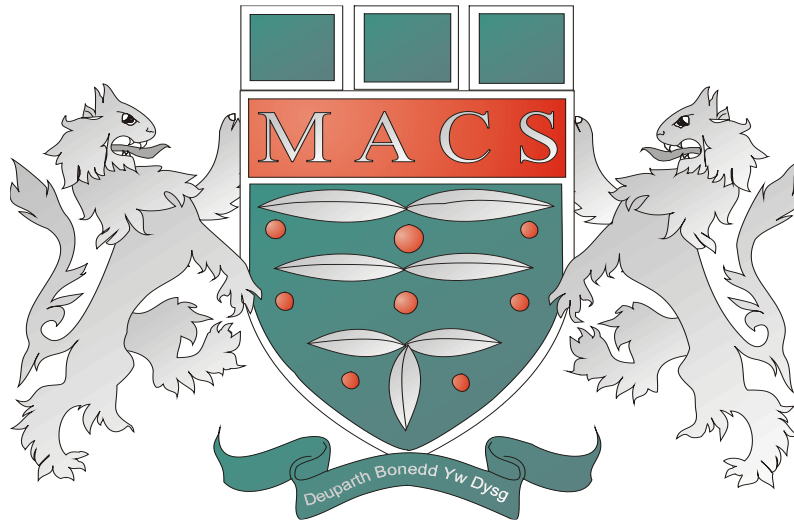


# MOUNTAIN ASH COMPREHENSIVE SCHOOL



Article 19: A child has the right not to be harmed and should be looked after and kept safe

## ANTI-BULLYING POLICY

Signed           *P. J. Jones*           (Chair of Governors)

Date           9.1.19          

Reviewed: January 2019  
Next review date: January 2020

# **Anti-bullying Policy Statement**

## **Statement of Intent**

In order to safeguard and promote the welfare of pupils, Mountain Ash Comprehensive School seeks to provide a safe, secure and positive environment in which children and young people can maximise their potential and be treated with respect and understanding.

The school acknowledges that bullying can take place at all levels and will endeavour to ensure that no member of the school community is subject to bullying or harassment of any kind by any other member of the school community.

## **Our Commitment to Action**

As a school we have a responsibility to respond promptly and effectively to the issues of bullying; to prevent incidents from occurring whenever possible; to protect and support pupils/staff who are victims; and to modify the behaviour of the perpetrator by helping them learn different ways of behaving.

We are committed to:

- providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere;
- encouraging children and young people to talk about their worries, confident that an adult will listen and will offer help;
- promoting the message that bullying of any kind is unacceptable and not tolerated;
- ensuring that the anti-bullying policy, within our school, complies with Welsh Assembly Government guidelines, and that they are reviewed and monitored regularly to ensure their effectiveness;
- making sure that all governors, staff, pupils and parents are consulted on the development of the anti-bullying policy and aware of its content;

We will make it clear to pupils, staff, parents/carers and governors that if and when bullying occurs, we will work together as a community in accordance with our school policy, to ensure the safety of the victim and to support improved behaviour from the perpetrator of bullying.

## **What is Bullying?**

*'The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim, leaving them traumatised and nervous of future recurrence.'*

## **Respecting Others: Anti-Bullying Guidance (WAG September 2003)**

*'Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.*

*Bullying can be:*

<i>Emotional</i>	<i>being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)</i>
<i>Physical</i>	<i>pushing, kicking, hitting, punching or any use of violence</i>
<i>Racist</i>	<i>racial taunts, graffiti, gestures</i>
<i>Sexual</i>	<i>unwanted physical contact or sexually abusive comments</i>
<i>Homophobic</i>	<i>because of, or focussing on the issue of sexuality</i>
<i>Verbal</i>	<i>name-calling, sarcasm, spreading rumours, teasing</i>
<i>Cyber</i>	<i>All areas of internet, such as email &amp; internet chat room misuse; mobile threats by text messaging &amp; calls; misuse of associated technology, i.e. camera &amp; video facilities</i>

### **'Anti-Bullying Policy for Schools Some Guidelines' Kidscape**

Bullying is behaviour intended to hurt, threaten or frighten someone else.

