

Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



Pupil Discipline, Behaviour & Anti-Bullying Policy **Polisi Disgyblaeth, Ymddygiad a Gwrth-fwlio Disgyblion**

| | |
|--------------------------------|----------------------|
| Reviewed/Adolygwyd | July/Gorfennaff 2024 |
| Next Review/Yr Adolygiad Nesaf | July/Gorfennaff 2025 |

Senior Pastoral Team

| | |
|-----------------|--|
| Mr L Harrington | Deputy Headteacher |
| Miss R Roberts | Senior Teacher – Additional Learning Needs |
| Mr J Havard | Senior Teacher - Standards |
| Ms L Brown | KS3 School Manager (Year 7 and 8) |
| Mr I Brooks | Year 9 Learning Manager |
| Mr C Maunder | Inclusion Manager |
| Mrs M Flynn | Wellbeing Manager |
| Mr A Pain | Safeguarding Link Governor/Chair of Pupil Disciplinary Committee |

First Line Contacts

Pastoral Support Team

| | |
|----------------|-------------------------------|
| Mrs M Flynn | Wellbeing Manager |
| Mrs S Ward | KS3 Pastoral Support Officer |
| Ms S Ballard | KS4 Pastoral Support Officer |
| Mr C Rue | Restorative Support Assistant |
| Mrs M Fairhead | ASD Support Officer |

LEA Support

| | |
|-----------------|----------------------------------|
| Mrs Lisa Heaher | County Behaviour Support Teacher |
|-----------------|----------------------------------|

Aims and Objectives

All pupils are expected to behave in a positive and responsible way at all times. The primary purpose of a school is learning. The purpose of discipline within a school is to provide a clear and easily understood framework of positive behaviour and standards so that learning can take place and each pupil can feel respected, safe and valued.

This means that pupil behaviour should demonstrate:

- courtesy and good manners
- respect for self and others
- respect for property and the environment
- safety
- working to the best of one's ability and enabling others to do so
- honesty, truthfulness and caring for one another

Our staff will support these aims and objectives through ensuring:

- clear and consistent routines
- regular and sustained use of praise and reward
- an emphasis on restorative communication
- redirection of children towards success rather than highlighting mistakes
- actively seeking to build and maintain positive relationships

