



Noadswood

Fit for learning, fit for life

Anti-Bullying Policy

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| STATUTORY / NON-STATUTORY | STATUTORY |
| MEMBER OF STAFF RESPONSIBLE | AHT and HT |
| DATE APPROVED BY Head/SLT | October 2018 |
| GOVERNING BODY COMMITTEE RESPONSIBLE | SISC |
| DATE COMMITTEE APPROVAL | 21st Nov 2018 |
| DATE FULL GOVERNING BODY RATIFICATION REQUIRED | 26th Nov 2018 |
| REVISION DUE DATE | November 2020 |

Ethos Statement:

Noadswood is committed to ensuring that pupils can come to school to work in a supportive, caring and safe environment, without fear of bullying. At Noadswood we will not tolerate any form of unkind behaviour, whether physical or emotional and will endeavour to eradicate all forms of bullying that occur within our school community. We aim to do this through the promotion of our core values of 'Ready, Respectful, Safe' and through our commitment to being a truly inclusive school that is welcoming for all.

Legislation & Statutory Guidance:

The policy is based on advice from the Department for Education (DfE) enshrined in:

- The Equality Act 2010.
- Preventing and tackling bullying – July 2017.
- Cyber bullying: advice for headteachers and school staff.

Aim: This policy aims to:

- Define bullying.
- Provide a consistent approach to the management of bullying.
- Outline how pupils are expected to treat each other in the spirit of mutual respect.
- Outline how pupils, parents and colleagues can report any instances of bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to bullying.

Objectives:

Central Objective:

To encourage pupils to treat each other with respect to provide an environment free from prejudice-based bullying. Pupils will form positive relationships with each other and staff in a safe and enjoyable environment for learning and wellbeing.

Related Objectives:

To develop and foster a positive environment in which pupils can thrive by:

- developing relationships between colleagues and pupils which are marked by reciprocal respect and understanding; fostering pupil self-confidence, self-esteem and wellbeing;
- creating an environment which:
 - in lessons and tutor time, is purposeful, mutually supportive and non-threatening;
 - in social time, is fun, friendly, enjoyable and non-threatening;
 - helps all pupils and colleagues to feel comfortable in reporting any instances of bullying on the understanding that it will always be taken seriously and will be dealt with effectively.

To prepare pupils for adult life by:

- helping them understand society's need for positive working relationships; enabling them to move into adult life with increased confidence and awareness of the needs of others and how to manage these constructively around their own.

To involve parents/carers in the school's management of bullying by:

- creating an environment in which a genuine partnership exists between home and school;
- ensuring that parents are made aware of any incidents of behaviour which may be regarded as bullying whether as a victim or perpetrator, at school or involving members of the school community outside of school;
- seeking parents' understanding and support of the school's policies and actions with respect to any incidents of bullying;
- providing advice and support where appropriate and when requested.

Definition:

Bullying is defined as the intentional harming of one person or group by another person or group, often more than once, and where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Often repeated, often over a period of time.
- Something which makes one person/group of people feel intimidated by others

There are different categories of bullying that can be perceived, including those detailed in the Equality Act 2010:

- Emotional – being deliberately unfriendly, excluding, tormenting.
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- On the grounds of gender/gender choices.
- Sexual – unwanted physical contact or sexually abusive comments, peer on peer abuse as defined in Keeping Children Safe in Education 2018.
- Homophobic – because of, or focusing on the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.
- On the grounds of Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are Looked After Children, or because of a particular home environment or circumstance.

Roles & Responsibilities

The Governing Body

- The Governing Body will support the school in maintaining excellent standards of behaviour of pupils and colleagues.
- SLT, in consultation with the Chair of Governors, will ensure that new governors understand the definition of bullying and their role in challenging any incidents of bullying.

- A Governors' Disciplinary Panel will meet to review any cases where there have been serious breaches of the schools Anti-Bullying Policy.
- The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Staff

All staff will follow the school policy and will understand an incident as bullying and as something to be investigated if it is perceived as such by any member of the school community. Staff are responsible for ensuring the policy is applied consistently and fairly:

- All staff will report any incidents of alleged bullying to the relevant House Leader for Guidance
- House Leaders (Guidance) will record any incidents of bullying and follow the correct procedure when investigating any incidents of bullying.
- Colleagues will ensure the school policy on bullying extends to school fixtures, educational visits and work experience placements. Any incidents of bullying that occur within the community, or whilst travelling to and from school, and any incidents that come into school, may also be sanctioned as per the bullying policy.
- House Leaders (Guidance) will monitor any incidents of bullying, in order to identify trends and to intervene to help.
- Senior staff, House Leaders, and Curriculum Leaders will ensure that all new staff, particularly Newly Qualified Teachers, understand the Bullying Policy and procedures as part of their induction to the school.
- House Leaders in conjunction with the SLT will ensure that there is a cumulative response to continued poor behaviour in terms of bullying.

