



# Anti-Bullying Policy



## RATIONALE

All our students have the right to learn in a supportive, caring and safe environment where they feel safe from discrimination, bullying, harassment and victimisation.

It is important that students, parents/carers and staff have ownership of and understand our Anti-bullying policy and that they are all confident that any bullying complaints will be dealt with firmly, fairly and promptly.

This policy outlines 'measures to be taken with a view to encourage good behaviour and respect for others and prevention bullying among pupils' (Education and Inspections Act 2006) and takes into consideration the North Yorkshire County Council Anti-bullying guidance for schools, 2016-2018 and the Department for Education's Preventing and tackling bullying advice for headteachers, staff and governing bodies, July 2017. It incorporates advice from the National Anti-Bullying Alliance. This policy should be read in conjunction with and links to related policies such as our behaviour, safeguarding, assemblies, and e-safety policies.

## DEFINITIONS

Bullying behaviour:

- Deliberately causes hurt (either physical and/or emotional);
- Is repetitive;
- Involves an imbalance of power (the person on the receiving end feels like they cannot defend themselves);
- Can take place between children/young people, between adults, between adults and children/young people;
- Can be physical, verbal or psychological. It can happen face to face or through cyberspace.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;
- Behaviour that all parties have consented to and enjoy.

Types of bullying:

Direct

- Physical- attack, hitting, kicking, pinching, taking possessions etc;
- Verbal- name calling, teasing, threats, spreading malicious stories etc;
- Non-Verbal- ignoring or leaving out, intimidating behaviour, offensive gestures, facial expressions etc.

Indirect

- Cyber bullying- When someone uses technology to bully others ('virtual bullying') examples include texts, pictures/video clips, phone call, email, instant messaging, chat rooms, social networking sites etc.

Prejudice or identity-driven bullying or harassment

- Disability/Special Educational Needs;
- Gender and Gender identity- sexism and transphobia;
- Race, religion or belief;
- Sexual Orientation- homophobia and biphobia.

Hate crime

A hate crime or hate related incident is any incident which the victim, or anyone else, thinks was motivated by prejudice or hatred of gender or gender identity, religion or belief, sexual orientation, race, culture or disability or special educational need.

## **STRATEGIES TO PREVENT BULLYING**

We are proactive and use strategies to prevent bullying. We foster a tolerant, friendly and purposeful atmosphere in which bullying is less likely to occur. Adults in school model positive behaviour and reinforce strong anti-bullying messages in the standards they set in their relationships with children and other adults, as well as in their expectations of the good behaviour of pupils. Our ethos encourages and promotes a culture where all students, parents/carers and staff have polite, civilised relationships and treat each other with respect thus enhancing emotional health and wellbeing. We encourage all members of our community to feel safe, supported and empowered.

Our transparent systems (with appropriate confidentiality) for reporting incidents of bullying mean that students and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon. Bullying concerns are reported in the first instance to the appropriate Pastoral Officer for the student's year group.

We ensure bullying is effectively addressed in policies, strategies, procedures and practices. Strategies to prevent bullying are embedded in quality first teaching. We challenge negative comments and 'put downs' about individuals or groups.

We use assemblies, form time activities, events, displays around school, PSHCE lessons and the wider curriculum to:

- Provide regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and celebrate the success of anti-bullying work;
- Provide opportunities to promote equality and to acknowledge and celebrate diversity and promote community cohesion;
- Focus on specific types and/or methods of bullying e.g. identity based bullying and cyberbullying;
- Raise awareness that bullying is unacceptable and cultivate a sense of responsibility to tackle it and develop the skills to support peers and respond to bullying either as a bystander or target;
- Develop social and emotional skills;
- Raise awareness of cyberbullying and promote the safe and responsible use of modern technologies and effective e-safety practice.

We are committed that through shared responsibility and partnership working with parents and agencies we will support and respond appropriately to bullying incidents that happen inside and outside school.

Our staff duty rotas ensure that there are appropriate levels of adult supervision and CCTV coverage so that students feel safe around site and can be confident that bullying behaviour will be seen and acted upon at all times. This helps us to identify potential 'hotspot' times and locations so we can intervene. We ensure the physical environment is attractive and safe and that offensive graffiti is immediately removed.

We provide supervised activities to engage learners at break and lunch time such as extra curricular activities and access to the Library and quiet areas for vulnerable groups such as the Quad and Learning Support.

## **PROCEDURES FOR RESPONDING AND INTERVENTION**

Staff are regularly trained to be active in observing and recognising forms and patterns of potential bullying behaviour/incidents and the indicators that a student may be a target of bullying and how they should respond if they witness potential bullying behaviour/incident.

Staff and students are fully aware of the appropriate rewards to encourage positive behaviour choices and the thresholds, appropriate responses and possible consequences of bullying behaviour as described in the school Behaviour Policy.

We take all cases of reported bullying seriously and act upon them.

Interventions and support are provided to ensure learners involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution.

Learners who are targets of bullying and those who demonstrate bullying behaviour are supported through thorough investigation, mediation, restorative conversations, effective communication with parents/carers, one to one or small group interventions and appropriate partnership work and referrals for specialist support through external agencies.

Learners who demonstrate bullying behaviour have appropriate intervention to address their problematic behaviour in a fair and firm manner in line with the school's Behaviour Policy, providing support to enable them to understand and change their behaviour.

When appropriate we tackle cyber bullying by using the power to search for and, if necessary delete inappropriate images (or files) on electronic devices including mobile phones.

