

ANTI -BULLYING POLICY

Revision	Authorised by	Date	Adopted by	Date
March 2018	Assistant Headteacher	9 March 2018	Resources & Support Committee	19.03.18

GLOSSOPDALE SCHOOL ANTI-BULLYING POLICY

Introduction

This policy sets out our shared vision and intention to address bullying at Glossopdale School. At the heart of this document is a commitment to safeguarding students.

Objectives of this Policy

- All Governors, teaching and associate staff, students and parents should have an understanding of what bullying is.
- All Governors, teaching and associate staff should know what the School policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a School we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Statement of principles and values

Glossopdale's overarching vision is that every child and young person, including those who are vulnerable or disadvantaged, has the best possible start in life and develops to their full potential in school. Bullying is not just an issue for School, and it is our intention to reduce its incidence and effects, in School and our community.

Our aim is for all students to achieve the five outcomes of Every Child Matters.

To achieve these aims School seeks

- To increase awareness and to encourage students to report concerns regarding bullying;
- To provide protection, support and reassurance for victims;
- To develop the self-confidence and self-esteem of all students;
- To develop an effective range of emotional 'self-defence' skills for all students.

In particular, students should expect to:

- Be able to grow and develop in safety and free from prejudice and discrimination;
- Be listened to and have their views taken into account;
- Treat others and be treated with respect;
- Belong to and be valued in their community;
- See their needs and interests at the heart of everything we all do.

Statement of Intent

The School will, with the use of resources where necessary, facilitate the following areas of activity:

- Promoting a rights-respecting anti-bullying culture within all levels of the School, organisations and partnerships associated with it;
- Raising and maintaining awareness of bullying, its effects and strategies for reducing it;
- Collecting and analysing data about bullying to inform future policy and practice;
- Researching, promoting and disseminating good practice with regard to preventing bullying and intervening when it occurs;
- Working with students and parents/carers to ensure effective systems exist within school for them to report and receive support regarding bullying;
- Promoting and supporting the development of new initiatives to reduce all forms of bullying;

Definition

At Glossopdale we accept the Government's definition of bullying as:

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

We also find helpful the following clarification by the Anti-Bullying Alliance, which states that bullying mostly falls into two categories:

- Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups.
- Physically harmful behaviour, such as kicking, hitting, pushing, or other forms of physical abuse.

The following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour. Behaviour is bullying behaviour if:

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group; and,
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

Types and forms of bullying

Bullying behaviour which conforms to the above definitions can take many forms including:

- ✓ Physical assault against a person or group because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- ✓ Derogatory name calling of an insulting and/or personal nature.
- ✓ Verbal abuse and threats
- ✓ Demanding money, material goods or favours by means of threat or force.
- ✓ Ridiculing an individual because of physical, economic, sexual, intellectual, cultural or racial difference.
- ✓ Graffiti designed to intimidate or embarrass
- ✓ Incitement of others to commit acts of bullying
- ✓ Racial bullying such as racial taunts, graffiti, gestures.
- ✓ Sexual bullying including unwanted physical contact or sexually abusive comments.
- ✓ Homophobic behaviour focussing on the issue of sexuality.
- ✓ Cyberbullying - involving the use of mobile phones or the internet and the associated technology ie camera and video facilities.
- ✓ Deliberate exclusion or isolation of an individual or a group
- ✓ Bullying related to special educational needs and disability.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- ✓ Is concerned about travelling to School- begs to be driven;
- ✓ Changes their usual routine;
- ✓ Is unwilling to go to School and/or begins to truant;
- ✓ Becomes withdrawn, anxious, or lacking in confidence or starts stammering;
- ✓ Attempts or threatens suicide or runs away;
- ✓ Cries themselves to sleep at night or has nightmares;
- ✓ Feels ill in the morning;
- ✓ Progress in School starts to decline;
- ✓ Comes home with clothes torn or books and other possessions damaged or missing;
- ✓ Asks for increased amounts of money or starts stealing money (to pay bully);
- ✓ Has dinner or other monies continually "lost";
- ✓ Has unexplained cuts or bruises;
- ✓ Comes home starving (money / lunch has been stolen);
- ✓ Becomes aggressive, disruptive or unreasonable or is bullying other children or siblings;
- ✓ Stops eating or seriously changes their eating habits;
- ✓ Is frightened to say what's wrong and gives improbable excuses for any of the above;
- ✓ Is afraid to use the internet or mobile phone and is nervous & jumpy when a cyber message is received;

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

How do we deal with bullying in our School?

