Idsall Anti-Bullying Policy

Sponsorship & Review

1	Sponsor
Mr C Bailey Assistant Headteacher	

2	Reviewed
October 2020	

3	Next Revision Date
October 2022	

Anti-Bullying Policy

Context

We believe it is every student's right to go to school in safety and to receive their education free from humiliation, oppression and abuse. While we acknowledge that bullying behaviour can occur in any institution, we will actively seek to prevent and reduce it and deal with any bullying effectively if it occurs.

HOW WE WILL WORK TO ACHIEVE THIS

- It is the responsibility of all members of the community to ensure that education takes place in an atmosphere that is caring and protective. Our communities are built on respect and good manners, and our high expectations with these standards ensure that students are able to spend their time at school together happily learning as much as possible.
- Students are encouraged to share any problems concerning bullying with friends, anti-bullying ambassadors, prefects, support staff, teachers and parents. Students are taught through assemblies and the Individual Development Programme that everyone has a duty to ensure that bullying does not occur.
- All key student areas are supervised, (as far as is reasonably possible), by staff or prefects at break time and lunchtimes. CCTV coverage is extensive throughout the school site.
- Staff at Idsall School will not tolerate bullying in any form, including bullying in staff/student relationships. The school's pastoral system of care, guidance and support works to ensure this.
- Inappropriate behaviours will be challenged, sanctioned and recorded in line with our school behaviour policy.
- Positive behaviours will be rewarded through the merit and rewards system.
- There is a clear and widely understood procedure for staff to follow in investigating incidents, guidelines for listening to victims, witnesses and alleged aggressors.
- This policy interacts with the following Idsall policies: Behaviour, Equality, Safeguarding and e-safety, including The Acceptable Use of ICT Policy.
- In serious incidents the Child Protection Policy is relevant. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'**.**

DEFINITION - WHAT IS BULLYING?

The anti-bullying alliance define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

A more detailed definition is provided by the Department of Education in the 'Preventing and Tackling Bullying 2013 (updated June 2017) document:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying 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 because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

BULLYING TAKES MANY FORMS, including:
- **Verbal**
- **Physical** (can include sexual harassment)
- **Emotional**
- **Indirect** (behind your back, rumour spreading etc.)
- **Cyberbullying**

Bullying is often motivated by prejudice against particular groups. When incidences of bullying are analysed across the UK, the following themes are often found to be used as a basis for the bullying or aggression:
- Race
- Gender
- LGBTQ
- Ability
- SEND
- Family
- Looked After Children
- Adopted Children
- Young Carers
- Success
- Failure
- Religion
- Culture
- Appearance
- Language
- Speech
- Class
- Nationality

Keeping Children Safe in Education 2020 reinforces that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff need to be aware that additional barriers can exist when recognising abuse for these groups of students. This would include the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs. Irrespective of the category of bullying, identification will be in line with the school's SEND, Equality and other policies.

CYBERBULLYING

Nationally, cyberbullying has increased at a rapid rate over the past few years. While the motivation to exert power to hurt and humiliate is the same as in all bullying, there are new opportunities which technology provides that enable bullying to occur 24/7 and reach intended victims even in the safety of their own bedroom. It is often the case that bullying which starts in school migrates to the internet or mobile phones and vice versa.

HOW CAN STUDENTS GET HELP?

- Students are encouraged to report any incident or on-going problem to someone in school – this could be their Tutor, Teachers, KS3 and KS4 Student Support Managers, Pupil Premium Champions, Head of Year, Prefects and Anti-Bullying Ambassadors.

HOW CAN PARENTS/CARERS REPORT CONCERNS?

- Parents are invited to contact school should they be concerned about any possible indication of bullying. The school's stance and expectations regarding bullying is available within the home school agreement pack "Aims and Values" and on the Idsall School website.
- A copy of the anti-bullying policy is available upon request and is published on the school website.
- Parents may call or email to discuss concerns with Key Stage Support Managers, Tutors or Head of Year in the first instance.
- Parents and students are asked to make a note of the number and location of incidents, and to preserve evidence of online or mobile phone bullying, or injury or damage to self or belongings.

HOW THE SCHOOL WILL ADDRESS CASES OF BULLYING

- Heads of Year and Key Stage Support Managers lead on anti-bullying for their individual year group.
- All staff are made aware of this policy and its clear links to other key policies.
- With regard to staff, it is important that this is seen as everybody's responsibility. With staff directed to share concerns regarding incidents of bullying via our internal reporting systems.

INVESTIGATION STAGE

Stage 1 - A member of staff is made aware of a concern in relation to bullying or online bullying and/or prejudiced or discriminatory behaviour or bullying.

Stage 2 - The member of staff receiving such a complaint must respond by completing a log of the incident on CPOMS (school email account holders) – and alerting the relevant Head of Year.

Stage 3 - The Head of Year of the aggressor will take responsibility for ensuring the issue is investigated and the appropriate actions are taken in line with the school behaviour policy. They will work in conjunction with all relevant supporting staff.

Stage 4 - The Head of Year of the aggressor will then upload final investigation details and the actions taken to CPOMS and communicate all findings with parents/carers of both victim and alleged aggressor.

