



Idsall Anti-Bullying Policy

Sponsorship & Review

1 Sponsor

Mrs E Stevenson
Deputy Headteacher (Pastoral)

2 Reviewed

September 2018

3 Next Revision Date

September 2020

Anti-Bullying Policy

Context

We believe it is every student's right to go to school in safety and to receive their education free from humiliation, oppression and abuse. While we acknowledge that bullying behaviour is likely to occur in any institution, we will actively seek to prevent and reduce it and deal with any bullying effectively if it occurs.

HOW WE WILL WORK TO ACHIEVE THIS

- It is the responsibility of all members of the community to ensure that education takes place in an atmosphere that is caring and protective. Our communities are built on respect, good manners and fair play so that we spend our time at school together happily learning as much as possible.
- Students are encouraged to share any problems concerning bullying with friends, prefects, support staff, teachers and parents. Students are taught through assemblies and the Individual Development Programme that everyone has a duty to ensure that bullying does not occur, and other areas of the curriculum are used to get the message across.
- All key areas identified as possible bullying zones are supervised, (as far as is reasonably possible), by staff or prefects at break time and lunchtimes. CCTV is also in use around the school site
- Everyone works continuously to create an ethos where bullying will not be tolerated, including bullying in staff/student relationships. The school's system of care, guidance and support works to ensure this – as can be seen with the pastoral support, prefect and duty systems.
- Positive behaviour will be rewarded through the merit and rewards system.
- There is a clear and widely understood procedure for staff to follow in investigating incidents, guidelines for listening to victims, witnesses and aggressors.
- This policy interacts with the following Idsall policies on: Behaviour, Equality, Safeguarding and e-safety, including The Acceptable Use of ICT Policy.
- In serious incidents the Child Protection Policy is relevant. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

DEFINITION - WHAT DO WE MEAN BY BULLYING?

Bullying is an act or incident that causes alarm, harassment or distress to an individual or group, be it verbal, psychological or physical. Bullying is a wilful, conscious desire to hurt, threaten or frighten someone.

BULLYING TAKES MANY FORMS, THE MOST COMMON ARE:

- **Verbal**
- **Physical** (can include sexual harassment)
- **Emotional**
- **Indirect** (behind your back, rumour spreading etc.)
- **Cyberbullying**

Bullying is subtle, highly complex behaviour. It can include harassment, blackmail, or threats; it can involve taking money or belongings. Sometimes it takes the form of social isolation. Online it can involve the malicious use of photographs or circulating hurtful comments or rumours.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special needs, or because a child is adopted, in care, or has caring responsibilities. Differences can be real or perceived.

A single incident is best seen as anti-social behaviour/harassment. The definition is the same as above, but without the repetition.

However, it may be seen as bullying, for example, where a pupil with special needs is concerned. Special educational needs pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Irrespective of the category of bullying, identification will be in line with the School's SEND, Equality and other policies.

HOW DOES BULLYING DIFFER FROM BANTER?

- There is a deliberate intention to hurt or humiliate.
- There is an unequal power balance that makes it hard for the victim to defend themselves.
- It is usually persistent or systematic

A fight or argument between two people of equal power is NOT usually seen as bullying. Although many bullying episodes begin when friends fall out, we usually judge it to be bullying when one person or a group deliberately singles out others as a target and sets out to repeatedly humiliate or threaten them: a systematic abuse of power.

CYBERBULLYING

Cyberbullying has increased at a rapid rate over the past few years as technology improves. While the motivation to exert power to hurt and humiliate is the same as in all bullying, there are new opportunities which technology provides that enable bullying to occur 24/7 and reach intended victims even in the safety of their own bedroom. It is often the case that bullying which starts in school migrates to the internet or mobile phones and vice versa.

HOW CAN STUDENTS GET HELP?

- Students are encouraged to report any incident or on-going problem to someone in school – this could be their Tutor, Teachers, KS3 and KS4 Student Support Managers, Pupil Premium Champions, Learning Managers, Prefects and Anti-Bullying Ambassadors.

HOW CAN PARENTS/CARERS REPORT CONCERNS?

- Parents are invited to contact school should they be concerned about any possible indication of bullying. The school's stance and expectations regarding bullying are available within the home school agreement pack "Aims and Values" and on the Idsall School Website.

- A copy of the anti-bullying policy is available upon request and is published on the school website.
- Parents may call or email to make an appointment to see Key Stage Support Managers or Tutors in the first instance. If there are persistent difficulties they can contact the Learning Managers or use the school complaints' system.
- Parents and pupils are asked to make a note of the number and location of incidents, and to preserve evidence of online or mobile phone bullying, or injury or damage to self or belongings.