THE ROLE OF THE GOVERNING BODY

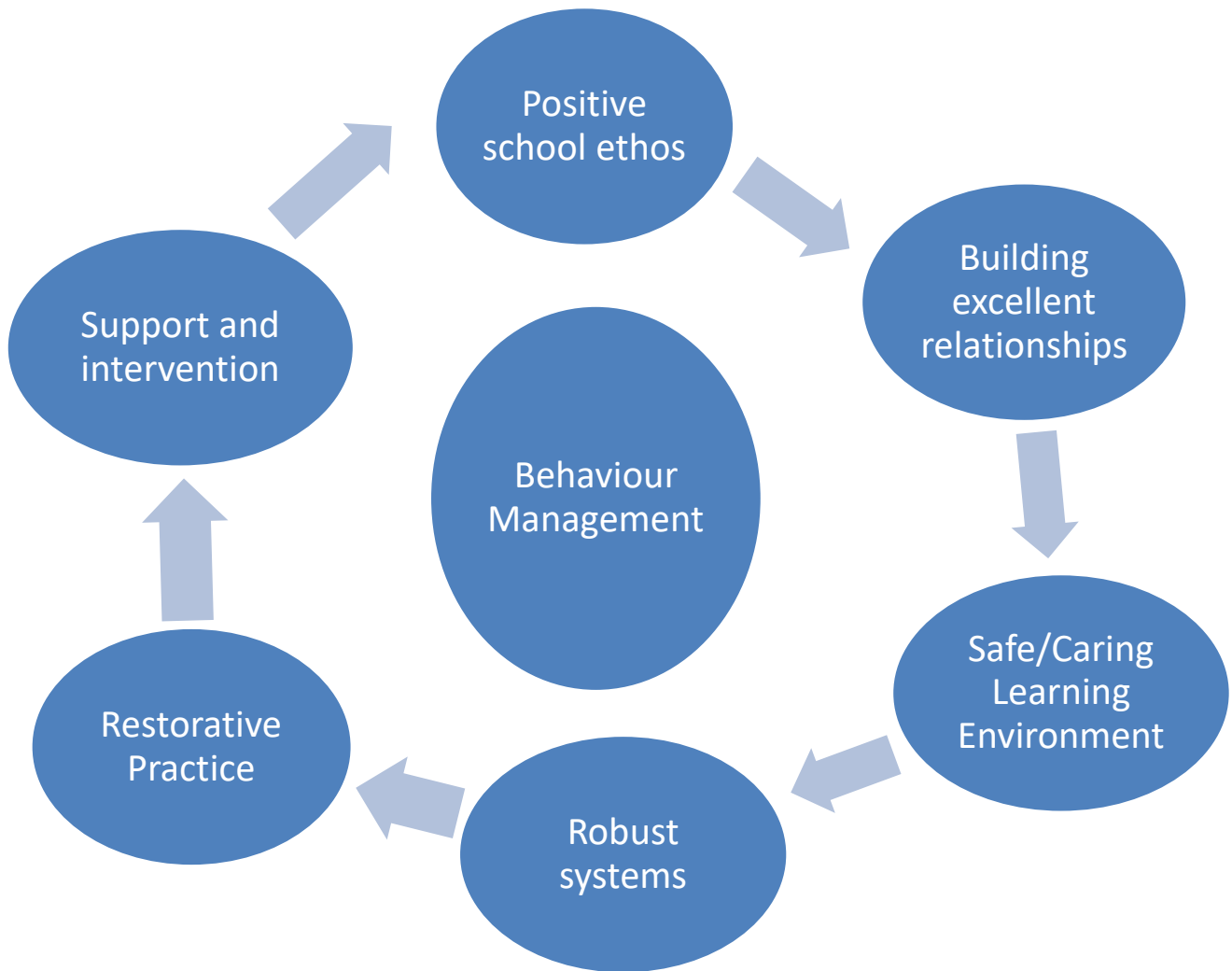
- The Governors have a responsibility to ensure that an appropriate ethos is set and that a moral framework is in place so as to encourage all pupils to behave positively. To ensure this they meet regularly with the Leadership Team of the school.
- The Governors will satisfy themselves that the prevailing ethos promotes the highest standards of behaviour from pupils in the school supported by realistic and high expectation of the pupils by the staff.
- The ethos is supported by Behaviour Management strategies which the Governors will be satisfied include suitable provision for all pupils and are fully inclusive.
- The Governing Body has a general duty to ensure that all pupils have the right to the highest possible standards of care and that the school follows policies to promote good behaviour and discipline amongst pupils. In matters relating to the regulation of pupils' conduct the Governors recognise that emphasis should be placed on the prevention of unacceptable behaviour. They also acknowledge the need for early intervention when appropriate. They further recognise that they themselves as Governors, the Headteacher and the staff have a duty to ensure that the young people attending Cefn Hengoed Community School should not have their education jeopardised by the disruptive behaviour of other pupils.

Consultation

Effective and accurate consultation with identified interested parties allowed us to put together a working policy which is inclusive, realistic and has the diversity to accommodate change. This consultation process identified pupils, parents, staff, outside agencies and the Governing Body as parties with a relevant interest in this policy.

The evidence from these consultations provided us with the direction and structure with which to take the policy forward.

Model for Support



Behaviour Blueprint

How staff will consistently behave

- 1 Approachable**
- 2 Calm**
- 3 Positive**

4 rules for learners

- 1 Ready**
- 2 Respectful**
- 3 Resilient**
- 4 Safe**

Each day every adult will...

- 1 Model positive behaviour**
- 2 First attention to best behaviour**
- 3 Acknowledge everyone/Meet & Greet**

3 things senior leaders will do every day to support good behaviour

- 1 Be visible**
- 2 Follow a consistent approach**
- 3 Lead by example**

3 ways we will recognise conduct that is 'over and above'

- 1 Positive phone calls home**
- 2 Praise postcards**
- 3 Praise boards**

3 things everyone will do when intervening with poor behaviour

- 1 Remain calm**
- 2 Be consistent**
- 3 Use scripted intervention**

Managing Pupil Behaviour

Successfully managing pupil behaviour at Cefn Hengoed Community School relies on the deployment of a variety of strategies, often continuing elements of each to reach a successful outcome.

Strategies - Whole School

- A positive collaborative and calm approach to classroom management.
- A safe learning environment where pupils / staff feel comfortable in developing new skills.
- Staff / pupils / key personnel deployed effectively to manage the school site during pre-school, break time, lunchtime and post school. A well organised rota of duties to be created annually and amended in response to need.
- An inclusive structure allowing all pupils to thrive to the best of their ability.
- A prestigious awards evening to reward the endeavour / effort of pupils during the academic year.
- The development of effective home, school and community links to enable successful support, care and guidance to all pupils and their families.
- The use of restorative practice strategies to resolve issues.