#### **Aims and Objectives of the Policy**

To ascertain that as a school we work towards ensuring a consistent and equitable approach in ensuring:

- we take positive action to prevent bullying from occurring at all levels;
- that the whole school community have an understanding of what bullying is and are aware of the possible signs and symptoms;
- that the whole school community know what our school policy is on bullying and fully aware of what procedures to follow if bullying arises;
- that staff, pupils and parents are assured that they will be supported when bullying is reported and that the issue is taken seriously;
- our commitment to bullying by practising zero tolerance on a whole-school basis and continually emphasise this in our school's environment, through the curriculum, during assemblies and through the regular reinforcement of the school's policy at each available opportunity;
- that all bullying incidents are recorded and procedures followed efficiently;

- we regularly monitor and review the effectiveness of our policies and procedures through consulting with, and seeking the views of staff, school council, pupils, governors and parents/carers on the how well the policy is working and identifying any problem areas;
- as a school we will work together and help each other to safeguard and promote the welfare of all our pupils and members of staff.

## **HOW WE CONVEY THE ANTI-BULLYING POLICY TO PARENTS AND PUPILS**

1. To the pupils - during Assembly in September, along with procedures for reporting/dealing with incidents.
2. To parents of the bullies or bullied - when their assistance is required as the result of an incident.
3. To new intake parents - if they make enquiries regarding school policy on bullying.
4. To pupils during personal and social education.

It was generally agreed that a 'blanket' announcement about bullying to groups of parents was likely to cause unnecessary anxiety and provide a distorted view of the extent of the problem.

## **STRATEGIES FOR DEALING WITH BULLYING**

### **1. Dealing with the incidents**

- a) Progress Managers should be immediately involved in any cases of bullying.
- b) All incidents should be recorded and filed. Where possible this should include written reports from both the bully and the victim.
- c) Parents may be involved according to the seriousness of the incident(s).
- d) Bullies should be seen to be dealt with (but this is somewhat complex).
- e) Follow-up discussion with both parties may be necessary.
- f) Punishments should involve the usual disciplinary procedures and repetition of intimidation may result in exclusion.

## **2. Counselling those involved**

This is undoubtedly the most difficult area as few staff are trained counsellors, attempting to counsel would conflict with our other roles but the school has now gained the assistance of an outside professional counsellor. The following suggestions are made before the services of the counsellor are called upon:

- a) Pupils should be given the opportunity to discuss their difficulties as bullies, or the bullied, after an incident. It is desirable that the Form Tutor, Progress Manager or Pastoral Support Officer should take on this task.
- b) Where a pupil is a persistent bully or victim of bullying the Progress Manager takes on the role. This would also enable the Progress Manager to have a clear view of the more extreme cases should matters lead to exclusion or referral to the school counsellor.
- c) It is probable that potential 'victims' and more covert forms of bullying are not being spotted early enough. Staff need to be vigilant and report any concerns to the Form Tutor or Progress Manager.
- d) Eye to Eye counselling may need to be organised for the bully and the bullied. Referrals for this type of counselling need to be arranged via Jill Jones the school's Interventions Co-ordinator.
- e) The Restorative Justice Team are a specialised counselling service and can be accessed via Jill Jones the school Keyworker.

## **3. Whole School Programme of Educating the Individual**

- a) A clear uniform approach, as outlined in this document, is essential.
- b) The subject of bullying is now an integral part of the P.S.E.
- c) Bullying will continue to be a topic for assemblies.
- d) The role models that staff offer are essential.

## **4. Practical Steps**

- a) Greater vigilance is required by the staff in the playgrounds and other areas where adults are less likely to appear.
- b) Information regarding potential bullies and victims should be obtained from feeder schools by the Progress Manager and shared with the Form Tutor
- c) CCTV cameras in corridors around the school.
- d) The introduction of a peer listening scheme in Year 12.

The school takes bullying seriously and the safety of all people who work and study in the school is paramount.

### **5. Analysis and Evaluation**

Data will be collected and evaluated on a termly basis. An evaluation will be completed and discussed at Progress Manager, SMT and Governing Body meetings. Action will be taken to address patterns that appear through evaluation.