



Policy: Anti-Bullying Policy

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Authorised by: Governors

Signed/Position: James Johnson, Assistant Head

Updated by: James Johnson

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1. Introduction

1.1 Our Anti bullying Policy is designed to promote outstanding behaviour and high quality relationships between all stakeholders across our community. This policy sets out the framework within which the whole school community manages issues relating to bullying and the school's strategy to prevent bullying behaviour.

1.2 The policy takes account of the advice published in "Behaviour and discipline in schools- Advice for headteachers and school staff", "Preventing and Tackling bullying", "Supporting young people who are bullied: advice for schools", "Cyber bullying: advice for headteachers and school staff" by the Department of Education and acknowledges the school's legal duties under the Equality Act (2010).

1.3 This policy takes account of key relevant legislation including:

- The Education Act 1996
- The School Standards and Framework Act 1998
- The Education Act 2002
- The Education and Inspections Act 2006
- The School Information Regulations 2008
- The Equality Act 2010
- The Education Act 2011
- The School Behaviour Regulations 2012

2. Aim

2.1 We are an inclusive, comprehensive school with high expectations for all our pupils.

2.2 It is our ambition to:

- Create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence;
- Affirm the right of all within the school to live a life free from bullying;
- Raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, pupils, parents/guardians;

- Create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation;
- Ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours;
- Take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation;
- Implement procedures for reporting and recording incidents of bullying behaviour;
- Implement procedures for investigating and dealing with incidents of bullying behaviour;
- Develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour through our pastoral and inclusion teams;
- Work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

3. Rationale

3.1 Our school community believes that each pupil has the right to an education free from fear and intimidation: Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no pupil should suffer in this way, communication between home and school is very important. The vast majority of pupils in this school are unaffected by bullying behaviour.

3.2 Guidelines governing behaviour and conduct are clearly set out through our School Standards. These standards are kept to a common-sense minimum but stress the importance of respect and make specific reference to preventing bullying.

3.3 Our school standards are reviewed every three years to ensure that they reflect our shared values and the core principles of community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote courtesy and good manners.

3.4 Our School Standards clearly state that in our learning community, we are all responsible for our actions. We:

- Welcome everyone;
- Respect and cooperate with each other;
- Apply our best efforts;
- Support and value everyone;
- Embrace and celebrate difference;
- **Prevent bullying;**
- Take pride in our uniform;
- Look after our school.

3.5 As a school we define bullying as:

- Behaviour that is deliberate and repeatedly aggressive, verbal, psychological or physical, conducted by an individual or group of individuals against any person.
- A type of behaviour that can take many forms. This includes verbal bullying (attacks of a highly personal or sexual nature, which may be directed at a pupil's family, culture, race or religion, or the spreading of malicious rumours), physical bullying, gesture bullying (non-verbal threatening gestures which convey intimidatory or frightening messages), isolation, exclusion, extortion (demands for money, possessions or equipment, or forcing a pupil to steal), intentional diminishment, or cyber-bullying (the use of web-pages, e-mails and especially text messages to abuse, intimidate or attack a pupil).
- Someone placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people.

3.6 For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

3.7 Although unacceptable behaviour at Deer Park that should be dealt with in accordance with the behaviour policy, we do **not** define bullying as:

- Isolated or one-off incidents of intentionally negative behaviour, including a one-off offensive or hurtful text message or other private messaging. These incidents should be dealt with, as appropriate, in accordance with the school's behaviour policy.
- Pupils of about the same age and strength have the occasional quarrel or conflict.
- A member of staff offering constructive or fair criticism of a pupil's behaviour or work performance.

3.8 All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Pupil to Pupil;
- Pupil to any Staff member;
- Staff member to Pupil;
- Parent to Staff member;
- Staff member to Parent;
- Staff member to Staff member.

