

Anti-bullying Policy

Status: Agreed

Date: July 17

Review Date: July 18

Governor Leadership:

Executive Leadership: Executive Headteacher

Key Manager: Pastoral Leader- Assistant Headteacher

Core Consultation group for next review: Staff & Pupils

Wider Consultation group for next review: Parents

What the students need to know:

- Bullying is making someone else feel bad on purpose
- If you feel bullied tell a teacher or your parent straight away
- School will stop any bullying by teaching students to respect others

What every adult needs to know:

- Parents must tell school as soon as their child reports bullying
- School will support the victim and educate the perpetrator

What every supporting member of staff needs to know:

- We need to safeguard students from bullying at all times
- We take a solution orientated approach to stopping bullying
- We need to find out why the bully is behaving in this way and teach them a better way to get their needs met

ANTI BULLYING POLICY

Adopted July 2017

School Definition of Bullying Behaviour

Bullying is different from simply not being nice to someone. It can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a student's life, or a series of such incidents.'

Bullying involves an imbalance of power. If two students of equal power or strength have an occasional fight or quarrel, this is NOT bullying.

Some students have spoken about their understanding of bullying behaviour:

'Bullying is hurtful; it hurts bodies, feelings, minds, confidence and makes you want to hide.'

'Bullying is a long continual cycle of being picked on, sworn at, threatened, made to be afraid and being physically hurt just because you may be different. It is mean and cruel and people get easily upset and scared by it. Bullies often find it 'fun' to torment their 'victims' – but this is a stupid thing to do and it is often the bully who has the real problem.'

'Bullying is physical or mental abuse that happens day after day with constant worry going through the victim's mind. A bully takes power over someone weaker and makes his or her life a misery so that he or she is too scared to tell anyone.'

A Statement of Values and Principles- a solution orientated approach

At Samuel Laycock School staff, parents and students work together to create a happy, caring, learning environment. Bullying behaviour, verbal, physical or indirect, will not be tolerated- we will always act to prevent it. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Consequently, the governors have approved this policy that is based on the need to firstly prevent bullying by creating an environment where all students feel valued and understand that bullying is unacceptable and, secondly, to solve each problem of bullying in a way that addresses underlying causes and prevents further incidents. It is only too easy to 'judge' bullying, the point however, is to prevent it. Perpetrators of acts of bullying will be considered as experiencing a behavioural difficulty and in need of structures, support and education to address their underlying needs and cease their bullying behaviour- we will seek to avoid labelling students as "bullies" and instead help them to modify their behaviour.

There are three main ways in which some of our students may face difficulties, additional to those in mainstream, with regard to behaving appropriately to others:

- Students may not have the cognitive capacity for higher levels of empathy, social awareness or the longer term or wider implications of their behaviour

- Students may have impairments to their social awareness and understanding
- Students may have emotional and behavioural difficulties (including habitual inappropriate schedules of reinforcement) that mean that they find it difficult to control their behaviour towards others.

Specific Types of bullying

School will be particularly aware to identify and resolve instances of bullying related to different forms of prejudice as this has the potential to become generalised and therefore it is even more important that it is addressed without delay:

- Race

Racism is completely unacceptable in any form and will be stopped using as many resources as required- see race equality policy. It is particularly important that the response to such bullying includes race equality education.

- Cultural

Cultural bullying or prejudice is completely unacceptable in any form and will be stopped using as many resources as required- see equality policy. It is particularly important that the response to such bullying includes cultural diversity education.

- Gender

Misogyny is completely unacceptable in any form and will be stopped using as many resources as required- see gender equality policy. It is particularly important that the response to such bullying includes gender equality and anti-domestic violence education and, where the motivation may be related to inappropriate relationship behaviours, the Real Love Rocks programme will form a key educational opportunity for both parties.

- Sexual Orientation

Homophobic bullying is, as with racism, intolerable and will be stopped using full resources to educate the perpetrator and support the victim- see Equality Policy.

Referral to the Policy

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications — could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed we will seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an

electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying Outside School Premises

Headteachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers of state schools the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in our local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Preventative Measures

The ethos of the school

Staff and students at Samuel Laycock School are committed to maintaining an atmosphere of mutual respect for each other. All students are to be treated by all staff at all times with "unconditional positive regard". We encourage students to develop as individuals and to enjoy all aspects of school life, to care for one another and be friendly.

The curriculum approach to anti-bullying

The school ethos is supported with planned curriculum opportunities to introduce the subject of bullying behaviour. Inclusion in the curriculum for each year group acts as a reminder to students about the expectations of the school and also provides opportunities for staff to support students through the teaching of personal and social skills and address any safety concerns students may have.

Reporting & Recording bullying:

Our children must be encouraged to report bullying in school to a teacher or staff member. For those children who are unable to advocate for themselves any person or persons that have observed any form of bullying must report what they witnessed to staff. Staff will record the incident on CPOMS alerting the class teacher and all relevant staff. If it is possible that the incident meets the threshold of "significant harm" it will also be referred to the Senior Designated Safeguarding Lead.

Other preventative strategies

Training for teaching staff, support staff, welfare staff, governors, students and parents is acknowledged as an important preventative measure. A range of issues can be addressed both in-house and through LEA training. One of the key areas of training will be to identify signs of bullying where students have not yet disclosed that this is occurring:

What are the signs of bullying?

A student may not directly tell you that they are being bullied but may display other symptoms like:

- headaches,
- irritability – “short fuse” to becoming upset,
- anxiety,
- may not want to go to school.