1. School ethos
2. All staff responsibilities
3. Teaching staff responsibilities
4. Curriculum
5. Incident management and reporting

1. School Ethos

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

2. Staff Responsibilities

- To implement procedures to confront bullying in any form;
- To listen to all parties involved in incidents sensitively and objectively;
- To investigate incidents promptly and as fully as possible;
- To take appropriate action as a class teacher or to refer to Tutor/Year Manager /SLT as appropriate;
- To record in the appropriate students' files all incidents of bullying;
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying;
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour;
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate;
- To model the values we believe in;
- To promote the use of interventions which are least intrusive and most effective.

3. Teaching Staff Responsibilities

The role of the classroom teacher is essential to supporting the anti bullying policy.

Classroom teachers should be vigilant to any classroom interactions or behaviour that can lead to bullying and should challenge it in a positive and supportive manner.

When a bullying incident is identified in the classroom, if this can be challenged within the course of the lesson without worsening the situation for the students involved, this should be done immediately.

If this is not possible, the student seen as the perpetrator should be seen at the end of the lesson and given the chance to explain their actions. If the problem can be resolved then this action should be taken and the incident logged and reported to the Year Manager.

If the incident is more serious or cannot be resolved, the teacher should report it to the Year Manager and work with them to follow the next appropriate action.

4. Curriculum

During lessons students are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues.

Literature, Drama, C3, Citizenship, RS, PSHE, visitors and assemblies are some examples of places in the curriculum where bullying may be raised, discussed and explored. It may be appropriate to deliberately do some extra or specific work for whole groups in response to incidents at times.

5. Incident Management and Reporting

Bullying will be dealt with quickly and fairly. Students can report it to any member of staff. The member of staff should respond to the situation and then contact the relevant Year Manager.

In the first instance the Year Manager will inform the student's Tutor or class teacher. If the problem is across the tutor group or year group, or if the problem is serious, the Year Manager will take the lead and SLT will be notified as appropriate.

All students involved will complete student statement forms. The perpetrators will be sanctioned according to the Climate for Learning policy. Future behaviour will be closely monitored. Contact will be made with parents if necessary.

Responses will vary depending on the nature of the incident, such as whether bullying is persistent or an isolated occurrence but may include:

- Assertiveness training (victim)
- Use of positive support (victim)
- Monitoring and/or Counselling (Tutor, Year Manager, SLT, other)
- Use of report (see Climate for Learning policy)
- Involvement of external agencies
- Peer support/peer mentoring
- Formal recording (racism, homophobia)
- Use of Behaviour Agreement Contract
- Liaison with parents/carers/social worker
- Exclusion –internal/external/permanent/fixed

As bullying can be a crime, we may involve the police where appropriate.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child Protection procedures must be followed when disclosures are made.

It is rare for a student 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 student may be experiencing.
- The student's age maturity and competence to make their own decisions.

Evaluation and review

We recognise the importance of gathering and analysing data in order to monitor the incidence of bullying and evaluate the effectiveness of preventative action and responsive approaches. The Assistant Headteacher (Behaviour Attendance & Welfare) will monitor the number, type and results of incident, in liaison with Year Managers, and can be consulted for advice.

Incidents of bullying will be recorded on Incident Forms and entered into SIMS in accordance with the Derbyshire County Council procedures for collecting information regarding bullying. Incident forms will be processed as per our Racist Incidents procedures.

Policy Development and Review

This policy document was produced in consultation with the School community including student council, school staff, and Governors.

This document is freely available to the entire School community. It has also been made available on the school web site.

Related document

More detail concerning legislation is included in the guidance document 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007).

Glossopdale School Student Anti-Bullying Policy

Policy Links

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved. This policy must therefore be read and understood in conjunction with other policy documentation, including:

- Climate for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Work Experience Policy

