

ANTI-BULLYING POLICY



WHAT IS BULLYING?

There is no legal definition of bullying.

However, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physical or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

Bullying can take many forms, but the main types are:

- physical (eg pushing, hitting, kicking, theft)
- verbal (eg racist or homophobic remarks, teasing or name calling)
- Cyber bullying (via mobile phones/iPads or online e.g. social networks)
- sexual (e.g. physical or non-physical bullying that is based on sexuality, gender or transgender which is used as a weapon by boys or girls towards others either face to face, via technology or via rumours)

AIMS AND OBJECTIVES

- To reduce and eradicate, whenever possible, instances where pupils are subjected to bullying in any form.
- To establish appropriate means of supporting all pupils after an incident of bullying, should it occur.
- To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it.
- To educate pupils to avoid the mind set that seeds bullying.

We are committed to providing a safe, supportive learning environment for all our pupils so that they are able to benefit fully from the opportunities available to them. We place an importance on an ethos where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

We are committed to combatting all bullying behaviour in partnership with pupils, their parents and the relevant agencies. This policy applies to our main site and external agencies used for Alternative Provision.

Who is this Policy for?

This policy has been devised in consultation with key stakeholders in school: pupils, staff, parents and Governors.

This policy has taken into consideration the following laws and guidance:

Preventing and tackling bullying DfE guidelines 2014
The Equality Act 2010
The Education and Inspections Act 2006
Malicious Communications Act 1988

PREVENTION

Oakwood High School strongly believes that a school's response to bullying should not start at the point at which a child has been bullied

Within the curriculum we will raise the awareness of the nature of bullying in an attempt to eradicate such behaviour. This may happen at various times through:

- PHSE lessons
- Tutor time
- Anti-bullying workshops
- ICT lessons
- Assemblies
- Subject areas

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

We believe that it is important to respond promptly and effectively to issues of bullying because:

- Bullying hurts. No one deserves to be a victim of bullying.
- Everyone has the right to be treated with respect.
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- Bullying has a detrimental effect on pupils and their educational performance.
- Pupils who are bullying need to learn different ways of behaving.
- Everyone has the right to feel safe at school.

SIGNS AND SYMPTOMS

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to pupils, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Adults should be aware of the possible signs and investigate if a pupil:

- Shows behaviour changes such as becoming shy or nervous
- Feigns illness, starts to feel ill in the mornings
- Changes work patterns, lacks concentration, work standard drops

- Is unwilling to go to school or truants
- Changes their usual routine eg doesn't want to walk to school or get the usual bus
- Cries themselves to sleep, has nightmares
- Comes home with clothes torn or books damaged, possessions missing
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises – this may indicate violence or self harm
- Becomes aggressive, disruptive, unreasonable
- Stops eating
- Is frightened to say whats wrong
- Attempts or threatens suicide, runs away
- Gives improbable excuses for any of the above

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

ACTION TAKEN TO COMBAT BULLYING

Should there be instances of bullying behaviour or threats of bullying these must be investigated and stopped as quickly as possible.

If bullying is suspected or reported the following steps may be taken:

- A clear account may be recorded by staff and logged against the names of all concerned.
- An interview with all concerned.
- Contact with home detailing the circumstances and planned interventions should be triggered automatically.
- In all cases parents of all the pupils involved are to be kept informed and may be asked to come to a meeting to discuss the problem.
- If necessary and appropriate, the police may be consulted.
- An attempt to make the bully or bullies change their behaviour.
- Punitive measures may be used as appropriate and in consultation with all parties.
- Regular assemblies to highlight the dangers of bullying

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Confiscation of iPad where cyber-bullying occurs
- Detention
- Re-tracking of behaviour
- Placing on monitoring report
- Informing parents or guardians
- Informing CYPO if cyber-bullying occurs using social media outside of school
- Exclusion from certain areas of the premises
- Internal exclusion
- Restorative justice
- Alternative to fixed term exclusion
- Fixed term exclusion

- Prolonged Fixed term exclusion
- Granting of an School Acceptable Behaviour Contract (ABC) in conjunction with CYPO
- Managed Move
- Governors Panel
- Permanent exclusion

THE ROLE OF STAFF

Each member of staff is expected to play a part in creating an ethos of good behaviour where pupils treat one another with respect. Pupils also treat all members of the staff body with respect and will be encouraged to acknowledge that this is the right way to behave. The school invests heavily in creating a positive ethos by educating pupils using the 5Rs (Respect, Resilience, Resourcefulness, Responsibility and Reflection). All members of staff have been trained to use Go4Schools, where they can record Reward and Consequence behaviour types including those that reference the 5Rs. For incidents of a serious nature there is a clear behaviour type category for “bullying” which alerts the Heads of House immediately enabling a swift and measured response. Pupils are directed to write a written statement to ascertain the details if bullying occurs, including statements by the accused. All statements are kept as part of record keeping and can be used as evidence to support any sanction that may be decided by the school or Police

THE ROLE OF PUPILS

If bullying does occur all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. It is our intention to make the reporting of bullying as easy as possible. **Anyone who knows that bullying is happening is expected to tell a member of staff.**

Pupils who have been bullied or have bullied may be supported by:

- Offering an opportunity to discuss the experience with a Personal Learning Tutor, Head of House, Learning Mentor, Counsellor, House Captain, Prefect or member of staff of their choice,
- Offered a genuine apology from the bully or bullies
- Establishing the wrong-doing and recognising the need to change.
- Discovering why they became involved
- Reconciliation with the bully or bullies if possible.
- Offering continued support and reassurance.
- Restoring self-esteem and confidence.
- Informing their parents or guardians to support at home.
- Referral to an outside agency; if this is felt to be appropriate.
- Informing parents or guardians to enlist their help in supporting pupils involved.
- Peer support

THE ROLE OF PARENTS OR GUARDIANS

Parents play a vital role in the education and care of their children. We ask that parents and guardians:

- Stress to their children the importance of appropriate social behaviour.
- Keep an eye out for the signs and symptoms of bullying and discuss any concerns or suspicions with a member of staff.
- Be aware of the Anti-bullying policy and actively endorse and support the Anti-Bullying Policy.
- Support the school's response in tackling the bullying
- Understand that they have the right to inform the Police

It recommended that school should be informed of any additional support that has been requested outside of the school environment. This can be done by contact with Personal Learning Tutor, Head of House or SENCO.

OTHER AGENCIES THAT CAN OFFER ADDITIONAL SUPPORT

Youthi (Rotherham Early Help Services)
Your G.P.

For more support and guidance please refer to the following organisations:

The Anti-Bullying Alliance (ABA)
NSPCC
Kidscape
Childline
Bullying UK
ChildNet International
Digizen
Stonewall
MIND
Samaritans

Useful links:

<http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>
<http://www.kidpower.org/>
<http://childline.org.uk/>
<http://bullying.co.uk/>

MONITORING AND REVIEW

It is important that we are constantly appraised of the number of incidents reported to adults.

Collation of reports and records on Go4Schools will be undertaken by on a termly basis and a report passed to Governors. This policy will be reviewed regularly by the Governing Body.

Policy Approved by	Governor Safeguarding Panel
Chair of Panel	Tracey Briggs
Signature of Chair of Panel	
Date	05.07.17
Review Date	July 2018