


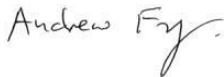


Ysgol Uwchradd Crughywel  
**Crickhowell High School**

**Bullying & Harassment Policy  
2023-2024**

<b>Reviewed by LT (name and date):</b>	
<b>Date of Issue:</b>	
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<b>Last reviewed and approved by the full Governing Body:</b>	<b>September 2023</b>

Signed:

<b>MISS C. JONES</b>	<b>HEADTEACHER</b>		<b>DATE:</b>	<b>Sept 23</b>
<b>MR A. FRYER</b>	<b>CHAIR OF GOVERNORS</b>		<b>DATE:</b>	<b>Sept 23</b>

## Bullying & Harassment Policy

### 1.0 Introduction

This policy is based on WAG Anti Bullying Guidance Circular no 23/2003 and the Estyn Action on Bullying report June 2014

### 2.0 Why do we need a policy on Bullying and Harassment?

- persistent bullying and harassment can severely inhibit a child's ability to learn effectively or a member of staff's ability to do their job
- the negative effects of bullying and harassment can have an impact on a person for their entire life
- this school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

### 3.0 The School Aims

- to increase awareness and to encourage students to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all students
- to develop an effective range of emotional 'self-defence' skills for all students

### 4.0 What is Bullying?

The **Action on Bullying report – June 2014** states that using the Welsh Government's definition of bullying set out in 'Respecting Others: Anti-Bullying Overview (2011)'.

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

- deliberately hurtful (including 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; and
- difficult for victims to defend themselves against.

### 5.0 Bullying can take many forms and is often motivated by

- a student's personal dislike for another
- race
- religion and culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexism or bullying of a sexual nature
- being a young carer or looked-after child.

And

- is normally deliberately hurtful
- may be repeated, or can be a single incident
- is difficult for the bullied person to defend against

## 6.0 Types of Bullying

- **Physical:** Includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things
- **Verbal:** Includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance 'phone calls, spreading rumours, making threats
- **Sexual:** Includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings of, or writing about, someone's body, using rude names or commenting about someone's morals, unwanted invitations of a sexual nature, offensive questions about someone's body and/or someone's private life or encouraging or making others do so. **Homophobic bullying** occurs where there is prejudice against lesbian, gay or bisexual people. It is a form of bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality.
- **Exclusionary:** Leaving people out of activities on purpose, ignoring someone's presence, not allowing them to join a group.
- **Discriminatory:** Includes bullying, harassment or unfair exclusion on grounds of race, nationality, sex / gender, disability, physical appearance, relationships and friendships. **Racist bullying** is defined as: 'A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.' A racist incident does not necessarily constitute racist bullying.
- **Visual:** Includes offensive notes, emails, SMS messages, inappropriate use of photographs, graffiti, drawings, posters.
- **Cyber Bullying:** Includes the use of electronic media eg mobile phones and computers to slander, defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal.
- **Indirect:** Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages etc.

## 7.0 Protected Characteristics

The Equality Act 2010 (the Act) replaced 116 different equality and anti-discrimination statutes with a single Act. The majority of the Act came into force on 1 October 2010.

The nine main pieces of legislation that were merged into the Act were:

- the Equal Pay Act 1970;
- the Sex Discrimination Act 1975;
- the Race Relations Act 1976;
- the Disability Discrimination Act 1995;
- the Employment Equality (Religion or Belief) Regulations 2003;
- the Employment Equality (Sexual Orientation) Regulations 2003;
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2; and
- the Equality Act (Sexual Orientation) Regulations 2007.

The Act creates anti-discrimination legislation covering nine 'protected characteristics', which are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The Act requires local authorities and other public bodies, including schools, to have due regard for the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

## 8.0 What Is Harassment?

- The effects of harassment have similarities with those of bullying
- In the DCSF "Safe to Learn" document the definition is: ***'unwarranted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.'***
- **Note: One-off incidents, arguments, loss of control and friendship problems, while distressing, are not bullying or harassment and will be dealt with appropriately**

## 9.0 How Do We Deal with Bullying in Our School?

### 9.1 School Ethos

Crickhowell High School is intolerant of any form of bullying, harassment or prejudice and believes that every student has the right to be an individual and to learn in a safe environment. Consequently we believe that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school.

### 9.2 Staff Responsibilities

Staff (teachers and support staff) at Crickhowell High School are expected to:

- establish and maintain high standards of student behaviour in classrooms, tutor groups and round the school
- model positive relationships and attitudes for students and others
- challenge bullying behaviour when they see it in any context
- inform pastoral and/or senior staff about any incidents or reports of bullying
- record incidents in writing and pass these to the appropriate pastoral staff
- be receptive and sympathetic when students report bullying
- be receptive and sympathetic to parents who inform about bullying
- work appropriately on these issues in tutor time and within the curriculum.

## 10.0 Prevention Of Bullying

Prevention is clearly the strategy of choice. Bullying is often secret, rewarding and shameful and therefore it is difficult to deal with it after it occurs. At Crickhowell High School we address prevention vigorously by a variety of techniques:

- At whole school level – through assemblies when children are informed of the school's ethos and policy and the actions that will be taken to prevent bullying taking place. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying
- At classroom level – during tutor time, projects, PHSE and Citizenship. Here the focus will be on developing strong anti-bullying messages and challenging the idea that bullying is acceptable as part of growing up
- Crickhowell High School recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- There are locations around the school where incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will be forbidden access to these areas
- The School Council has the regular opportunity to discuss the issue of bullying and harassment, and the school's policy
- Mentors and mediators are available for those students requiring extra support
- Parents who believe their children are the victim of bullying are asked to share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.



## 11.0 Responses To Victims Of Bullying And Harassment

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying and harassment. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to monitor and review progress.

## 12.0 Responses To Students Who Exhibit Bullying Behaviour

Crickhowell High School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/break time privileges
- detention
- put on target card/individual behaviour plan
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control.

### 13.0 Parental Involvement

- Crickhowell High School is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs
- We recognise the important influence which parents/carers have on their children and would wish, using the school behaviour plan, to enlist their support when their child is involved in bullying – either as victim or a perpetrator
- If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents
- Isolated and less serious incidents will be managed by school staff and parents will be informed

### 14.0 Monitoring Arrangements

This policy will be evaluated annually and updated where necessary. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.