Salendine Nook High School (Academy)

ANTI BULLYING POLICY

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AIMS AND OBJECTIVES

At Salendine Nook High School we believe that EVERY child has the right to learn free from the fear of bullying, whatever form that bullying may take. We want to make sure that the prevention of bullying and the promotion of kindness and respect remains central, not only to the ethos of our school but also to the community in which we live. Bullying must not be tolerated and we will endeavour to create an environment in which bullying is seen as unacceptable and where pupils feel confident that incidents will be dealt with sensitively and effectively. **As a school, we have a duty of care to safeguard all pupils, to support victims of bullying and to operate preventative strategies for bullying.**

This policy has been compiled following consultation with staff, pupils, parents and governors. It has referred to, and links with, numerous other national and school policies and strategies including the:

- **The Education and Inspections Act 2006.** This includes obligations on schools to encourage good behaviour and prevent all forms of bullying. It also gives headteachers the authority to discipline pupils as part of the school's behaviour policy.
- Every Child Matters agenda
- **The Equality Act 2010.** This has replaced all previous anti-discrimination laws with a single act. It covers race, disability, gender, age, gender reassignment, pregnancy and maternity, religion or belief, sex and sex orientation. All schools are required to comply with three aims:

    1. To eliminate unlawful discrimination, harassment and victimisation.
    2. To have equality of opportunity between people who share a protected characteristic and people who do not share it.
    3. To foster good relations between people who share a protected characteristic and people who do not share it.

- Preventing and Tackling Bullying 2013 DFE
- Kirklees Anti-Bullying Guidance (2009)
- Salendine Nook High School's Responsible use of the Internet and Email Policy
- Salendine Nook High School's Relationship and Sexual Health Procedures Policy
- Salendine Nook High School's Equality, Diversity and Cohesion strategy (which incorporates action plans focussing on Disability, Race Equality, Gender, Sexuality and Beliefs).

All individuals that are part of the school community (staff, pupils, parents and governors) will accept the policy and work towards it.

WHAT IS BULLYING?

The publication *from the DFE (Preventing and Tackling Bullying 2013)* describes bullying as:

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

Bullying is anti-social behaviour and can take many forms, but four main types are:

Physical	Verbal	Indirect	Cyber bullying
- Hitting - Pushing - Kicking - Spitting - Taking Belongings - Manipulating someone to carry something out against their will	- Name calling or teasing (including written form or graffiti, hurtful texts, web messages and images) - making silent or threatening calls - Insulting - Making threatening remarks - Making demeaning comments about an educational need, disability or illness - Making demeaning comments about gender, culture, religion or sexuality	- Spreading nasty stories about someone or their family (Gossiping) - Exclusion from social groups or games - Being made the subject of malicious rumours - Using a look or stance to trigger offence - Acting as a 'bystander'	- Text messaging - Picture/ video clip use, e.g. recording a fight on a mobile - Phone calls - Emailing/ chat room - Instant messaging - Websites -Social Media

Some incidents may involve more than one form of bullying, e.g. people can make threatening comments via a text message. As a school community, we will also focus on specific aspects of bullying which are identified by the DfE. We will adopt differentiated strategies and preventative measures for the following forms of bullying;

- Sexual and sexist bullying
- Homophobic bullying
- Transphobic bullying (bullying those of transgender)
- Cyberbullying
- Bullying of children with SEN and/or disabilities
- Bullying related to race, religion and culture
- Bullying related to Physical appearance

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for bullying, which can occur in or outside of school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content. For more information on this aspect of bullying, please refer to school policy for responsible use of the internet and email.

Criminal Law

Although bullying in itself is not a criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour-or communications-could be a criminal offence. It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive.

Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police.

Response

We will follow a whole-school approach which encourages all staff and pupils to be confident about responding to bullying and all pupils to feel safe. **Any reported incident must then be taken seriously.**

Once an incident has been reported a member of staff should refer to the bullying flow chart on the attached appendix. The member of staff should record the incident on SIMS. This is then used to record all progress on an individual's case.