- In cases of proven persistent bullying, the incidents will be centrally recorded by the Head of Year to allow ongoing monitoring of behaviour, students involved and level of incidents.
- Parents of all parties will be informed if bullying is established and may be asked to come to a meeting to discuss the problem.
- Appropriate actions will be taken in line with the school's Behaviour Policy.
- The school will inform the Local Authority of any hate crime including racist incidents by completing the relevant county forms.
- Students will be made aware that the school will not accept any sort of bullying or antisocial behaviour.
- Perpetrators will be helped to change their behaviour and to make amends by using restorative strategies.
- Wherever possible, all parties will be reconciled.
- Cases will be monitored and if the behaviour does not stop immediately, further steps will be taken in line with the school's Behaviour Policy. The consequences of bullying behaviour will result in action appropriate to the level and frequency of the incident(s) being taken. This will range from:
  o A verbal warning for a minor first incident
  o Use of after school detention if more serious or repeated minor incident
  o Internal exclusion for serious bullying issues
  o Fixed term exclusion where other sanctions or interventions have failed.
  o Permanent exclusion.
- Monitoring will be used to inform work on the prevention of bullying and to provide staff with information to use in tutor time and in assemblies.
- The school will address behaviour that is driven by prejudice against an individual or group. Individual cases will be used to inform future practice and to develop the school response to prejudice.
- Students sign an ICT acceptable use policy agreeing that they will use technology appropriately. Where bullying involves mobile phones or other electronic devices, the school has powers under the Education Act 2006 and Education Act 2011 to discipline students accordingly and to confiscate the device where necessary.
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. (DfE Advice on Preventing and Tackling Bullying 2017).
- The Education and Inspections Act 2006 also gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

THE ROLE OF THE GOVERNING BOARD

Trustees have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the school's values and practice, and is reviewed on the due date.

The governing board must make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. Trustees are informed of, and monitor, the numbers of incidents and steps the Headteacher and staff have taken to deal with these.

MINIMISING BULLYING

Bullying is a sensitive issue, but this does not mean that it must remain a 'hidden' issue. It is recognised that whole school policies, put into practice, can diminish the level of bullying in a school.

IN ORDER TO ACHIEVE THIS IDSALL MUST ENSURE THAT THERE IS:
- Open discussion of the issue.
- Clear reporting procedures for all staff and students to follow when bullying occurs.
- A policy to ensure bullying incidents are rare and are dealt with swiftly and effectively.
- Challenge to prejudice and malicious behaviour.
- Support to help perpetrators change their behaviour.
- Effective monitoring and evaluation.

IDSALL SCHOOL HAS PUT IN PLACE THE FOLLOWING:
- Close liaison with partner agencies who may be engaged if it is deemed necessary, including police/local community.
- Information and support for parents to help them to understand how best to take responsibility for their children's use of electronic equipment.
- Students are not allowed to use mobile phones in school and, if phones are seen, they are confiscated.
- Students will be taught to stay safe online, to behave considerately towards others online and how to get help if bullied or harassed in Cyberspace.
- Anti-bullying Ambassadors through the Diana Award (est. 2015).

IDSALL SHOULD ENSURE:
- Senior staff and Trustees monitor bullying through report of incidents so that they are aware of the problem within the school.
- They have and seek to apply a policy on how to address bullying issues.
- All staff and students are aware of the school procedures for raising concerns regarding bullying.
- Students have opportunities to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through Individual Development and other subject areas and through assemblies and other school activities.

- All aspects of school life are used positively such as; curriculum, teaching methods, physical environment, policies, relationship with parents to deal with the problem and our overall ethos.
- They use the appropriate parts of the curriculum to teach the values that show bullying to be unacceptable and to develop the social skills that make bullying undesirable.
- They encourage an acceptable and responsible attitude towards students reporting bullying by rewarding students for being 'good citizens' through the merit and reward system.
- They encourage staff and students to treat bullying as an immediate priority and any incidence should not be tolerated and should be reported.
- They give guidance and support to staff in handling bullying incidents and in the follow-up work with both victims and bullies through staff training.
- They encourage staff to appraise their handling of bullying.
- Adequate supervision of children at all times and throughout the school site.
- Staff will carry out lunch and break duties to supervise students during free time and staff will be available at the start and end of the school day to supervise students arriving and leaving the school premises.
- They evaluate the effectiveness of its anti-bullying policy.

THE WAY FORWARD

- Idsall School must continue to review and evaluate all systems that are already in place, and encourage a willingness to change with regard to the less successful aspects of life at school.
- SLT and Heads of Year must continue to review and evaluate the impact of the policy and determine any further practical measures that can be taken to maintain and improve the effectiveness of the policy.

COMMITMENT TO REVIIEW	
This Policy will be monitored and reviewed every two years by the relevant Policy Owner named below and evaluated and approved by the Governing Board on a two year cycle, and/or in the light of changes in National Curriculum requirements and DfE guidance/regulations.	
Bullying Policy	
Named Responsibility of Policy	Mr I Willoughby (Assistant Head)
Date of Policy	October 2020
Date next Review to be completed by	October 2022
Trustee Accountability	Every two years