Pupil Rewards – Achievement Point System

As with any system, the success of the achievement point depends on its consistent, inclusive and committed implementation by all staff across the school.

Achievement points for key stage 3 and 4 will be recorded on SIMS alongside the current registration system.

Achievement points will be awarded when a member of staff deems it appropriate for:

- a) academic achievement (relative to Global Target Grade)
- b) endeavour
- c) positive attitude / action observed inside or outside the classroom
- d) helping your teacher or another learner
- e) Cymreictod
- f) showing initiative
- g) perseverance / resilience
- h) outstanding performance (e.g. PE or music)

Supporting Strategies for Achievement

- Letters of praise / recommendation / positive phone call / praise postcard / academic progress / good attendance to parents.
- The Key Stage / Learning Manager will provide regular feedback to parents / carers on pupils' academic progress. This is in addition to the formal process of reporting.
- Reward visits and educational experiences during the academic year.
- Rewards and Recognition assemblies for individual and group achievements.
- Regular press and social media coverage of success and achievement of a variety of activities.
- Through the weekly bulletin issued to all staff on a Monday morning.
- The use of Pivotal Behaviour Curriculum as a whole school approach to managing pupil behaviour.
- Intervention and support from appropriate agencies within and outside school.

It is widely acknowledged that good discipline is largely the result of well organised lessons, good teacher pupil relationships and mutual respect.

Examples of Behaviours and Subsequent Sanctions

Example 1

Behaviours may include,

- Not following expectations
- Misbehaving in class
- Misbehaving in the school yard/recreational areas
- Refusal to engage in task

Example 1 Consequences

This is dealt with by the member of staff at the time, by having a conversation and reminding the child of the behaviour and engagement expectations. If a task is unfinished as a result of unreasonable behaviour, the child may be asked to complete the task during break or lunch. Behaviour will be logged on SIMS.

Example 2

Behaviours may include,

- Physical confrontation
- Disrespectful behaviour
- Offensive behaviour
- Persistent misbehaviour of the nature described in Example 1

Example 2 Consequences

- Immediate referral to the AoLE Lead, Behavioural Team, Head of Year or Senior Leader. Behaviour will be logged on SIMS.
- Parents ***may*** be contacted depending on the context of the incident.
- Possible withdrawal of break or lunch, or a suitable restorative session.

Example 3

Behaviours may include,

- Bullying
- Serious damage to property
- Theft
- Physical assault on a pupil or member of staff
- Persistent misbehaviours of the nature described in example 1 and/or 2.

Example 3 Consequences

- Immediate referral to the Head of Year and Headteacher (Deputy Headteacher in absence).
- Parents will be contacted.
- Withdrawal from class to complete work under staff supervision for the remainder of the day.
- Possible exclusion – this could be fixed term or permanent depending on the severity of the incident.

Examples of Strategies used to Improve Behaviour

- Gentle approach, personal, non-intimidating, side on, eye level or lower.
- State the behaviour that was observed and which expectation/routine it breaks.
- Tell the child what the sanction is. Immediately refer to previous good behaviour/ learning as a model for desired behaviour.
- Walk away; allow the child time to think about their actions and decide what to do next.
- If there are comments as you walk away they can be followed up later.
- Look around the room with a view to catching somebody following the rules and use this as a model.

Examples of phrases to use when dealing with challenging behaviour

| Child | Adult |
|--------------------------------------|---|
| 'It wasn't me' | 'I hear what you are saying...' |
| 'But they were doing the same thing' | 'I understand...' |
| 'I was only...' | 'Maybe you were...and yet...' |
| 'You are not being fair' | 'Sometimes I may appear unfair...' |
| 'It's boring' | 'That may be the case, however' |
| You are a ... (name calling) | 'There may be some truth in that... or 'I am sorry you are having a bad day'. |

Feelings

1. Identify the feelings

"You sound as if..."

"You seem to be..."

"You look as if..."

2. Acknowledge the feelings

"Oh right...Oh yes...I see."

3. Accept the child's feelings as you stop unacceptable behaviour

"I know you are angry, but I can't allow you to ..."

Engage the child's co-operation

1. Saying thank you as a presupposition or giving thanks

"Thank you for putting your hand up David."