Pupils:

Pupils must understand the need to take responsibility for their actions, words and social media presence. They must treat all members of the school community with respect and aim to build positive relationships within an inclusive school.

Pupils will be made fully aware of the school policy, procedures and expectations through a pupil's version of the Bullying Policy created with a pupil voice working group. They will be actively encouraged to report any incidents of bullying and to let an adult know if they feel the issue they have raised continues to cause concern.

Pupils will be regularly consulted through pupil voice meetings.

Parents and Carers:

Parents and carers play a crucial role in shaping pupils' interaction with their peers in school. The school will keep parents/carers informed of any incidents of bullying involving their child whether as a victim or an alleged perpetrator.

The school will communicate with parents/carers via letters, emails and phone calls. Parents/carers will be encouraged to contact their child's tutor or House Leader if they have any concerns relating to bullying.

Newsletters will regularly discuss positive approaches to all relationships within school and to this policy.

Parents/carers will support their child by:

- supporting the school policy on bullying;

- notifying the school of any concerns relating to bullying;
- ensuring their child behaves in a manner consistent with the school values both in school and in the wider community; this includes the responsible use of social media and electronic devices.;
- understanding that sanctions and/or restorative work may have to occur when a child has perceived themselves to be bullied.

Reporting Procedures and Follow Up:

If bullying is suspected or reported, the incident will ALWAYS be taken seriously and as bullying, and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the House Leaders (Guidance).

House Leaders (Guidance) will investigate the incident by interviewing all concerned and record outcomes on the school's behaviour logging system (SIMS).

House Leaders (Guidance) will also log any alleged bullying incidents on a Bullying Log Sheet under categories defined in this policy.

House Leaders (Guidance) will inform parents of the outcome of the incident.

Tutors and subject staff will then be kept informed and asked to monitor the behaviour/wellbeing of the pupils concerned.

Parents/carers will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil/their parents but instead speak to a House Leader or SLT link to the House.

Each incident of actual or alleged bullying will be unique in its presentation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor follow up strategies to address the situation and to support the bullied pupil in relation to the particular incident/s. Strategies can include following the hierarchy of sanctions in the school's Behaviour Policy and procedures (see below) and can also include restorative measures – follow up will be determined by the school but always in discussion with the pupil who has felt themselves to be bullied and their parents/carers.

Help and further support for those who have alleged bullying against them:

Pupils who feel themselves to have been victims of bullying will be offered the opportunity to discuss their experience with their House Leader, who may make a further referral to an ELSA/counsellor/other mentor in order to discuss strategies to raise their self-esteem and confidence where this would be helpful.

Guidance and advice for those who have been alleged to have bullied:

They will be given time and space for discussing what happened, in order for them to gain an understanding of why things have happened, the impact they have had and a sense of wrong-doing. Parents/carers will be informed of these discussions so they can help sustain a change in the attitude and choices of the pupil.

In agreement with both parties involved there will be the opportunity to rebuild relationships, involving a restorative discussion mediated by a member of staff as a way of resolving disputes/building understanding.

The following disciplinary action may be taken as per the school's Behaviour Policy and Procedures:

- Official warning to cease offending

- Lunchtime Detention
 - School Detention
 - SLT Detention
 - A written contract of positive expectations to be formally agreed to
 - Isolation from normal lessons
 - Exclusion Room
 - Fixed Term Exclusion
 - Managed Move to another school
 - Permanent Exclusion
 - Referral to Governor Disciplinary Panel or external agencies, e.g. Police
- Parents and carers will be involved in each stage.

Prevention of Bullying:

As a school we take bullying seriously and believe in the creation of a culture of mutual respect and in prevention of an atmosphere developing in which bullying behaviours will thrive. We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos and has an overt emphasis on the power of kindness, and of our values of 'Ready, Respect, Safe'..
- Use of curriculum opportunities, in particular tutor periods and Citizenship classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year, Noadswood Kinda fortnights, Mental Health Weeks and other campaigns captured in our Citizenship calendar.
- House assemblies.
- Pupil surveys.
- Poster campaigns.
- Improved supervision in potential problem areas.
- Peer mentoring, Anti-Bullying Representatives and Buddy Schemes.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

Recording Bullying and Evaluating the Policy:

Bullying incidents will be recorded by the member of staff who deals with the incident, then referred to the House Leaders (Guidance) and this will be held in a Bullying Log file by the House Leaders (Guidance). Files will be monitored by SLT half termly, and reported back to SLT and governors every term. The purpose of the monitoring is to:

- Identify trends and programmes to intervene where necessary;
- Ensure all incidents have been dealt with effectively and according to the policy;
- Review any cases of concern and implement lessons learned.

The Policy will be reviewed every two years.