

SCALBY SCHOOL

ANTI-BULLYING POLICY

The Governing Body referred to in this document will be taken to mean the IEB, until such time as a new Governing Body is established.

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	J Jones	10.10.09	21.10.09	

Member of staff responsible: *John Jones Associate Assistant Principal – Deep Support*

Review date: June 2010

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm of bullying.

1. a) The National and Legal Context

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to :

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

This policy links to the Every Child Matters Outcomes of Stay Safe, Be Healthy and Make a Positive Contribution. It also links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, safeguarding children's procedures and the current DCSF anti-bullying guidance, Safe to Learn.

1. b) How this Policy was Developed

Staff Students and parents were all consulted in the formation of this policy along with the review and changes made to the school's behaviour policy in April 2009. This policy was then presented and ratified by the school's leadership team and the Interim Executive Board currently filling the governorship role in regards to the school in October 2009.

2. a) Definition of Bullying

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be direct or indirect and includes;

Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying – kicking, hitting, punching, pushing and pinching,

Emotional bullying - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

Cyber bullying – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers

b) Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality (REGARDS.) This is to ensure that anti-bullying provision is provided in a sensitive and non judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups in this process.

3. School Statement of Intent (*with regard to its position on bullying*)

This school believes that:

- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of the school community will be listened to and taken seriously
- bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- all of us have a responsibility to ensure that we do not abuse or bully others
- young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- young people should be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with pupils, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

5. Intended Outcomes

- That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy
- That there are effective listening systems for pupils and staff within the school
- That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child.
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child or young persons' educational opportunities and achievement is disadvantaged due to the experience of bullying
- That all staff are equipped with the skills necessary to deal with bullying
- That the wider school community (e.g. midday supervisors) is involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters and parents meetings.
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

6. Specific School Targets

Our school targets for 2010 are as follows:

- To reduce the number of logged incidents classified as bullying.
- To raise awareness of the impacts of bullying in the school.
- To raise awareness of the support systems in place for bullied pupils in the school.
- To rise awareness of the consequences for bullies in the school.

7. Recording of Incidents

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- keep a record of individual incidents of bullying. compile an annual record of bullying incidents which is returned to the Local Authority at the end of every academic year.
- ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.

8. Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents.

b) *Guidance for pupils*

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened
- Who was involved.
- Who saw what was happening
- Where it happened.
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply

- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school please see appendix.

c) Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Speak to your child's Vertical Mentor Group Tutor.
- Explain to the Tutor the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to discuss the matter with your child's Learning Manager and keep a record of the meeting
- If this does not help write to the Headteacher explaining your concerns and what you would like to see happening
- If you require any further support then please contact the Local Authority

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Contact your child's Vertical Mentor Group Tutor and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

d) Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- Seek advice and information from your union
- Share your concerns with a trusted colleague
- Make a record of all incidents and date them
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body

e) Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This schools has set procedures to follow in implementing sanctions where a bullying incident has occurred. These sanctions are applied in appropriate proportion to

the event. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, (Section 17) states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

9. Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Peer mediation
- Peer counselling
- Buddy systems within the VMG system.
- PSHE programme.

- Anti-bullying Week
- Training for all members of staff on anti-bullying policy and strategy

10. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

11. Monitoring Arrangements

This policy will be evaluated and updated where necessary bi-annually by the whole school. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

12. Whole School Approach/Dissemination of the Policy

Policy was presented to SLT meeting for approval on the 15/10/09 and to the IEB for approval and ratification on 21 October 2009.

Following this it was disseminated to staff.

13. Policy Review

Review date June 2010