"Thank you for putting your rubbish in the bin."

2. Question or comment on learning, not the behaviours

"What number are you on?"

"How far have you got now?"

"How did you get that answer?"

"I like that answer, show me how you did it."

3. Describe the problem

"I can hear too much noise right now."

"<Name>... You're talking, this is...Time...You need to look and listen, thanks."

"<Name>... Are you ready?... Look this way and listen, thanks."

Expectations of Pupils at Cefn Hengoed Community School

READY

Present
Punctual
Uniform
Equipment
Homework



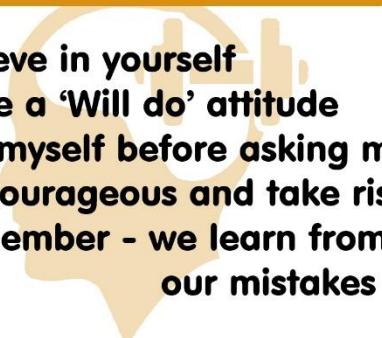
RESPECTFUL

Of myself
My peers
All staff
My community



RESILIENT

Believe in yourself
Have a 'Will do' attitude
Ask myself before asking my teacher
Be courageous and take risks
Remember - we learn from our mistakes



SAFE

In lessons
Between lessons
Break and lunch times
eSafety



Uniform

The correct standard of uniform is outlined below:

All Black Footwear

Black Skirt/Trousers

White Shirt/Polo Shirt

School Sweatshirt, with logo; or

School V Neck Jumper, with logo; or

School Cardigan, with logo

Acceptable Jewellery

- A wristwatch
- A single pair of ear studs or small earrings (sleepers)
- A necklace / chain, if worn under a blouse/shirt
- Facial piercing is not permitted

For Health and Safety Regulations these items, if worn to school, must be removed during Physical Education lessons and their security on these occasions is the responsibility of the pupil. School advises that therefore these items are not worn on PE days.

Hair – natural hair colours only.

No Handbags are allowed. Pupils need to have a suitable School Bag i.e. Rucksack that can carry equipment.

Recording Incidents

Electronic Behaviour Management

Routine incidents of unacceptable or repeated behaviour concerns are to be logged by staff onto the electronic behaviour system. This is monitored daily by the Restorative Support Assistant, Key Stage / Learning Managers and Pastoral Support Officers.

The monitoring of incidents of unacceptable behaviour enables facts to be shared with parents / carers if necessary and for future use by Key Stage Managers / Senior Leadership Team / Pupil Disciplinarys involving the Governing Body.

Restorative Follow Up

Reparation Meetings following incidents of unacceptable behaviour may take place at breaktime, lunchtime or after school.

Restorative Follow Ups at breaktime and lunchtime do not need to be recorded or formally notified to parents / carers.

However, under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act) schools have the authority to detain pupils after a school session on disciplinary grounds. Formal notification to detain pupils after school should be provided for parents / carers, in writing, at least 24 hours in advance of the set Restorative Follow Up (see Appendix 2).

All after school Restorative Follow-ups are recorded on SIMS by the member of staff involved.

NB

- During the period of Restorative Follow Up, pupils involved are the responsibility of the issuing member of staff.
- Pupils who travel by school bus will be provided with a bus pass to enable them to travel home. This will be organised by the supervising teacher.

Daily Report

A Daily Report Sheet is used to monitor pupil behaviour (see Appendix 3). It is carried by the pupil daily and commented on by class teacher at each lesson. The Report is returned to the Key Stage / Learning Manager by the pupil each day for discussion, it is then signed and retained by the Key Stage / Learning Manager to be returned to the pupil the next day. The Restorative Support Assistant is responsible for updating parents. At the end of the week the report is placed on pupil record.

