

Cefn Saeson Comprehensive School

Ysgol Gyfun Cefn Saeson

Anti-Bullying Policy



Created	September 2023
Approved by Governors	7 th December 2023
Reviewed & updated	Autumn 2025
Headteacher	C Jones
Chair of Governors	S John

Aims of the Anti-Bullying Policy

- ✓ To ensure that students receive their education in a caring protective environment
- ✓ To prevent bullying through the proactive approach of the Respect campaign
- ✓ To deal effectively with bullying when it occurs
- ✓ To promote good School Behaviour, School Discipline and Pastoral Policies.

Introduction

We can all feel safe, be respected and enjoy our rights if everyone works together to make this happen. When people are bullied, it works against this because it leaves a person or a group feeling unsafe, disrespected and with no power to solve it. In Wales, all schools should work together with learners and their parents/carers to help make everyone feel happy and safe in school and on the journey to or from school. People should be treated equally and there should be no discrimination or hate crime. This is the law (the Equality Act 2010). Children's rights The United Nations Convention on the Rights of the Child (UNCRC) is a list of rights for all children. No matter who you are, where you live, what you believe in, what your parents/carers do, what language you speak, what sex you are, whether you have a disability or not, or whether you are rich or poor, all children should be treated fairly on any basis. These rights apply to you up to the age of 18. The UNCRC lists 42 articles – rights that children have, to be safe, healthy and happy.

These include:

- you have the right to be protected from being hurt and mistreated, in body or mind
- you have the right to a good-quality education
- you have a right to practise your religion
- your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people
- you have a right to a safe environment. To enjoy your rights, you also have a responsibility to respect the rights of others and not do anything which stops them from having those rights too

Everyone should learn in a respectful culture that celebrates all our differences and promotes equality. Everyone is different and we can learn about and from each other to help us understand the world and our part in it. In 2011 the Welsh Government decided to take an extra step and make the UNCRC law in Wales.

All schools must have in place a plan to encourage positive behaviour and challenge bullying. As a school we promote we endeavour to recognise all positive behaviour through the implementation of our achievement and sanction policy as well as address issues around bullying in school.

What is Bullying?

There is no legal definition of bullying. Many people think they know what is meant by 'bullying' but one person's idea might be different from someone else's view. In this policy and in-line with Welsh Government guidance, bullying is defined as a behaviour that:

- happens on purpose
- happens more than once
- is meant to hurt or upset someone
- the targeted person feels powerless to stop.

There are many different ways people can be bullied. This could include:

- being called nasty names, teased, made fun of, threatened or put down
- being hit, kicked, punched, tripped up or knocked over
- having belongings stolen or damaged Cefn Saeson Anti-Bullying Policy
- having rumours or gossip spread about you or people talking about you behind your back
- being left-out, excluded or isolated
- being forced to do something you don't want to do or know that is wrong.

The Nature of Bullying

Bullying can be displayed in many different ways:

- *Verbal/written* bullying can include name calling, racist/homophobic remarks, making fun of people because of a disability or saying anything that makes someone feel upset or frightened. This type of bullying also includes use of written notes and may include the threat of physical violence.
- *Physical* bullying can include hitting, kicking, pushing, hair-pulling or anything that can cause physical harm or pain like bruises and cuts. It is a criminal offence where it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.
- *Online* bullying or Online Bullying is a form of bullying such as sending nasty, threatening or offensive online messages / emails. Students should print off texts or chat room logs to be used as evidence. As part of the school's code of conduct mobile phones are not allowed to be used inside the school buildings by students. Any student who disregards this rule will have the phone confiscated until the end of the day. This Policy is there to support student safety and security. Students are always welcome to use school telephones on request.
- *Emotional bullying* includes ignoring someone, leaving someone out, spreading rumours, telling lies about someone or making someone feel unwanted.
- *Prejudice* related bullying applies to a person or a group because of prejudice. This could be linked to stereotypes or presumptions about their identity, race, religion, gender, disability, gender identity, sexual orientation or background.
- *Manipulative* bullying- is when manipulation of social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. This includes the spreading of rumours or malicious accusations.
- *Sexual* bullying occurs when someone is forced or coerced to take part in inappropriate physical activities

At Cefn Saeson we believe that all children are of equal value:

- regardless of their ethnicity, culture, national origin or national status
- regardless of their gender and gender identity
- regardless of their religious or non-religious affiliation or faith background
- regardless of their sexual identity
- regardless of or not they are disabled
- regardless of their academic or sporting ability.

The school uses the curriculum to embed anti-bullying work through the form tutor period, Health and Wellbeing and Religious Education. We believe that proactive approaches develop socially and emotionally literate students. This will have the greatest impact on reducing the incidents of bullying through the development of a Rights Respecting School culture.

When it is not Bullying

The following examples are bad behaviour but not usually acts of bullying:

- a fight that happens once
- banter between you and your friends that goes wrong, but is not repeated
- an argument between you and someone else of equal power, such as with your friend
- a friendship problem. One person does not want to be friends any more.