Following investigation action will be taken to deal with all pupils involved and inform the appropriate parties, in accordance with the 'Dealing with Bullying' flow chart. (see attached appendix)

If an incident is identified as bullying then disciplinary measures will be applied to show clearly, to the whole school, that this kind of behaviour is wrong. Disciplinary measures will be applied fairly, consistently and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Although in the context of this policy bullying is identified as an issue between pupils we do recognise that bullying can also occur between staff and pupils (in either direction). Where a pupil feels that a member of staff has been bullying them they will be advised to follow the usual procedures for responding to bullying as set out below. Issues relating to bullying from pupils towards staff should be reported immediately to the member of staff's line manager or a member of the SLT.

PROCEDURES FOR REPORTING BULLYING

1. Pupils can approach any member of staff whom they feel confident speaking to.

2. Pupils can write details of an incident down and push this under the door of their Head of Year/Assistant HoY office

3. Parents can call school and ask to speak to a member of staff. Initially this should be the form tutor. Further support can then be sought from the year group Assistant HoY, Head of Year or the Senior Leadership Team link.

4. Pupils can inform their parents who can then follow procedure 3 above.

5. Younger pupils may choose to speak to an anti-bullying ambassador, peer mentor, prefect or older relative who it is expected will then take this information to a member of staff.

6. Pupils can see the Welfare Officer who is available all day in the medical room. They can also use the 'Open Door' facility in the office located adjacent to the Drama Room DS1 where the NHS nurses will be available. This School Nurse Room is booked out for the school nurses all day Tuesday and Wednesday. On these days the nurses see individual students that they have made appointments for. Every week on Wednesday's a "drop in service" is provided between the hours of 12.20p.m. to 1.00p.m. with the school nurse being on site during this time. Every Tuesday after school there is an extended open door that is available between the hours of 3.10p.m. – 3.30p.m. and is run by the school nurses.

7. There are National helplines and websites that pupils can contact. These include childline 0800 1111, parentline plus 0808 800 2222, Kirklees anti-bullying line 01484 511112 www.anti-bullyingalliance.org.uk. www.dfes,gov.uk/bullying www.kidscape.org.uk Further information can be found on the school website, school planner and notice boards.

Anti-Bullying Ambassadors advice;

What to do if you are being bullied.

- Tell a trusted adult, it could be anyone.
- Don't retaliate (don't fight back-physically or verbally) If you remain calm the bully will get in trouble and not you.
- Tell one of our **Anti-Bullying Ambassadors**.
- Don't suffer in silence, the moment you speak out, things will start to get better.
- Keep a diary of what is happening to you. Keep evidence if you are being cyber bullied, this can be printed off and shared with your parent/guardian.
- Unfriend people who are sending nasty messages through social media. Block people who are making you feel upset, unsafe or uncomfortable.
- Report nasty messages/content to site administrators and your parents.

Prevention and Intervention

We will aim to be proactive in gathering intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Our aim is to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

- Involve pupils. All pupils will understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves bystanders.

- We will regularly evaluate and update our approach to take account of developments in technology.

All incidents should be recorded, analysed and monitored to look at numbers and identify where bullying is recurring between the same pupils. We will evaluate whether our approach is effective.

We also have the anti-bullying ambassadors;

Ambassadors' Statement

We are the Anti-Bullying Ambassadors at Salendine Nook High School. Our aim is to make our school a safe and friendly environment for all students. We have various roles, such as patrolling around the school and also take part in assemblies and workshops to educate students around the issues of bullying.

- We have set up an anti-bullying page and blog on the school website. Pupils can go there for information and support.
- We will aim to educate all pupils about the role of the bystander and make it easier for pupils to report bullying.
- We will have anti-bullying patrols at lunchtime. These will involve supporting pupils who are on their own or look distressed and upset.