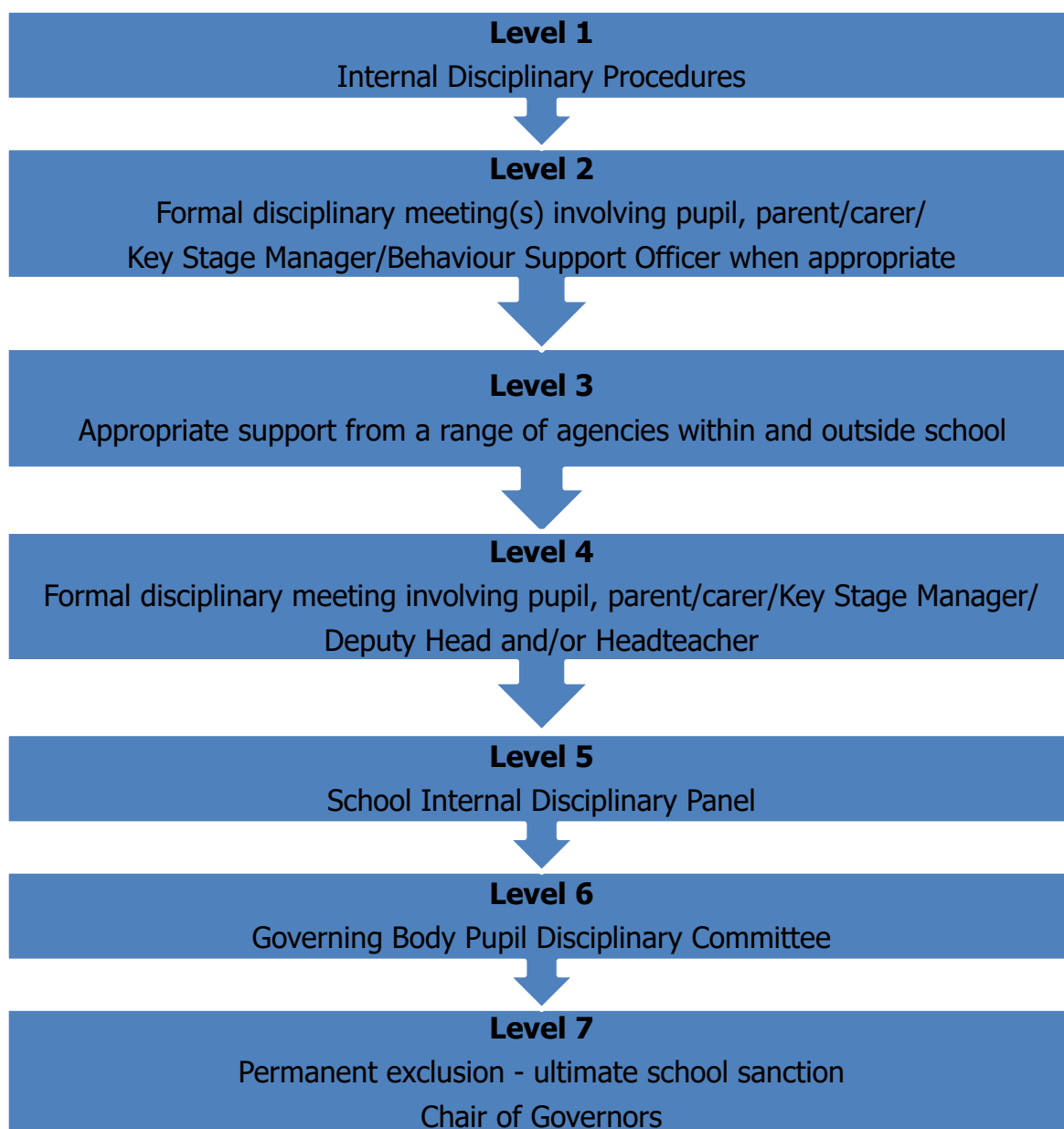
Restorative Room

The Restorative Room at Cefn Hengoed Community School is an additional strategy to support pupil behaviour and to reduce exclusions. The room is a safe learning environment that promotes positive relationships, restorative practice and a base to reflect on any behaviour issues demonstrated by individuals.

The Restorative Room is supervised by the Restorative Support Assistant. Whilst in the Restorative Room pupils will undertake a Restorative Follow Up supported by the Restorative Support Assistant and will return to lessons when staff consider they are ready for learning.

Discipline Referral Process

Disciplinary records will be kept in "Behaviour Management" in SIMS. Disciplinary meetings are to be minuted and stored in pupil's confidential records. Certain inappropriate behaviour may be deemed serious enough to progress immediately to a higher level.



Examples of External Support Agencies

- Education Welfare Service
- Early Help Hub
- Cynnydd Project
- Careers Wales
- Barnardo's
- BAROD
- Domestic Abuse Hub
- Social Services
- The Exchange Counselling Service
- Community Police Officers
- Police Liaison Officer
- Swansea MIND
- YMCA – LGBTQ+ - Young Carers
- CAMHS
- County Behaviour Teacher
- Education Psychologist
- PLATFFORM 4YP

Home School Partnership

(Available in all pupil planners to be read by parent/carer in September of academic year).

