

**Caldicot School
Ysgol Cil-y-Coed**



Caldicot School
Bullying and Discriminatory Incidents
Prevention Policy
July 2017

Ratified by Governing Body on 11th July 2017

Bullying and Discriminatory Incidents Prevention Policy

1. Introduction

A happy school is an orderly and disciplined school, where there is a clear definition of acceptable behaviour which reflects the ethos of the school. Caldicot School's values of honesty, tolerance, respect, self-esteem, self-discipline and responsibility underpin how we behave within and outside our school community.

The school is committed to achieving specific outcomes from this policy. Challenging bullying can:

- improve pupil safety;
- improve pupil happiness;
- improve pupil performance;
- improve school ethos.

This policy acknowledges the Welsh Government's Respecting Others Guidance 2011 and complies with the Equality Act 2010.

This policy should be read in conjunction with the school's Behaviour and Discipline Policy and Strategic Equality Plan.

2. Definitions

2.1 Definition of Bullying

Bullying is a persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people.

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying.

Caldicot School recognises that there is a significant difference between 'bullying' and 'isolated incidents'. The school uses the term '**negative interaction**' to describe a one-off or isolated incident.

The following questions should be considered when making a decision regarding the identification of bullying:

Has it happened before? (i.e. How many times has it occurred? How long has it been going on?)

Is there intent?

Is there an imbalance of power?

Is the person who has been targeted in some form of distress?

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.

- Indirect – spreading nasty stories about someone, exclusion from social groups, non-verbal intimidation, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones (through social networking sites).

The following behaviours can help in the recognition of bullying:

- withdrawn behaviour;
- deterioration in attainment;
- erratic attendance;
- persistently arriving late at school;
- general unhappiness or anxiety;
- 'clingy' behaviour around adults;
- physical symptoms which may include headaches, stomach aches, fainting, vomiting or hyperventilation.

There are many important categories of bullying, including:

- Socio-Economic Status
- Gender/Gender Identity
- Sexual Orientation
- Homophobic
- Faith-based
- ALN/Disability
- Gifted/Talented
- Cyberbullying
- Racist

2.2 Definition of Discriminatory Incidents

A discriminatory incident is any incident which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a protected characteristic, listed below:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Welsh Language (not officially a protected characteristic but treated as such by Monmouthshire County Council)

2.3 Definition of Cyberbullying

- The Anti-Bullying Alliance defines cyberbullying as:
'... an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, **repeatedly** and **overtime** against a victim who cannot easily defend him or herself.'
(www.anti-bullyingalliance.org.uk)

- The Welsh Government Respecting Others Anti Bullying Guidance (2011) states that cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults and, like face-to-face bullying, cyberbullying is designed to cause distress and harm. Furthermore, cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. Cyberbullying takes place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying.
- It is essential that both parents and young people understand how to use such technologies safely. Please refer to the school's ICT Policy for Pupils for further details.

3. Whole Setting Approach to Bullying Prevention

In Caldicot School all members of our community should be able to feel safe and respected. We will challenge all forms of bullying and discrimination and deem such behaviour as unacceptable. This policy has a clear link to the school's Behaviour and Discipline Policy.

The school uses the following strategies to promote positive behaviour and good relationships and to help prevent bullying:

- Buddying
- Peer Mediators
- Circle of Friends
- Peer Supporters
- Positive Rewards
- Restorative Approaches
- Student Assistance Programme
- Supervision during break and lunch times
- National Anti-Bullying Week

These strategies are supported through the curriculum or educational activities e.g. in PSE, circle time, creative writing, Drama, History and Religious Studies etc.

4. Roles and Responsibilities

All members of the community have an active role to play in the prevention of bullying and discriminatory behaviour, to promote positive relationships and respect as well as responding to incidents when they occur.

4.1 The Governing Body should:

- ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.

4.2 The Headteacher should:

- ensure that the Bullying Prevention Policy and reporting procedures are known to the whole staff, children and young people, parents/carers and outside agencies (where appropriate);
- ensure that all staff have the opportunity to receive training;
- ensure that there is suitable and sufficient opportunity to explore issues relating to all types of bullying and discriminatory incidents;
- ensure that incidents are recorded, monitored and reported to the Local Authority and inform the school's self-evaluation process;

- provide reports to the Governing Body annually.

4.3 Staff should:

- receive, respond, take seriously and act upon information which is disclosed;
- report any observed, suspected or disclosed incidents to the nominated member of staff.

4.4 Pupils should:

- report incidents straight away; observing incidents can suggest support for the perpetrator;
- tell someone they trust straight away;
- ask parents/family or staff for advice and help. (Children and young people should be made aware that if they are too frightened to tell an adult on their own, then they should ask a friend to go with them.)

4.5 Parents/carers should:

- reassure their child that they are doing the right thing by telling them;
- remember that they may be the first person to be informed of the bullying incident; try to stay calm and make notes which may be useful later;
- contact the school;
- work **with** the school to draw up ideas that will help to support the child.

5. Prevention of Bullying

A multi-faceted whole school approach will be taken to prevent bullying from occurring.

