Salendine Nook High School (Academy)

Anti-Bullying Guidance for Staff (Non-Statutory)

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Our Vision

Salendine Nook High School is a place where both our staff and students feel safe. School life is characterised by a calm, orderly and respectful atmosphere; underpinned by relationships of mutual respect. Our expectation is that all students and staff behave in socially acceptable ways.

Every member of staff plays an integral part in promoting our expectations around behaviour for learning. We aim to provide a safe learning environment where all students can thrive, achieve, and fulfil their potential, free from bullying.

The wellbeing of every student is of paramount importance. Every student has the right to a high-quality education free from harm, neglect, and abuse. All staff have a duty of care to safeguard our students and ensure their wellbeing.

Our definition of bullying is 'a persistent (or one-off), deliberate attempt to humiliate or hurt another person.'

There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are also empowered to deal with certain situations independently, rather than building dependency on others.

Types of bullying

There are distinct types of bullying, but all types have key common strands.

- It is deliberate and hurtful.
- It is usually repeated over time.
- There is an imbalance of power, making it hard for the student being bullied to defend himself or herself.

Bullying can take different forms:

- Physical – hitting, kicking, taking belongings etc.
- Verbal – name-calling, insulting remarks.
- Indirect – spreading rumours, exclusion from social groups, family feuds brought into school.
- Cyber – insults and damaging comments made via social networking sites or email.

Bullying also involves identifying difference and can sometimes overlap with hate crimes. For example, racist and homophobic behaviour can also manifest through bullying. Staff must be particularly vigilant around this type of bullying.

Managing bullying – A flow chart for action

Stage 1: A child reports bullying / a friend of a victim reports bullying / school becomes aware of bullying.

Stage 2: A statement is taken. Where an incident clearly meets the criteria for bullying, information immediately recorded in CPOMS and passed on to the relevant Head of Year / SSM / SLT Link.

Stage 3: The HoY will usually investigate bullying, though this may be referred to the relevant SLT Link or SSM depending upon the seriousness of the issue.

Stage 4: Statements should be taken from all available witnesses and attached to the CPOMS record.

Stage 5: Where it is clear and proven bullying – school Behaviours and Consequences should be applied and parents contacted. This may result in detention, isolation or a Fixed Term Exclusion depending upon seriousness of the issue. Parents of victim and perpetrator contacted.

Stage 6: It should be made clear to parents and victim that they must contact school if there is any repeat. The level of parental satisfaction will be sought at this stage.

Stage 7: A restorative meeting must take place as soon as is reasonably possible in order to set the ground rules going forwards. Further consequences are made clear. The restorative meeting should involve at least two adults.

Stage 8: At some point after the incident, the victim should be revisited to check that there has been no repeat. The outcome of this should be recorded in SIMS. This may require a return to Stage 1.

Stage 9: The perpetrator may need additional support / challenge or mentoring in order to help improve understanding of the impact of the choices.

Pupils

Pupils who <u>have been bullied</u> will be supported by:

- Offering an immediate opportunity to discuss the experience with a Form Tutor or a member of staff of their choice;
- Reassuring the pupil;
- Offering continuous support – through the wellbeing group;
- Restoring self-esteem and confidence with relevant school-based workshops

Pupils who <u>have bullied</u> will be supported and challenged by:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrongdoing and the need to change;
- Informing parents or guardians to help change the attitude and behaviour of the child;
- The following disciplinary steps can be taken:
    - Official warnings to cease offending
    - Detention;
    - Exclusion from certain areas of school premises;
    - Fixed term exclusion;
    - Permanent exclusion (in rare instances);
    - Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies, and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Alerting staff to bullying

- Students can speak directly to any member of staff if they feel they are a victim of bullying or have witnessed bullying;
- Students can use the direct email address to alert the anti-bullying staff to any bullying incident, whether they are a witness or victim;
- Students can also use the drop box located in the main reception if they wish to write any bullying incident down;
- Students can also speak to the anti-bullying ambassadors who are identifiable by wearing a pin badge.

Monitoring, evaluation, and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Bullying reporting:
Patterns around bullying should be analysed by the anti-bullying lead/s. The report should analyse the types of bullying and frequency by year group. It should comment on patterns and whether any group or individual is being repeatedly bullied. The report should also consider a sample of the victim's perspective and it should offer improvements and recommendations based upon the analysis. The report should be shared with pastoral staff and eventually wider staff. It should inform changes to practice and support planning for events such as anti-bullying week.

Prevention

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Promoting anti-bullying messages through assemblies and anti-bullying week;
- Writing and implementing a set of school rules;
- Using behaviour contracts or formal reports;
- Training students as 'Anti-bullying Ambassadors', to support students who feel vulnerable - peer to peer support;
- Reading stories about bullying or having them read to a class or assembly or in PSHE lessons;
- Having regular discussions about bullying and why it matters through Citizenship.

Should there be another section here about how past bullying incidents have been revisited – for example a follow up meeting by the HOY or anti bullying staff to check there have been no reoccurrences – a more precise outline of stage 8.

Should there be more information regarding the ambassadors?