At Cefn Hengoed we feel that the successful education of each individual pupil depends upon a partnership between the school, the pupil and the home.

School Commitment

To provide the best possible teaching and learning to enable all pupils to reach their potential and a high level of pastoral care to support, guide and advise.

Pupil's Commitment

To attend on time and regularly, work to the best of your ability and follow the school expectations to the Ready, Respectful, Resilient and Safe at all times. Treat others, pupils and staff, as you would want to be treated yourself.

Parent's / Carer's Commitment

To work with the school and encourage and support your child's learning activities. To work collaboratively with us on your child's behalf.



Ysgol Gymunedol Cefn Hengoed Community School

Restorative Follow Up Notification

| | | | |
|--------------------|--|---------------------------------------|---|
| Pupil Name: | | | |
| Form: | | Date of Restorative Follow Up: | Click here to enter a date. |

After school Restorative Follow Ups will begin at 3.00pm and will not exceed 3.45pm

| | | |
|-----------------------------------|--|--------------------------|
| Reason: (Please choose) | Not Ready for learning | <input type="checkbox"/> |
| | Not Respectful to themselves, peers, staff, community | <input type="checkbox"/> |
| | Not Safe in lessons, between lessons, break or lunchtimes, eSafety | <input type="checkbox"/> |

| | | | |
|--------------------|--|-----------------|--|
| Detail: | e.g. Pupil x was fighting in the corridor with another pupil | | |
| Staff Name: | | Subject: | |

| | |
|--|---|
| For Behaviour Support Use Only: | |
| Behaviour Support Officer: | |
| Date: | Click here to enter a date. |

Appendix 3



Daily Report

| Name | | Form | |
|------|--|------|--|
|------|--|------|--|

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Key Stage Manager |
|------------------|----------|----------|----------|----------|----------|-------------------|
| Monday | | | | | | |
| Tuesday | | | | | | |
| Wednesday | | | | | | |
| Thursday | | | | | | |
| Friday | | | | | | |

Expectations

Ready: present, punctual, uniform, equipment, homework

Respectful: of myself, my peers, all staff, my community

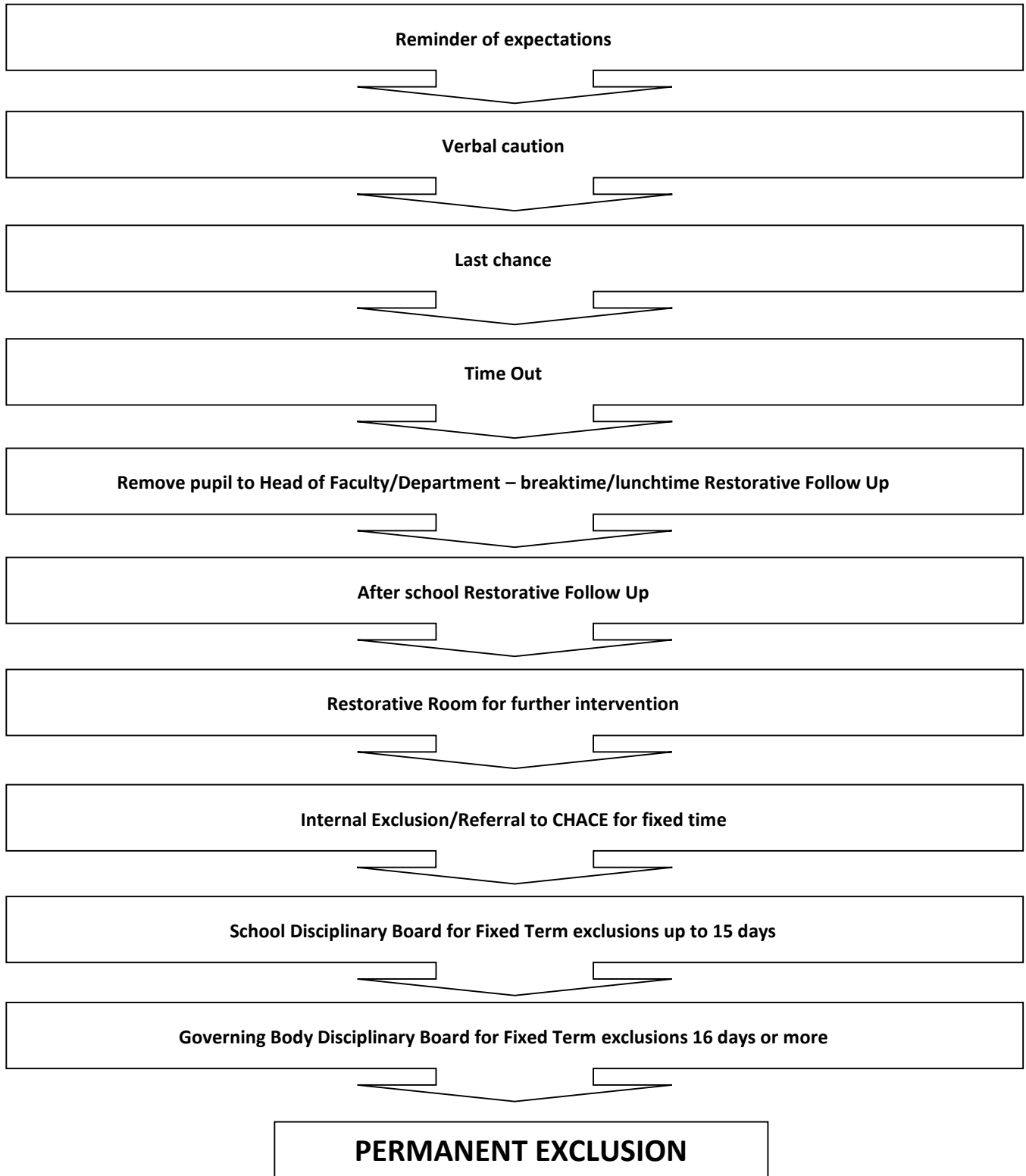
Resilient: believe in yourself, have a 'will do' attitude, ask myself before asking a teacher, be courageous and take risks, remember - we learn from mistakes