## **PROCEDURES FOR REPORTING, RECORDING, MONITORING AND ANALYSING BULLYING INCIDENTS**

To gather information about perceptions of bullying from learners, parents and staff we use regular parent, student and staff voice opportunities, surveys and the data from the Growing up in North Yorkshire Survey. We use School Council to consult with students and consult with focus groups of vulnerable learners. This data is provided to SLT and Governors along with the annual Pastoral Behaviour Report to help identify vulnerable pupils or groups and to identify priorities for action.

Procedures for reporting concerns about bullying are shared with parents/carers and they are informed and engaged promptly when their child is involved in bullying. Advice and support is provided to parents/carers whose children are targets of bullying or responsible for bullying behaviour. We provide effective ongoing communication throughout the investigation or restoration. A follow up conversation should also occur to check that the matter is resolved.

All bullying incidents and allegations are taken seriously and investigated. If appropriate they are recorded on Bromcom as behaviour events which can be viewed by parents/carers on MCAS. Sensitive information will be recorded on CPOMS our secure safeguarding system.

We work with parents to address any concerns with their child's behaviour, and support or challenge any possible influence within the home (for example, discriminatory attitudes, violence in the home) making appropriate referrals and working with external partners.

Parents/carers are made aware of the complaints procedure if they are not satisfied with the way their concern has been dealt with. They should contact their child's Learning Manager or Director of Key Stage in the first instance and if they are still not satisfied they should put a formal complaint in writing to the Headteacher or Governors. Any formal complaint is acted upon immediately and in line with LA protocols. If parents/carers require additional support to express their concerns we can help with a referral to agencies such as the Prevention Service.

We have formal systems for recording serious and persistent incidents of bullying and routine reporting to the LA any incident that meets the current reporting thresholds such as racist incidents and hate crime. If a crime has been committed we will report the incident and provide the necessary evidence to the police. If we have safeguarding concerns we will pass the appropriate information to Children's Services.

If the incident involves a member of staff it is reported to the Designated Safeguarding Lead or Headteacher who would take advice from the Local Authority Designated Officer (LADO) if appropriate.

## **ROLES AND RESPONSIBILITIES**

Our anti-bullying policy is owned, understood and implemented by all our community. Specific roles and responsibilities are:

Students

- Behave in a positive, respectful way and do not bully others;

- If you are the target of bullying behaviour or witness bullying behaviour always report it to a trusted adult in school;
- Trust that we will listen to and investigate your concerns in a measured and appropriate way;
- Provide immediate support to peers if they are being a target of bullying whenever appropriate;
- Follow the advice given by staff in school to avoid situations where you may be vulnerable to bullying behaviour;
- When safe, challenge the bullying behaviour of peers.

#### Parents/Carers

- Be vigilant about any unusual behaviour in your children. For example reluctance to attend school, claiming to feel ill, not completing work to their usual standard. Take an active interest in your child's education so they can tell you if they have any concerns;
- If you feel your child may be a target of bullying behaviour inform the school immediately by contacting your child's Form Tutor or Pastoral Officer;
- Trust that we will take your concern seriously, investigate fully and that appropriate action will follow;
- Reassure your child that it is not their fault and that school will support them and address your concerns, advise them not to fight back or retaliate as this can often make matters worse;
- Understand that your child may be responsible for bullying behaviour and support the school in helping them address their behaviour and access appropriate support.

#### Pastoral Officers and Learning Managers

- Communicate effectively with students and parents throughout the process and provide systematic follow up to check outcomes are still satisfactory;
- Investigate concerns thoroughly and as quickly as possible;
- Keep accurate records on internal systems, Bromcom and CPOMS;
- Support with interventions, restorative conversations and resolution;
- Apply appropriate sanctions, fairly, consistently and reasonably following the school Behaviour Policy. Take into account any SEND and needs of vulnerable pupils and making appropriate reasonable adjustments.
- Support students and parents with referrals to external agencies for intervention, help and support;
- Seek advice and support from the appropriate Director of Key Stage or Designated Safeguarding Lead.

#### Directors of Key Stage and Designated Safeguarding Lead

- Provide strategic anti-bullying lead co-ordinating the whole school response, leading on policy development and evaluation;
- Refer any safeguarding concerns to the relevant agencies and report to the police and LA when appropriate;
- Report regularly to SLT and Governors.

#### Headteacher and Governors

- Monitor the effectiveness of policy into practice and ensure we monitor, review and evaluate policy regularly;
- Use the data in the annual safeguarding report, annual pastoral report to quality assure;
- Use learning walk and parent, student and staff voice opportunities to quality assure anti-bullying practice and policy.

### **FURTHER INFORMATION AND SUPPORT**

The Department for Education provide a document- Advice for parents and carers on cyberbullying Nov 2014. North Yorkshire County Council have an anti- bullying webpage for parents/carers for support [www.northyorks.gov.uk/school-bullying](http://www.northyorks.gov.uk/school-bullying) and an anti- bullying helpline on 01609 780780.

The following helplines are available:

- **ChildLine**

ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Call 0800 1111.

- **NSPCC** Professional counsellors available 24/7 for help advice and support 0808 800 5000

The following websites have lots of useful information, advice and support:

Child Exploitation and Online Protection Centre (CEOP)	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
Think UKnow	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
NSPCC advice on bullying	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Childline tips on bullying	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Bullying UK	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
Childnet	<a href="http://www.childnet.com">www.childnet.com</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
Cyberbullying	<a href="http://www.internetmatters.org.uk">www.internetmatters.org.uk</a>
The Diana Award	<a href="http://www.antibullyingpro.com">www.antibullyingpro.com</a>