and assemblies, and the whole school staff are encouraged to model appropriate behaviour

## Possible punishment / sanctions

The circumstances of each incident are invariably different, but keeping the victim and bully apart at break and lunch-times should be considered - detention as a punishment for the bully, and to keep the victim safe. Also, the bully can be excluded for a day or more to reflect on the situation, especially if he/she has used physical violence. A bully can be prevented from travelling on the same bus as the victim. If the bully is responsible for breaking or damaging the victim's property, he/she should pay from pocket money for the damage, or replace the property.

## The role of parents / guardians

- Parents are encouraged to co-operate with the school to improve relationships between pupils.
- Parents can be invited to come to school to discuss matters with the Progress & Wellbeing Leader, Assistant Head, the Deputy Head or the Head.
- Parents are asked to contact the Progress & Wellbeing Leader if they suspect their child is being bullied, or is a bully. They should ask their son/daughter to keep a diary and record everything that happens - date, where, when, what was said, what was done, by whom, and include names or descriptions of witnesses.

## Peer Mentors

- The Peer Mentor programme is led by yr 12 students, and pupils are encouraged to approach the Mentors during lunch or breaktimes to share concerns which may then be passed onto senior staff, if necessary. This is an effective scheme to support pupils in a practical way during the school day

Yr 9 “Yard Buddies” are also at hand for Yr7 pupils in order to assist younger pupils to settle and feel supported in Secondary School.

- All students who participate in the peer support groups undertake a training course in order to inform and support them in their intervention strategies. They are supported in their work by P&WL and the Assistant Head (Safeguarding).



## Guidelines for pupils

If you feel you are being bullied, follow these guidelines. Try to tell a teacher. The school **CAN** prevent bullying with your help

- (i) Try not to show you've been hurt.
- (ii) Try to ignore the bully. He/she enjoys seeing you show that you've been hurt, so your silence or laughter will disappoint him/her. [This may not work at first, but generally does in the end, so persevere].
- (iii) Walk confidently (even if you feel very different).
- (iv) Try to sound assertive and confident.
- (v) If a group is bullying you, look into their eyes and say "Why are you doing this? It's not funny" then walk away quickly.
- (vi) Don't go on your own to areas where bullying can take place.
- (vii) If you are afraid, ask your class teacher, P&WL or other teacher if you can stay in at break or lunch-time, and say why.
- (viii) Keep a diary and write down where, when, the date, names or descriptions of witnesses, what exactly is said (exact words).
- (ix) The bully will not stop if he or she thinks they can continue to get away with their unkind behaviour. **So you must tell somebody, or ask a friend to tell somebody - and make sure that you tell somebody if a friend is being bullied.**

**You can stop the bully if you are willing to do this:-**

- (i) Don't stop to watch and support the bully - go and fetch help.
- (ii) Show that you do not like what the bully is doing and saying. Walk away or tell him/her to stop.
- (iii) Show sympathy for the victim and try to support him or her. Perhaps it will be your turn next.
- (iv) Be careful not to tease people or make personal remarks, or call them names. Perhaps the other person will not share your humour. Ask yourself whether you would think it was funny if somebody said the same thing to you.
- (v) If you know about a serious bullying incident, tell a teacher or the Sixth Form. Perhaps the victim is too afraid, shy, lonely or unhappy to tell anyone himself.

## ADVICE FOR PARENTS

1. Watch for signs of distress in your child (*see list*).
2. Take an active interest in your child's social life, and listen to your son or daughter.
3. If you think your child is being bullied, inform the P&WL immediately, if a P&WL is not available please inform the link Assistant Head of your concerns.
4. Keep a written record of events in the form of a diary; - who, what, where and when, exactly what was said and done and by whom, names and/or descriptions of witnesses. [Your son/daughter should keep the diary]
5. The school has a written policy, based on current best practice advice, on bullying which you are welcome to see.
6. In partnership with the school, draw up a programme of strategies that will help your child.
7. Advise your child to tell a trusted teacher or a member of Yr. 12 about bullying incidents.
8. Tell your son or daughter that there is nothing wrong with him or her which justifies bullying.
9. Do NOT encourage your child to hit back or call names back.

**Based on guidance from Mr. & Mrs. Delwyn Tattum of the Countering Bullying Unit, Cardiff Institute of Higher Education, Cyncoed, Cardiff.**

## POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED

- \* be frightened of walking to or from school
- \* be unwilling to go to school and make continual excuses to avoid going
- \* begin doing poorly in their schoolwork
- \* regularly have clothes or books or schoolwork torn or destroyed
- \* become withdrawn
- \* start stammering
- \* stop eating or become obsessively clean
- \* develop stomach and headaches
- \* cry themselves to sleep
- \* begin wetting the bed
- \* have nightmares and call out things like 'leave me alone'
- \* have unexplained bruises, scratches, cuts
- \* have their possessions go missing
- \* ask for money or begin stealing
- \* continually lose their pocket money
- \* refuse to say what's wrong
- \* aggressive eruptions/tantrums
- \* constant attention seeking over-pleasing
- \* attempted suicide