Safe: in lessons, between lessons, break and lunch times, eSafety



This appears in the Pupil Planner

Sanctions and Consequences



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Anti-Bullying Policy Polisi Gwrth-fwlio

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|--------------------------------|----------------------|
| Reviewed/Adolygwyd | July/Gorfennaff 2024 |
| Next Review/Yr Adolygiad Nesaf | July/Gorfennaff 2025 |

Anti Bullying Policy

Bullying is the willful, conscious desire to hurt, threaten or frighten someone and can appear in a number of ways. It can be physical, verbal, manipulative, sexual, racial, or cyber bullying.

Bullying is one of the most malicious and malevolent forms of deviant behaviour and can occur in any school. In order to effectively combat bullying all staff, pupils and parents need to be familiar with the elements of bullying and recognise that it is a complex issue. Pupils need to be aware of the opportunities available to them to address any concerns regarding bullying with a member of staff or prefect. All prefects / school council are provided with training in procedures to follow if a pupil reports to them that they are being bullied.

The Nature of Bullying

Bullying can be categorised as outlined below.

- ***Physical***
 - Often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
 - 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.
- ***Verbal***
 - Involve name calling
 - Make use of written notes, emails or mobile telephone messages
 - Include threats of physical violence
- ***Manipulative***
 - Manipulates social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships
 - Spread rumours or malicious accusations

The final weapon of the bully is fear and threat. As adults we must recognise that bullying can take place on the way to and from school, in lessons, break and lunchtimes as well as outside school, which can, in turn cause problems in school.

Bullying can vary from simple name-calling or horseplay where things are taken too far, to vicious assault causing bodily harm. It is not where two people have an occasional disagreement. It is the wilful, conscious desire to hurt, threaten or frighten someone.

Bullying Behaviour

Bullies 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. Bullies are often motivated by their desire for power, control and for raising their own esteem.

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 or nationality.

Consultations have shown that pupils can recall incidences where they have either bullied or been bullied, however they are unclear and unable to categorise the nature of bullying which occurred or to what severity they were bullied.

Staff and parents may also find it difficult to identify when someone is being bullied 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 pupil 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 using the school bus.
- 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.
- Becomes aggressive, disruptive, unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to discuss the problem.
- Gives improbable excuses for any of the above.

No list on bullying can be exhaustive. Any change in the normal pattern of any pupil's behaviour could suggest anxiety or worry which could be caused by bullying.

SCHOOL ACTION ON BULLYING

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 can be done by:

- Poster campaigns in corridors and classrooms.
- Effective use of buddies in Year 7.

- Involvement of the school council and prefects.
- Accessibility of Senior Pastoral Team, Pastoral Support Officers and Form Tutors to pupils, working in conjunction with their Parents / Carers.
- Targeted assemblies.