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)
Childline

0808 800 5793
0800 800 1111
www.childline.org.uk

Children's Legal Centre
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

0845 345 4345
0845 1 205 204
www.kidscape.org.uk

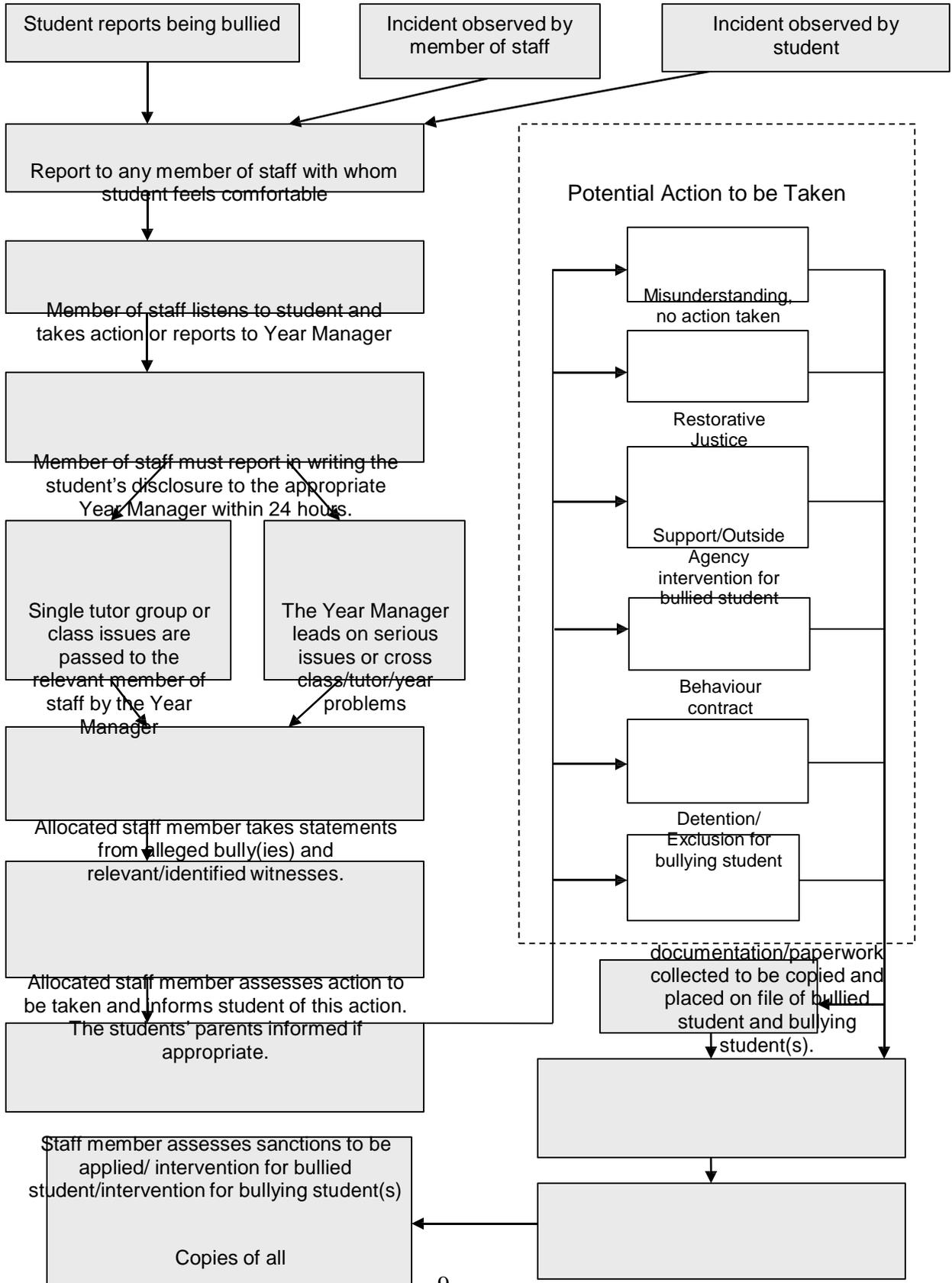
Parentline Plus

0808 800 2222
www.parentlineplus.org.uk

Youth Access
Bullying Online
Anti-bullying Alliance

020 8772 9900
www.bullying.co.uk
0207 843 1901

APPENDIX 1 ANTI-BULLYING FLOW DIAGRAM



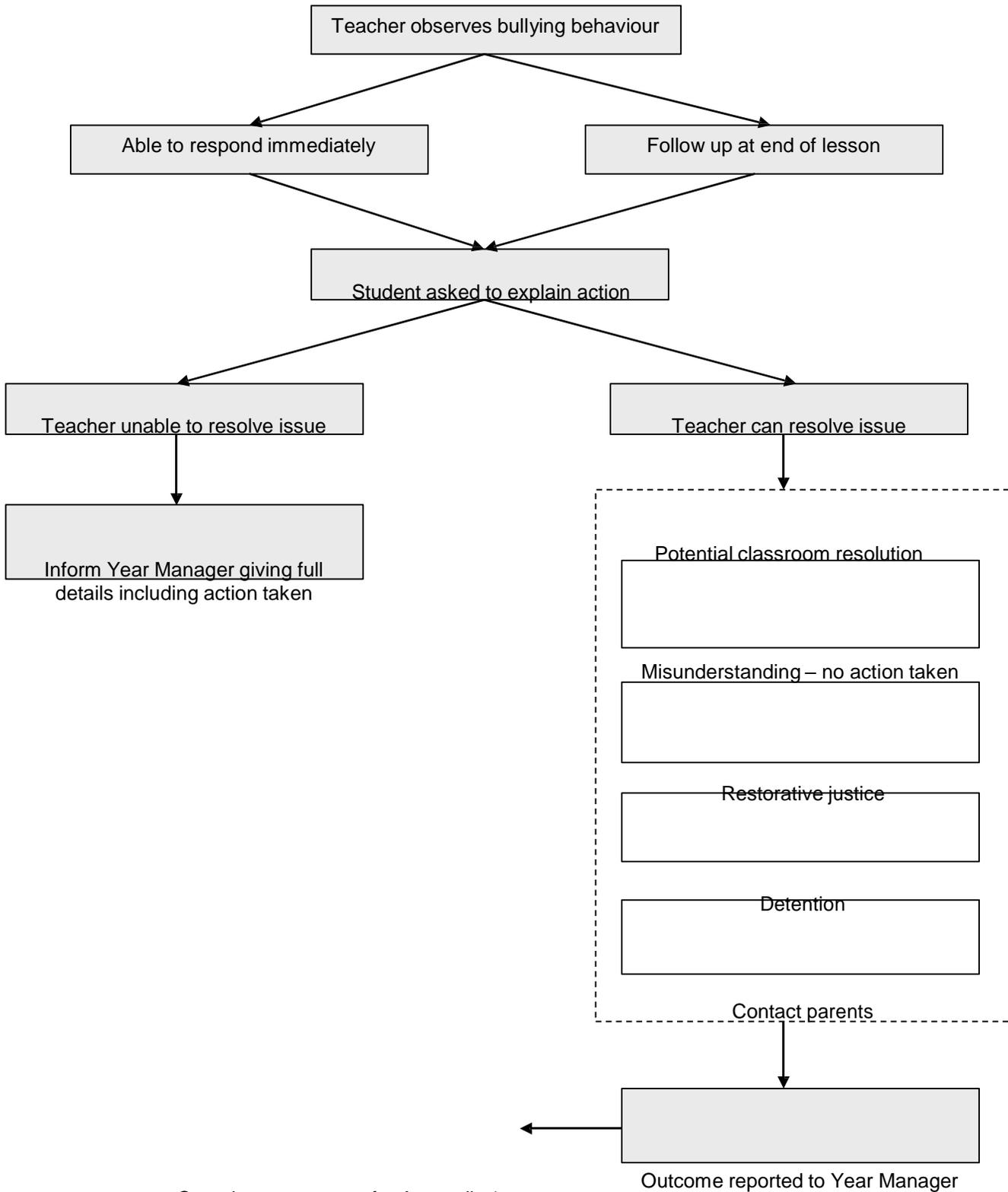
Outside Agency
intervention for bullying
student

Outcome reported to
Year Manager

Bullied student made aware of outcome
and parents informed if appropriate

Bullying student(s) and his/her/their parents
made aware of outcome if appropriate

APPENDIX 2 ANTI-BULLYING STRATEGY FOR CLASS TEACHER



Complete process as for Appendix 1

APPENDIX 3 SUPPORT FOR STUDENTS WHO EXPERIENCE BULLYING

1.1 If you are bullied:

- tell an adult or somebody you trust what has happened straight away;
- get away from the situation as quickly as possible;
- 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.

1.2 After you have been bullied:

- tell a teacher or another adult you trust within the School;
- tell your family;
- if you are scared to tell a teacher or adult on your own, ask a friend to go with you;
- keep on speaking until somebody listens and does something to stop the bullying;
- don't blame yourself for what has happened.

1.3 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 have you done about it already;

1.4 If you experience bullying by mobile phone text messages or social internet sites:

- tell a friend, parent, teacher or member of staff;
- be careful who you give your mobile or e-mail address to;
- make a note of exactly when a threatening message was sent;
- keep a copy of the message in case other agencies need to be involved.