4. Policy in Practice

4.1 The school will sanction bullying behaviour using the provisions set out in the behaviour policy. The school understand bullying behaviour to be:

- Harassment based on any of the nine grounds in the equality legislation e.g. Sexual harassment, homophobic bullying, racist bullying etc;
- Physical aggression, damage to property;
- Name calling, jealousy and slagging;
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures;
- Graffiti, sniggering, sarcastic remarks and extortion. Intimidation, name belittling, gestures;
- The “look”, staring, degrading remarks regarding physical appearance;
- Putting down a pupil for working well and achieving;
- Talking loud enough so that the victim can hear;
- Invasion of personal space;
- Abusing all social network sites including, but not limited to, Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites during and outside of school hours, including all school outings and events;
- Homophobic name calling /using graffiti e.g. “Gay”, “queer”, “lesbian”, etc;
- Spreading rumours about a person’s sexual orientation or gender preferences;
- Taunting a person of a different sexual orientation or gender preferences;
- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background;
- Whispering in company so as to exclude another;
- Malicious gossip;
- Isolation & exclusion;
- Ignoring, turning others against a pupil;
- Excluding from the group;
- Taking someone’s friends away;
- Silent telephone/mobile phone calls;
- Use of mobile phones during school hours to access social network sites;
- Abusive telephone/mobile phone calls;
- Abusive text messages;
- Abusive email;
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others;
- Any misuse of Information and Communication Technology;
- Video recording without the person’s permission;
- Taking/sending photographs by electronic device;
- Creating sites about a particular person;
- Spreading rumours;
- Breaking confidence.

4.2 The school recognises that pupils who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent lowering of self-esteem. While they may not talk about what

is happening to them, their suffering is indicated through changes in mood and behaviour. It is therefore important to be alert to changes in behaviour.

4.3 All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant Year Leader, Assistant Pastoral Team Leader or Pastoral Team Leader: This will help pupils to gain confidence in reporting incidents. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

4.4 In dealing with bullying all staff involved should:

- Take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Analyse incidents of bullying behaviour seeking exhaustive answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- Record incidents of alleged bullying are recorded on the pastoral database and sent to relevant Year Leader;
- Record details of any bullying incidents on the RMO database in a factual, non-judgmental and objective way.

4.5 The school recognises that the best way of dealing with bullying is education and understand: Lessons on managing relationships and identifying bullying behaviour are integrated into the PSHEe and Citizenship programme.

5. Roles and Responsibilities

5.1 Pupils

All pupils have the responsibility of complying with the anti-bullying policy and more broadly meeting the behaviour expectations of the school. Pupils will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. All pupils and parents sign the home school agreement which explicitly states that all members of the school community will prevent bullying.

5.2 Teacher/Tutor/Support staff

Staff members will have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of in keeping with the Anti-Bullying Policy.

5.3 Parents/Carers

The parent or guardian have the responsibility of upholding the recommendations within the policy and accepting the sanctions the school puts in place for bullying behaviour. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the Year Leader, or any member of the pastoral team. All pupils and parents sign the

home school agreement which explicitly states that all members of the school community will prevent bullying.

5.4 Year Leader

Year Leaders take responsibility for the pastoral wellbeing of all the pupils in the school. This includes behaviour that relates to any incidents of bullying. They are empowered to provide challenge and support for pupils who are victims or perpetrators of bullying. Year Leaders will use the school RMO database to record issues around bullying behaviour as appropriate. The Year Leader will be responsible for communicating incidents of bullying behaviour to the relevant senior leader, teacher, tutor or parent.

5.5 Pastoral Team Leader/Assistant Pastoral Team Leader

The Pastoral Team Leader/Assistant Pastoral Team Leader take responsibility for the overall behaviour and safety of every pupil in the school, including any recognised bullying behaviour. They are empowered, with the support of Heads of Faculty and Year Leaders, to put in place challenge and support for pupils who do not make the right decisions about their behaviour. They provide strategic and targeted intervention for pupils and groups of pupils to ensure all pupils have the opportunity to succeed. Pastoral Leaders will use the school RMO database to record issues around behaviour and welfare as appropriate.

5.6 Strategic Leadership Team

The Headteacher, Deputy Headteacher and Assistant Headteacher/s will ensure the policy is effectively implemented through termly reviews of behaviour in the school.

5.7 Governors

Governors take responsibility for reviewing and confirming the Anti-bullying policy on an annual basis.

6. Monitoring and evaluation

6.1 The impact of the policy will be monitored on a weekly basis by the Pastoral Team Leader and Assistant Headteacher with responsibility for pastoral.

6.2 The policy will be reviewed annually by the governing body.

7. Other related policies and documents

7.1 This policy should be read in relation to all other school policies and with specific reference to:

- The Equality Policy;
- The Safeguarding Policy;
- The Home/School Agreement;
- The IT Acceptable Use Policy;
- The Exclusions Policy;
- The Complaints Policy.