5.1 Staff:

- The school will be proactive in involving all members of the school community in preventing and responding to bullying, including caretakers, kitchen staff, teaching assistants, midday supervisors and administrative / support staff.
- The school will act to raise staff awareness of bullying through training and through opportunities for discussion, in order to clarify what constitutes bullying and what action should be taken. This is particularly important in the case of newly qualified teachers and other new staff. All members of staff will have access to the school's policies and procedures and the Staff Handbook. Supply staff will be provided with information on the school's Bullying Prevention Policy.

5.2 Pupils:

- Pupils will be made aware by all members of staff of the importance of behaving responsibly throughout the school day and of the requirement to respect all members of the school community.
- At the start of the school year, the Bullying Prevention Policy will be brought to the attention of all pupils within the school through focussed assemblies.
- The Pupil Planner will contain details of the Bullying Prevention Policy.
- The school will be actively involved in national anti-bullying week.
- The school will actively encourage the involvement of pupils in discussions about the prevention of bullying through the Pupil Liaison Group, the School Council and Tutor periods.
- During the school year, pupils will be educated about anti-bullying through a series of classroom based activities via Welsh Baccalaureate lessons and the engagement of outside agencies.

- Pupils are supervised throughout breaktimes by teaching staff and during lunchtimes by Senior Staff Patrols.

6. Management of Incidents

The school will ensure that staff, pupils and their parents understand the course of action that should be taken by a young person who is a victim of bullying and also the course of action to be taken with a young person identified as a bully.

Bullying is often a complex issue and there is no single course of action that is appropriate to every situation. All instances of bullying are regarded as a serious breach of school rules, will be dealt with appropriately and may lead to exclusion. In the management of incidents the following steps will be followed:

- Pupils are instructed to notify an adult, for example their Form Tutor, Year Tutor or Engagement Coach, immediately of an incident.
- If a pupil does not feel comfortable doing this alone, then they should discuss what is happening with another pupil who can then speak to a member of staff, either with them or on their behalf.
- If a pupil feels uncomfortable talking about the incident then they can use the Worry Boxes which are placed throughout the school. If a pupil is aware of bullying taking place and again does not feel confident enough to report it, they can also use these boxes.
- Every effort will be made by staff to ensure that the pupil is able to function safely within the school community as quickly as possible.
- A full investigation will take place by the relevant Year Tutor who will ensure that incident statements are collected from all pupils involved.
- The incident will be recorded on the school database (SIMS).
- The school will inform parents of the victim and the perpetrator, so that all parties involved are fully aware of what has occurred and what further action will be taken.
- Pupils involved in the incident may be engaged in a restorative process. Conflict resolution is a key part of ensuring that bullying does not continue.
- Where necessary, all staff will be made aware of bullying incidents so that they can monitor the situation within the classroom and in the school community; this will usually be done via an e-mail or a briefing.
- The school may also seek help/support from external agencies such as Social Services or the School Community Police Officer (SCPO), if appropriate.
- In severe cases, additional disciplinary measures may be taken, including fixed-term exclusion.

7. Incidents outside of School

Bullying can take place outside of school, to and from school, on school transport, school trips or on mobile phones and social networking sites. All pupils are expected to comply with the School Travel Code 2010 and with the school's Behaviour and Discipline Policy and ICT Policy for Pupils.

The school may become involved in disciplining pupils for poor behaviour off school premises, for example on school transport or when wearing uniform travelling to school by foot or on public

transport. Where appropriate the SCPO and Monmouthshire Passenger Transport Unit may be involved.

The school **may take reasonable** steps, at the discretion of the Headteacher, to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time or to a member of staff.

8. Working with External Agencies

Where pupils do not respond to preventative strategies to combat bullying, it may be necessary to consider whether they have additional social, emotional, physical, behavioural or mental health needs that require the support of external agencies. The school will consider early involvement of such agencies, for example the Face 2 Face Counselling Service, CAMHS etc.

The school will cooperate with the police if a child or young person or parent/carer has reported an incident. Some forms of bullying behaviour may involve criminal offences and in such cases the school will contact the SCPO. If the matter is urgent and the SCPO is unavailable, the school may need to contact the police directly in order to protect the person experiencing the bullying and to respond appropriately to the incident (see All Wales School Crime Beat Policy). The school will also work in partnership with the SCPO as part of the school's bullying prevention work (see www.schoolbeat.org).

9. Adult Bullying

Although the main focus of the school's Bullying Prevention Policy is on bullying between pupils, the school acknowledges that bullying can also take place between staff and pupils, between members of staff, between management and staff, and between parents and staff. The school encourages all members of its community to report incidents of bullying to a Senior Manager, the Headteacher or the Chair of Governors, as appropriate.

10. Monitoring and Evaluation

The school will monitor incidents of bullying and discrimination in order to identify patterns of behaviour and the extent of the bullying. The school will then use this data to review the effectiveness of current policy and practice. The school will also take into consideration any findings or recommendations from inspection reports and/or independent reviews.

The Governing Body, in consultation with the Headteacher, pupils, staff and parents, will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.

11. Arrangements for reviewing the policy

This policy will be regularly reviewed or in light of new guidance or recommendations.