However, the above examples might be the start of bullying if nothing is done to stop it. If you have found it scary or distressing and you have not sorted it out between you, it might be helpful if you tell someone so that your school can do something to stop it right away.

Behaviour

Perpetrators often get pleasure from the pain, fear and humiliation of their victim. They often like their own way and use bullying as a means of getting what they want. Perpetrators are often motivated by their desire for power, control and for raising their own esteem or, in fact, they may have been bullied themselves. Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the schools work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance, or focus on parental, cultural or ethically based lifestyles.

It may dwell or reflect upon race religion, nationality or sexual inclination

Staff and parents/carers can find it difficult to identify when someone is being targeted and may be ignorant to the key indicators which are known to identify that bullying is taking place. Cause for investigation would be if a student were to begin showing some of these possible signs.

- ✓ Is frightened of walking to and from school
- ✓ Does not want to go to school
- ✓ Asks to be driven to school instead of walking

- ✓ Changes their usual route
- ✓ Continues to refuse to go to school (school phobia)
- ✓ Begins truanting
- ✓ Becomes withdrawn, anxious, or lacking in confidence
- ✓ Starts stammering
- ✓ Attempts or threatens suicide or runs away
- ✓ Cries themselves to sleep at night or has nightmares
- ✓ Feels ill in the morning
- ✓ School work deteriorates
- ✓ Comes home with clothes torn or books damaged
- ✓ Asks for money (to pay bully)
- ✓ Has dinner monies continually 'lost'
- ✓ Has unexplained cuts or bruises
- ✓ Comes home hungry (money/lunch has been taken)
- ✓ Becomes aggressive, disruptive, unreasonable
- ✓ Is bullying other children or siblings
- ✓ Stops eating
- ✓ Is frightened to discuss the problem

School Action on Anti Bullying

Cefn Saeson realises that there is no single strategy which can be applied to bullying. Therefore, it is necessary to have a range of strategies available that may be implemented when appropriate for students who bully and are bullied. Informal action on bullying is a useful strategy to help to resolve potentially damaging situations. They can bring attention to the fact that the school will not tolerate bullying of any sort. This is done by:

- Poster campaigns in corridors and classrooms
- Involvement of the student council and prefects
- Accessibility of key staff i.e. Headship Team, Learning leaders, the PAWB team/Form Tutors to students and their parents/carers

When bullying occurs, we will:

- Make students feel comfortable about coming forward to disclose.
- Encourage students to talk to someone about being bullied.
- Stress that this can be confidential but where action needs to be taken, staff will act sensitively and with the full involvement of the victim.
- Involve parents/carers and keep parents/carers informed of progress.
- Ensure that action will be taken with a clear outcome.
- Provide feedback of information and ensure that there is continuity of support.
- In some cases, referral to outside agencies may be required for support and guidance e.g. Educational Psychologist, Exchange Counselling Service Parents/carers should be made aware if their child is a target of bullying, or if their child is a perpetrator of such behaviours.

We need to work in partnership to constructively support young people. Parents need to know that there are legal implications if issues are reported to the police. They should also be given constructive advice on how to cope with the problems of bullying, both during and after the incident.

Parents/Carers play a key role to:

- Inform the school if you are aware or suspect bullying is taking place, this can be done via phone call, letter or in person. Focus on sharing factual information. This can be a very emotive issue, but bullying has to be dealt with in an objective manner.
- Encourage children to be friendly and tolerant to others and not to be aggressive
- Support the school if further action needs to be taken.

Procedures we Follow

Every case of bullying is different and will require different solutions. Should bullying occur it is essential that the following process be followed:

- If any teacher or any member of staff becomes aware of any incident of bullying, they should refer this to the Head of Year in order to establish the exact nature of the problem.
- All incidents of bullying must be recorded on Provision Maps/Class Charts by the Head of Year following an investigation. This will include all parties writing a statement to support the investigation process. All documentation will be stored electronically on the students' Class chart/Provision Map profile as a private document.
- The school will use the school level data to monitor and analyse patterns of behaviours
- Appropriate provision will be put in place to address this e.g. through PSE, assemblies and so on.

Depending on the nature of the bullying any or all of the following process should be followed:

- School achievement and sanction policy strategies to be applied. For repeated offenders, this could lead to direct sanctions such as Pupil Inclusion Centre, fixed term or permanent exclusion. Providing the victims with opportunities to access a quiet/safe zone (if they wish).
- The use of outside agencies e.g. Educational Psychologist, Behaviour Support Team, if necessary the Police Neighbourhood Officer / Police Community Support Officer
- Parents and pupils must be aware that if there is a sexual aspect to the bullying there is a legal duty of care to involve both police and social services.

Overview

Cefn Saeson aims to create a culture where respect is promoted. We aim to educate all on the nature of bullying and respond swiftly and appropriately to bullying when it occurs. This must be a whole school approach, understood by the whole school community.

Adopted by the Governing Body on 7th December 2023

Reviewed, updated and adopted by the Governing Body 3rd October 2024

Reviewed, updated/adopted by the Governing 11th November 2025

A handwritten signature in black ink, appearing to read 'Stephen', with a stylized flourish at the end.

Signature of Chair of Governors