The school 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 pupils who bully and are bullied.

The following headings outline the range the range of strategies which may be employed:

- Induction day support and ongoing support following induction.
- Reflection Bullying Booklet.
- High profile afforded to Anti Bullying Week.
- PSE to focus on issues relating to bullying / relationships.
- Use of outside agencies including LA Inclusion Team, EWO, Educational Psychologist, Behaviour Support, Exchange Counselling Service.
- Use of restorative practice.
- Use of Wellbeing Manager to provide individual support.

Bullying will always be dealt with in a sympathetic manner by all staff. Staff will:

- Encourage pupils to talk to someone about being bullied. Stress that this can be confidential but where action needs to be taken, staff will act sensitively.
- Ensure that action will be taken with sanctions / reprimands.
- Make pupils feel comfortable about coming forward to disclose.
- Provide feedback of information and ensure that there is continuity of support.
- Involve parents / carers and keep parents / carers informed of progress
- In extreme cases referral to outside agencies may be required for support and guidance e.g. Educational Psychologist, Exchange Counselling Service.
- The schools Police Liaison Officer used to support individual and whole school issues.

Parents should be made aware if their child is a victim of bullying, or if their child is a bully. We need to work in partnership with them in order to constructively support their child.

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.

Parents / Carers play a key role to:

- 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.
- 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 to follow

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

- (1) If any teacher becomes aware of any incident of bullying they will refer this to the Pastoral Team in order to establish the exact nature of the problem.
- (2) All incidents of bullying will be recorded on the Behaviour System and passed to the respective Key Stage/Learning Manager/Pastoral Support Officer immediately.
- (3) Depending on the nature of the bullying any or all of the following measures may be taken.
 - All parties interviewed as individuals, then discussion with both parties to resolve the matter (see restorative practice).
 - Parents / Carers informed of the situation.
 - School disciplinary policy to be actioned where appropriate.
 - Parents / Carers invited to school to discuss the situation.
 - If bullying behaviour continues and counselling has not worked then sanctions follow. It is important that counselling continues for both parties even when sanctions have been applied.
 - The use of restorative practice as a supportive measure.
 - Reflective Bullying Booklet completed and targets reviewed.
 - The use of outside agencies e.g. Educational Psychologist, Behaviour Support Team, if necessary the Community Police school link officer.
 - If this fails to rectify the situation the matter should be referred through the school disciplinary procedure (appendix 4).

E-BULLYING

All pupils / parents / carers are required to sign a copy of the schools E-Safety Policy at the start of Year 7.

Another form of bullying is 'e-bullying', which includes mobile phone bullying, bullying via chat rooms (e.g. Facebook, Twitter, Snapchat, Instagram, WhatsApp).

Mobile phone bullying by text, picture or media messages, can be a particularly emotionally damaging experience for children as it is not confined to the school, or street but can continue into the 'safety' of the child's home. This is a particular problem if material is sent electronically to others.

As part of the school's code of conduct mobile phones are not allowed to be brought into the school or used by pupils. Any pupil who disregards this rule will have the phone stored safely until collected by a parent / carer. This Policy is there to support pupil safety and security and pupils are always welcome to use school telephones on request. In addition, school staff will take messages to pupils when parents / carers have contacted the main office or Pastoral Team.

In the event of mobile phone bullying or any form of 'e-bullying' pupils are advised the following:

- Don't ignore it.
- Don't delete it.
- Don't reply to it.
- Show the message to an adult you trust, such as a parent / carer or teacher.

The school responsibility will be to:

- Look at the evidence.
- Contact parents / carers of all the pupils involved in cyber bullying.
- Educate pupils on the dangers of cyber bullying.
- Reassert that the school can openly deal with issues which happen on school premises and it is the parents' responsibility to monitor cyber use outside of school hours.
- Involve the School Police Liaison Officer if necessary.

Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/Media-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, especially when images are sent to others.
- **Mobile phone bullying** uses silent calls or abusive messages.
- **Email bullying** uses email to send bullying or threatening messages.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Use of social networking sites** there has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Above all we should always remember a person who is bullied often blames themselves, and can believe they are at fault for some reason. They do not come forward because they feel ashamed, uncomfortable, upset or embarrassed. In addition there is the fear factor that they will make the situation worse by reporting it.

The school commits, through its sound pastoral systems and support, to provide wrap-around support targeted to the needs of the pupil and the context should issues of bullying occur.