



REDHILL HIGH SCHOOL
- CLYNDERWEN -

Anti-Bullying Policy

Reviewed: 12/7/2024

Changes made:

Page	Change	Reason	Made by	Reviewed by
2.	Addition of age and gender to list	Omission.	AM	LT, BM
Appendix 1	1 form to record incidents and actions / plans	Streamlined process	AM	LT, BM

Next review: 10/7/2025

1. Statement of Purpose

All children, whatever their race, sex, beliefs and abilities have the right to be safe and to be free from oppression, humiliation and abuse (The Children's Act 2004). Redhill High School believes that bullying is unacceptable and should 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.

2. Scope

The policy applies to all staff, students and visitors, as well as students and parents.

3. Key definitions

3.1 What is Bullying behaviour?

Bullying behaviour is deliberately hurtful and designed to cause distress. It is usually repeated over a period of time and is difficult for the person being bullied to defend themselves against. It involves an imbalance and abuse of power and is not age dependent. It may have a racist or discriminatory motivation and can focus on ethnicity, culture, class, religion, learning difficulties, sexuality, gender, long term health conditions, age and / or disability. It may be based on small differences between children which are not always clear to us and may shift and develop as relationships change. Bullying behaviour may be exhibited by individuals or groups. It may not always be clear who is manipulating the behaviour we see. Some children can be 'provocative victims', for example by behaving in a tiresome way which eventually triggers a response which may then be seen to be bullying.

3.2 Main types of bullying

- Physical – e.g. physical aggression; spitting; biting; sexual harassment; having belongings deliberately damaged, stolen or removed.
- Verbal – e.g. Name calling; teasing; insulting; threats; offensive remarks; sexual/racial comments.
- Emotional / Psychological – e.g. excluding, humiliating, hostile looks; making distressing comments about family members, spreading stories/malicious rumours;
- Cyber / Hi-Tech e.g. malicious e-mails or comments in internet chatrooms or text messages on mobile phones; distressing comments about family members; posting stories, pictures etc. on the internet; silent phone calls; using someone else's name to spread unpleasant gossip and rumours; happy slapping.

The list above is not intended to be exhaustive.

4. Why is anti-bullying important?

Bullying affects everyone, not simply the victims and the instigators. It has an influence on other children who may witness violence, aggression and the distress of the victim.

Someone who is experiencing bullying will be upset and distressed and find it hard to concentrate on work or learning. There may be signs such as poor attendance, truancy, being late, being off school sick, becoming withdrawn and anxious, losing possessions and money, having mood swings, and showing untypical behaviour.

5. Dealing with bullying

5.1 Reporting of incidents

- Pupils at Redhill High School can be assured that their concerns will be responded to with sensitivity. All reports will be taken seriously and investigated. The Bullying Allegation Form to be used can be found in Appendix 1;
- Anyone who shares information will have their confidentiality respected as far as possible;
- Opportunities for children to communicate concerns include a message box (located in the Main Office), access to any member of staff, representation on the School Council and mentors who will pass on concerns.

5.2 The School's response

The following steps will usually be taken, as appropriate to each individual situation:

- We will take all incidents seriously and investigate the incident(s) / establish facts. Investigations are recorded on the Bullying Report and Monitoring Form (Appendix 1);
- We will use appropriate intervention techniques to manage difficulties between bullies & victims; we will encourage reconciliation where this is possible / feasible;
- Where bullying behaviour has been established, we will implement agreed sanctions consistently and fairly, as necessary, to prevent further incidents;
- We will involve parents as soon as possible where incidents merit it;
- We apply guidelines from the All Wales Police School Crime Beat Protocol (see Appendix 2) partnership working document to determine whether official police involvement is needed; as indicated in these guidelines, deal with incidents internally wherever possible;
- Keep accurate, factual records of all reported incidents and the School's response to them;

- Always follow-up incidents after they have been dealt with and review outcomes to ensure bullying behaviour has ceased;
- Provide on-going support for those involved where necessary.

5.3 Sanctions

Depending on the nature of the issue, sanctions will be applied in line with the School's Student Behaviour Policy. These include:

- Withdrawing privileges/free time; preventing access to parts of school; lunchtime exclusion; short term exclusion; involving parents as / when necessary; involving appropriate outside agencies; including details on the bully's school record; exclusion.

