



Elizabeth Woodville School	
Policy Name:	Anti-Bullying Policy
Owner:	Deputy Headteacher
Statutory:	Yes
Date Ratified:	By Governing Body November 2020
Review date:	November 2021

At Elizabeth Woodville School, every person matters. All members of our community have rights and responsibilities and this policy outlines the procedures put in place to ensure that we are respectful to one another, and that everyone has the chance to have a positive learning experience.

Our school aims and values show that we are committed to allowing everyone to succeed.

We promote achievement by:

Enabling every individual to achieve their personal and academic potential,

Providing a broad, balanced and personalised curriculum for students of all abilities and aptitudes,

Enhancing the emotional, cultural, spiritual, social, moral and physical aspects of students' lives,

Encouraging students to have high expectations of their own capabilities in all areas.

Named person(s)

This is the Deputy Head Teacher with overall responsibility for the implementation of the Anti-bullying policy All names in an appendix

Who do you contact if you have a concern?

In the first instance students should speak to their form tutor or subject teacher. There is a Head of Year for each year group who will deal with more serious incidents and Pastoral and Inclusion assistants who work with families to help resolve issues that are concerning young people in school.

These members of staff link with parents and external agencies to support students and increase their confidence to help avoid bullying situations; and when they occur to have strategies in place, including reporting the behaviour on.

Definition of "bullying"

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition).



Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying or online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or can be because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It can take many forms, but the three main types are:

Physical - for example, hitting, kicking, shoving, theft;

Verbal - for example, threats, name calling, racist or homophobic remarks;

Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group.

Cyber-bullying/online bullying is defined as 'the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else' (DfE definition). It is another form of bullying which can happen at all times of the day, with a potentially bigger audience.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

Bullying is a type of behaviour which needs to be defined by the impact on the victim rather than the intention of the perpetrator.

Definition of "hate crime".

Hate crimes are any criminal offences that are committed because of hostility or prejudice towards a person's:

Race, colour, ethnic origin or nationality

Religion or faith

Sexual orientation

Disability or Learning Disability

Gender Identity and Transgender issues

(Definition Northamptonshire County Council Hate Crime website:

<http://www.northamptonshire.gov.uk/en/councilservices/Community/cs/Pages/hate-crime.aspx>)



Who gets bullied?

Anyone can become the target of such behaviour. All members of our community are at risk of getting bullied.

Who bullies?

Just as any member of the school community can be bullied, the same applies to being a bully. It is important that as a member of the school community we take care to be respectful to one another and not take part in any behaviour that could be seen as bullying.

Proactive strategies:

There is extensive work in supporting students' transition from primary to secondary, including school visits, collection of data relating to peer relationships.

All students get a clear message that bullying will not be tolerated and that there is always someone in school to whom they can talk. This is reinforced through assemblies and form tutor activities. We always take part in activities during Anti-Bullying week.

The Personal Social Health Education (PSHE) programme supports students in developing positive relationships and encourages students to use Protective Behaviour Networks to access support; how to assess risk; and how to keep themselves safe.

We regularly gain the views of our students, staff and parents through the work of the Healthy Schools programme, Parent Forum, School Council and questionnaires.

Through the student care systems we are observant and respond to student concerns about friendship difficulties or an incident where a student reports feeling bullied.

We try to resolve difficulties that arise at an early stage before a bullying pattern is established, through skilful use of no blame or restorative justice techniques. Key staff will include form tutors, heads of year, inclusion managers and members of the senior leadership team

Collect and record information – this is vital and at each stage and **Statements** are completed, with actions taken, if bullying is witnessed or reported in order to give a straightforward account of events from all sides.

Where both parties feel aggrieved students are given a clear message that identified behaviour will be considered to be bullying and reported as such on a student record if there is a **repeat** occurrence. Parents are informed of this as an outcome if there are further incidents.

We give identified students additional support for dealing with social and emotional issues.

Where students have been bullied, we will look to put in place support, through one-to-one or group interventions.



Where students have been the perpetrator, we look to educate them through programmes in the House. Where the student has participated in LGBTQ, racist or sexually orientated bullying, we will put them onto a targeted programme.

Reactive strategies

In a situation where bullying behaviour has been identified there are a number of strategies that will be employed.

Parents of all students involved will be notified as soon as possible. It is our intention to work together with parents in supporting our students and it is helpful if parents contact school if their child is expressing concerns.

The first time a bullying incident occurs, we will use the 'no blame approach'. This focuses on encouraging children to empathise with one another, understanding each other's feelings. Sanctions may be applied for the initial behaviour but there is a great emphasis on trying to restore or build relationships between those involved. This approach requires those involved to decide on solutions and agree a way forward.

If this strategy is deemed inappropriate due to the nature of the incident or a repeat of the behaviour despite the student being warned, then sanctions will be applied and parents will be informed that a bullying incident has been reported. There is a range of sanctions that can be applied depending on the seriousness of the incident.

Sanctions include:

Teacher detentions

Pastoral detentions

Senior team detentions

Isolation

Exclusion

Alongside the sanctions, all students involved in the bullying incident will have access to inclusion support.

Rewards

Students are encouraged to act as positive members of the school community. Reward Points R1, R2 and R3 are given to students who demonstrate consideration for others, and who show empathy and behave in a caring way. This forms part of our system for recognising good citizens.