ROLES AND RESPONSIBILITIES FOR ANTI-BULLYING

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach and report all incidents of bullying. However, there are people who are responsible within school for the anti-bullying policy.

a) Governors
   There will be a member of the governing body to have a specific responsibility for the Anti-Bullying Policy and Procedure.
b) The Headteacher is responsible for implementing the Anti-Bullying Policy.
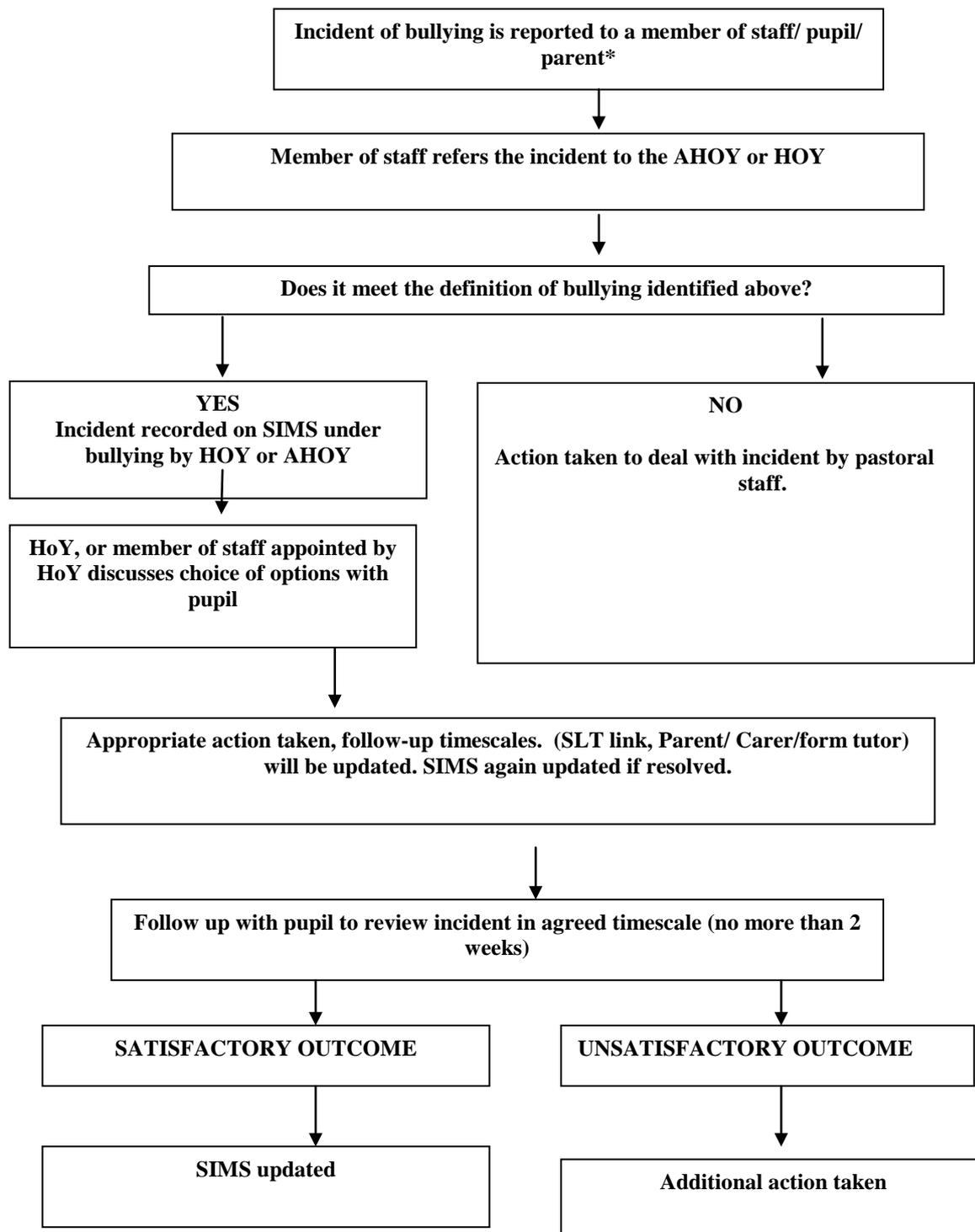c) An Assistant Headteacher is responsible for monitoring the policy and anti-bullying strategies.