5.4 Strategies and preventative measures

Dealing with bullying is not just about sanctions. We aim to use the following main strategies to ensure a holistic, 'joined-up' approach that creates a respectful culture which is upheld and supported by all. To this end, we will ensure:

- A whole-school approach involving everyone (staff, students, parents, Directors) in developing and implementing this policy;
- Awareness raising of the issues, procedures, sanctions and method of monitoring bullying, e.g. assemblies, pastoral work, PSHE, parent meetings, newsletter, website;
- An ethos of personal responsibility where students are encouraged to tell if they experience bullying themselves or see others being bullied – knowing that not taking action condones the behaviour;
- We have a system in place for students to inform staff in confidence when bullying occurs; that staff are appropriately trained and supported to respond to this.
- We develop our understanding of collective responsibility through School Council, appropriate curricular work (e.g. PSHE and our Rights Respecting School initiative; sessions with Police Liaison Officers);
- There is a clear, explicit link with the School's Student Behaviour and Safeguarding Policies;
- We provide clear information and guidance on dealing with bullying and the help which is available for students (see Appendix 2); this will be found on our website.

6. Ongoing Evaluation

Any incidents of bullying will be considered as appropriate in ELT meetings and appropriate action taken to deal with any patterns of behaviour or persistent problems seen from the evidence collated. These will be considered as appropriate at SLT meetings in order to determine if broader strategic action is required. All records will be held in student files and in a separate bullying incident file. Statistical reports are made to the Student Sub-Committee and Board of Directors at each meeting.

6. Reviewing the policy

This policy will be discussed, reviewed and revised annually by the Headmaster, in consultation with students, staff and Link Director Laura Tomp.

Appendix 1 – Bullying Report and Monitoring Form

Bullying Report and Monitoring Form

For each incident please complete one form and return to the Headteacher or Progress Leader

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		
Other:		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	

Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses. You may attach the Bullying Allegation Form if you wish.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Headmaster		
Link Director		
Chair of Board of Directors		
<i>Form tutor/class teacher</i>		
Progress Leader		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 criteria confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Appendix 2 -

[Microsoft Word - WSPSP School Crime Beat Protocol ENG wpsp_scbp_20211119_rev1.docx \(schoolbeat.cymru\)](#)

Appendix 3 – Helpsheet

Dealing with bullying

Being a victim of any kind of bullying feels really bad and it's important for you to know two things:

1. **You're NOT alone**
2. **It's NOT your fault**

How to Deal With Bullies: What to Do

If you're being bullied there's a lot you can do. While different tactics work for different people. Some people try to work it out for themselves, depending on how bad the bullying is. However, you must never do this if you feel at risk, scared or physically threatened.

Just Walk Away from the Bully

The best way to deal with bullying is to walk away. Try not to react or respond. You should go to a member of staff to explain what has happened, or, if you are upset, ask a friend to do so. You must tell someone as soon as possible, even if it is a trusted adult or family member when you go home. You should also do the same if you see someone being bullied.

How to Stay Positive

It can be hard to remember all your good points when someone is doing their best to be negative. However, try to think of all the things you do well and remember that you are a valuable person. If you've told a grown-up before and they haven't done anything about it, tell someone else. Tell them exactly what happened, who did the bullying, where and when it happened, how long it's been happening to you, and how it's making you feel. When you tell them, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about bullying and will do everything they can to help you. Keep telling until someone does help you!

Online Bullying

You should never respond to cyberbullying, (this includes cyberbullying you by text, email or social media). Remember anything you respond with could be shared with potentially millions of other internet users, and it could actually make the bullying worse. Immediately tell your parents, a trusted family member or a school member of staff. Block all communications from this person. Be sure to save evidence of the cyberbullying – take a

screen shot, or press Ctrl + prt scr on a computer, paste the information onto a word document, and save it in a special folder. Record the time and date, and make sure you do not leave out important bits, for example what you said in a conversation. Print the evidence just in case your devices fail.

Remember, if you are bullied, do not:

- Think it's your fault. Nobody deserves to be bullied!
- Fight back or bully a person back;
- Keep it to yourself and just hope the bullying will "go away." Make sure you report the bullying;
- Skip school or avoid school or afterschool activities because you're afraid of the bully;
- Don't be afraid to tell. Telling is NOT telling tales! It's the right thing to do!
- Hurt yourself. Nothing is that hopeless that it can't be resolved. As painful as bullying is, NOTHING is ever that bad that you should hurt yourself in any way.

Your Rights Against Bullies

Remember, everyone has the right to live in a safe and violence-free atmosphere both at home and at school.

What Next?

If you want to discuss any issues with bullying, you can:

- Speak to a trusted person – a member of staff, family member or trusted adult. It does not have to be your parent at home, or your Form Tutor at School, but they are good places to start;
- Put a message in the school message box (in the main office);
- Raise it with your buddy or School Council.