Procedures to follow

Procedure for a student feeling bullied



Several Times On Purpose Start Telling Other People

Remember the strategies developed through Protective Behaviours

Speak to your Form Tutor, Head of Year or any adult you trust in school

Tell parents or friends and ask them to help you to get things sorted out in school

Procedure to follow if you are a student and witness bullying

Several Times On Purpose Start Telling Other People

Have confidence that reporting bullying will be acted upon and speak up and don't tolerate it.

Don't help the bully by joining in – this often makes things harder to sort out

Let a teacher or other adult know what's happening

Try to be a friend to the person being bullied

Try to be friendly to the bully, but even if you can't be friends, being kind can sometimes help the bully stop bullying

Procedure to follow if you are a teacher and witness bullying or have bullying reported to you. If a student comes to you, you are important to them

Provide a time to listen to the student if you are informed that there is a concern

Be aware of the range of strategies available (Protective Behaviours/Peer support/Learning Mentor/No Blame) and either act yourself or ensure you have passed the concern on to someone who will act on it. (Form Tutor or Head of Year)

Complete a STATEMENT and pass this to the Head of Year for the appropriate year group or Student Services.

Head of Year to monitor via MyConcern

Follow up on the concerns to see if the student is feeling more confident and ensure that safeguarding arrangements have been considered, for example the student feels safe walking home.

Let parents know that concerns have been expressed and the strategies you will try to help and support the student.

Reassure the student that they have been listened to.

Always challenge bullying and comments that are racist, sexist or homophobic (refer to training information attached) so that respect for others becomes the norm and be aware of your responsibilities to pass on and report concerns (ref: Reporting Hate and Bullying Incidents).



Procedure for any other member of the school staff who identifies bullying issues

Contact Head of Year, Tutor and Student Services. Discuss together how the student can be supported. Any concern about child protection must be reported, if necessary immediately if the child's safety is at risk, but certainly before the end of the day (ref: Child Protection Policy).

Parents

If parents become aware of a bullying situation, it is important that it is reported to school staff immediately. In the first instance please make contact with your child's form tutor.

Complaints procedure

If you are unhappy about the way in which an incident has been dealt with, please contact the head of year in the first instance, or Deputy Head Teacher.

Reporting, recording and monitoring

Individual incidents of bullying will be recorded using the Students can log onto the SHARP system and report an incident. Sanctions will be logged on Go4Schools. Parents will be notified and students who are responsible for bullying behaviour will be closely monitored over an agreed review period.

The occurrence and nature of bullying behaviour is monitored through a number of channels:

1. Student Welfare and Incident report forms completed and held by Head of Year/SLT
2. Monitoring of incidents reported on the SHARP System.
3. Monitoring of fixed term exclusion data
4. Safeguarding Team
5. Healthy schools survey

Information is reported back to the school's leadership team who devise appropriate strategies such as supporting specific year groups or form groups as required.

Useful websites:

www.digizen.org

<http://www.bullying.co.uk/>

<https://www.childline.org.uk/toolbox/videos/being-bullied/>

The policy is available to view on the school website and is included in the staff handbook. It is available to all parents through the FROG link and discussed at both Parent Forum and School Council, where amendments may be suggested.



Supporting information

Bullying by race, gender, sexual orientation or disability.

In racist bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the child being bullied, but also other students from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as 'any incident which is perceived to be racist by the victim or any other person'.

Racist bullying includes: Verbal abuse by name-calling, racist jokes and offensive mimicry; physical threats or attacks; wearing of provocative badges or insignia; bringing racist leaflets, comics or magazines; inciting others to behave in a racist way; racist graffiti or other written insults — even against food, music, dress or customs; refusing to cooperate in work or in play

Sexual bullying has an impact on both genders. Boys are also victims — of girls and other boys. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator. In general, sexual bullying is characterised by: Abusive name-calling; looks and comments about appearance, attractiveness, emerging puberty; inappropriate and uninvited touching; sexual innuendoes and propositions; pornographic material, graffiti with sexual content; in its most extreme form, sexual assault or rape Sexual bullying can also be related to *sexual orientation*. Students do not necessarily have to be lesbian, gay or bisexual to experience such bullying. Just being different can be enough.

Students with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Information and strategies in place to deal with incidents:

An awareness that even young children can understand the consequences of their actions.

Staff who listen carefully to students and provide opportunities for them to express views and opinions

Good relationships and communication with parents

Developing Peer mediation and Learning Mentor roles

Multi-agency working with CEOP (Child Exploitation and On-line Protection service) police, youth service, Connexions, Time to Talk and others

Involve parents and the wider community —with agenda items issued to all parents to join the discussions at parent Forum

Explore issues of diversity and difference — discussing what schools and society can do to end discrimination through the curriculum



Use single-sex groupings to explore sensitive issues

Ensure that the school site is well supervised, paying attention to areas where students may be vulnerable

Guaranteeing confidentiality and appropriate advice to students (only where there is no safeguarding concern) – signposting to Time to Talk, Lowdown, CAMHS and other agencies

Having a curriculum that is Inclusive thus avoiding undue attention to differences between SEN children and others

Making classroom activities sensitive to needs

Teaching assertiveness and other social skills

Teaching children who are being bullied to say 'no' or get help

Providing special resource rooms at breaks and lunchtime