HOW THE SCHOOL WILL ADDRESS CASES OF BULLYING

- Learning Managers and Key Stage Support Managers lead on anti-bullying for their individual year group.
- All staff are made aware of this policy and its clear links to other key policies.
- With regard to staff, it is important that this is seen as everybody's responsibility.
- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.
- A clear account of the incident and actions taken will be recorded.
- In cases of proven persistent bullying, the incidents will be recorded by the Learning Managers, and logged centrally so incidents can be monitored.
- Parents of all parties will be informed if bullying is established and may be asked to come to a meeting to discuss the problem.
- Appropriate actions will be taken in line with the school's Behaviour Policy.
- The school will inform the Local Authority of any hate crime including racist incidents by completing the relevant county forms.
- Students will be made aware that the school will not accept any sort of bullying or anti-social behaviour
- Perpetrators will be helped to change their behaviour and to make amends by using restorative strategies.
- Wherever possible all parties will be reconciled.
- Cases will be monitored and if the behaviour does not stop immediately, further steps will be taken in line with the school's Behaviour Policy. The consequences of bullying behaviour will result in action appropriate to the level and frequency of the incident(s) being taken. This will range from:
 - A verbal warning for a minor first incident
 - Use of after school detention if more serious or repeated minor incident
 - Internal Exclusion for serious bullying issues
 - Fixed term Exclusion where other sanctions or interventions have failed.
 - Permanent Exclusion.
- Monitoring will be used to inform work on the prevention of bullying and to provide staff with information to use in tutor time and in assemblies.
- The school will address behaviour that is driven by prejudice against an individual or group. Individual cases will be used to inform future practice and to develop the school response to prejudice.

- Students sign an ICT acceptable use policy agreeing that they will use technology appropriately. Where bullying involves mobile phones or other electronic devices, the school has powers under the Education Act 2006 and Education Act 2011 to discipline students accordingly and to confiscate the device where necessary.
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. (DfE Advice on Preventing and Tackling Bullying 2017)
- The Education and Inspections Act 2006 also gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

THE ROLE OF THE GOVERNING BODY

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the school's values and practice, and is reviewed on the due date.

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these.

MINIMISING BULLYING

Bullying is a sensitive issue, but this does not mean that it must remain a 'hidden' issue. It is recognised that whole school policies, put into effect, can diminish the level of bullying in a school.

IN ORDER TO ACHIEVE THIS IDSALL MUST ENSURE THAT THERE IS:

- Open discussion of the issue.
- Clear procedures for all staff and students to follow when bullying occurs.
- A policy to ensure bullying incidents are rare and are dealt with swiftly and effectively.
- Challenge to prejudice and malicious behaviour.
- Support to help perpetrators change their behaviour.
- Effective monitoring and evaluation.

IDSALL SCHOOL HAS PUT IN PLACE THE FOLLOWING:

- Close liaison with partner agencies who may be engaged in taking action if it is deemed necessary, including police/local community.
- Information and support for parents to help them to understand how best to take responsibility for their children's use of electronic equipment.
- Pupils are not allowed to use mobile phones in school and, if phones are seen, they are confiscated.
- Pupils will be taught to stay safe online, to behave considerately towards others online and how to get help if bullied or harassed in Cyberspace.
- Anti-bullying Ambassadors through the Diana Award (est. 2015)

IDSALL SHOULD ENSURE:

- Senior staff and governors monitor bullying through report of incidents so that they are aware of the problem within the school.
- They have and seek to apply a policy on how to address bullying issues.
- Pupils have opportunities to develop their understanding of the nature of bullying, to explore their own and others’ attitudes to bullying and to develop the skills to deal with bullying through Individual Development and other subject areas and through assemblies and other school activities.
- All aspects of school life are used positively such as; curriculum, teaching methods, physical environment, policies, relationship with parents to deal with the problem and our overall ethos.
- They use the appropriate parts of the curriculum to teach the values that show bullying to be unacceptable and to develop the social skills that make bullying undesirable.
- They encourage an acceptable and responsible attitude towards students reporting bullying by rewarding students for being ‘good citizens’ through the merit and reward system.
- They encourage staff and students to treat bullying as an immediate priority and any incidence should not be tolerated and should be reported.
- They give guidance and support to staff in handling bullying incidents and in the follow-up work with both victims and bullies through staff training.
- They encourage staff to appraise their handling of bullying.
- Adequate supervision of children at all times and throughout the school site. Staff will carry out lunch and break duties to supervise students during free time and staff will be available at the start and end of the school day to supervise students arriving and leaving the school premises.
- They evaluate the effectiveness of its anti-bullying policy.

THE WAY FORWARD

- Idsall School must continue to build on the good systems that are already in place, i.e. the Pastoral Support System; and to encourage a willingness to change with regard to the less successful aspects of life at school.
- SLT and Learning Managers must continue to meet to discuss what practical measures must be taken to maintain and improve the effectiveness of the policy, i.e. level of staffing; ‘safe areas’ and ‘danger areas’ system of reporting; protection for victims
- We need to recognise that in all of us there is the potential to be a bully and to be a victim

COMMITMENT TO REVIEW	
This Policy will be monitored and reviewed every two years by the relevant Policy Owner named below and evaluated and approved by the Governing Body on a two year cycle, and/or in the light of changes in National Curriculum requirements and DfE guidance/regulations.	
Bullying Policy	
Named Responsibility of Policy	Mrs E Stevenson Deputy Headteacher (Pastoral)
Date of Policy	September 2018
Date next Review to be completed by	September 2020
Governor Accountability	Behaviour and Safety Committee. Every two years