COMPLAINTS PROCEDURES

If parents are still concerned about specific bullying issues or are unhappy about how a certain incident has been dealt with then there is a complaints procedure, which is available on the school website. Parents should contact the Head Teacher in the first instance.

Bullying Incident Flow Chart

There are many definitions of bullying. The DfE considers it to be:
- **Being deliberately hurtful (including aggression)**
- **Action that is repeated, often over a period of time**
- **Action that is difficult for victims to defend themselves from.**

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┌─────────────────────────────────────────────┐
│ Incident of bullying is reported to a member│
│ of staff/ pupil/ parent*                    │
└─────────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────────┐
│ Member of staff refers the incident to the  │
│ AHOY or HOY                                 │
└─────────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────────┐
│ Does it meet the definition of bullying     │
│ identified above?                           │
└─────────────────────────────────────────────┘
         │                            │
         ▼                            ▼
┌──────────────────────┐   ┌──────────────────────────┐
│ YES                  │   │ NO                       │
│ Incident recorded on │   │ Action taken to deal with│
│ SIMS under bullying  │   │ incident by pastoral     │
│ by HOY or AHOY       │   │ staff.                   │
└──────────────────────┘   │                          │
         │                 │                          │
         ▼                 │                          │
┌──────────────────────┐   │                          │
│ HoY, or member of    │   │                          │
│ staff appointed by   │   │                          │
│ HoY discusses choice │   │                          │
│ of options with pupil│   │                          │
└──────────────────────┘   └──────────────────────────┘
         │
         ▼
┌─────────────────────────────────────────────┐
│ Appropriate action taken, follow-up         │
│ timescales. (SLT link, Parent/ Carer/form   │
│ tutor) will be updated. SIMS again updated  │
│ if resolved.                                │
└─────────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────────┐
│ Follow up with pupil to review incident in  │
│ agreed timescale (no more than 2 weeks)     │
└─────────────────────────────────────────────┘
         │                            │
         ▼                            ▼
┌──────────────────────┐   ┌──────────────────────────┐
│ SATISFACTORY OUTCOME │   │ UNSATISFACTORY OUTCOME   │
└──────────────────────┘   └──────────────────────────┘
         │                            │
         ▼                            ▼
┌──────────────────────┐   ┌──────────────────────────┐
│ SIMS updated         │   │ Additional action taken  │
└──────────────────────┘   └──────────────────────────┘
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Possible courses of action to discuss with young person when dealing with allegations of bullying

- **Discussion**

Time to discuss feelings with an adult/ friends

Meet other party and discuss together

No blame approach – Group gathered and asked to discuss possible solutions

Solution focused approach – Without researching the incident in detail – all look ahead and following discussion agree a solution.

- **Around School**

Inform all staff of incident, request confidentiality but increased awareness (through briefing/ e-mail/ message)

Place on behaviour report card

Change classroom seating arrangements

Introduce a time-out card

Remove Internet rights in school

Arrange alternative lunchtime activity

- **Parent/ Carer involvement**

Inform parent/carers and negotiate appropriate support

Meet with other party and parent/carer

- **External**

Inform police liaison officer of activities and seek advice

- **Further support**

Participate in group work (eg: PALS)

Participate in Support Group Approach – possible involvement with peer mentors

Opportunity to develop mediation and conflict resolution skills

Opportunity to develop friendship skills

Opportunity to share bullying issues in circle time (but not to discuss personal issues unless willing to do so)

Opportunity to raise the issue of bullying as an agenda item for the Schools Council

- **Most serious cases**

Fixed term exclusion