If a student is behaving like this or out of character and you suspect they are being bullied, try talking to them about:

- their progress with school work
- friends at school
- what they do at lunchtimes and breaks
- any problems or difficulties they are facing

Finding out a student is being bullied can be very upsetting, but if this happens try to talk calmly about what is happening and:

- make a note of what they say: who was involved, where, when and how often? Do not make suggestions or offer options that might misdirect their account- just ask open questions and listen.
- reassure the student that they have done the right thing by telling you
- tell the student to report any further incidents to a teacher straightaway
- parents should speak to their child's teacher about the bullying straight away

Early Intervention Strategies

Circle time is part of the planned pastoral and PSHCE curriculum. Teachers and students sit together in a circle for discussion, games and enjoyable activities. This creates a safe place to explore issues and concerns. It encourages effective communication and improves self-esteem. Co-operative group work takes place regularly in all classes. Students work together on shared tasks, co-operation and accountability, trust building. Students learn to work together, to manage conflict within a group and share common goals.

Strategies for dealing with incidents of bullying

There is no one strategy that will prevent bullying behaviour. The more strategies the school has the more likely bullying behaviour will be reduced. The underlying difficulties that are causing this behaviour from the perpetrator will be considered and addressed.

The solution orientated approach

At Samuel Laycock we take note of the 'No Blame Approach to Bullying'. The emphasis is always on a caring, listening, solution orientated approach. Students who display bullying behaviour are often victims too and that is why they bully. Management should be kept informed about alleged bullying in line with the school's communication map.

Step 1- Interview with the victim

When the teacher finds out that bullying has happened, s/he starts by talking to the victim about his/her feelings and may write these down. If the student is unable to do this then the interviewing adult will scribe for him/her. This should be recorded on CPOMS and any student work that is not text (eg artwork) uploaded as an attachment. The student should be questioned about the incidents and the students involved. The teacher will advise management at this point.

Step 2- Interview possible witnesses

Avoiding any leading questions, possible witnesses will be interviewed to corroborate or qualify the victim's understanding of the event. These interviews will be recorded on CPOMS.

Step 3- Interview the 'bully/bullies'

The student(s) who have been involved in bullying are interviewed individually. They are encouraged to be honest about what has been happening and asked to explain why they think that the 'victim' is unhappy at school. Emphasis must be given to how the victim "feels" rather than dwelling on "who did what". They should not be interrogated!! A record of this meeting should also be made on CPOMS. Ask the alleged bully to tell the truth about the situation/incident in order to make things better. Make it clear that bullying is not acceptable at Samuel Laycock School but that staff seek to make things better rather than simply 'blame'.

Step 4- Convene a meeting with the people involved

The group of students who have been involved then meet. The meeting will include some bystanders or colluders who joined in but did not initiate any bullying. A group of 6-8 young people works well.

- Explain the problem

The group are told about how the victim feels and might read out the account written by the victim or an appropriate poem or picture. At no time are details of the incidents discussed and blame should not be allocated to the group

- Share responsibility

The teacher does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

- Ask the group for their ideas about how to make things better

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour. The teacher will prevent the group 'blaming' or 'attacking' the perpetrator and

insist that the group confines itself to empathising with the feelings of the victim and constructive/ make it better suggestions.

- Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again the following week to see how things are going. It should be made clear to the victim, that if any other instances occur before then, s/he should report it immediately.

Step 5- Meet with the group again- essential follow up!

Perhaps the single most important element of the process is that, about a week later, the teacher meets with the group to discuss how things are going. The teacher may need to ask the victim on an individual basis how things are in the interim. This allows the teacher to monitor the situation and keeps the young people involved in the process.

Consequences

We regard persistent bullying as very serious indeed. It may be necessary for the perpetrator to regain the trust necessary for certain 'freedoms' in school related to opportunities to bully. If this is the case it will be clearly mapped out by staff how the bully is to regain this trust and make full restoration for their behaviour and over what reasonable time-scale. If the situation recurs either with the same 'victim' or with others, then the school's Behaviour Policy will be implemented and parents informed. Consequences will be used to teach the perpetrator that their bullying behaviour will limit their life chances and teach the need for them to change. These consequences may include exclusions.

Meeting underlying needs

Where the restorative process indicates that either the victim or the perpetrator has some underlying needs that may be leading them to bully others this should be referred to the next tier of the communication map in order to begin work on meeting these needs. These may include:

- Addressing any safeguarding issues
- Social stories or other social skill training
- Self-esteem building strategies
- Relationship building strategies- including the Real Love Rocks programme as appropriate
- Counselling and/or referral to Health Young Minds
- Home-School liaison
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will work with other agencies and the wider community to tackle bullying that is happening outside school.

Implementation of the Policy

Day to day implementation of the policy is the responsibility of all staff in school according to the level of need detailed by the communication map. Everyone involved with the school shares the

policy and all are aware of their responsibility to report observed incidents of bullying. This includes parents and students. The policy and advice will be given to parents of students new to the school along with the school's behaviour management policy. At key points during the year- including national anti-bullying week- students and staff will be reminded of the policy and procedures. Day to day leadership of the policy will be by the Pastoral Leader with ongoing executive monitoring and leadership from the Executive Headteacher.

Monitoring and Self-Evaluation of the Anti-Bullying Policy Process

This policy and procedures will be regularly monitored by the Pastoral Leader through:

- Learning walk feedback and ongoing observations within school
- Student survey
- Parent survey
- Records of incidents of bullying recorded on CPOMS
- Ongoing discussions with staff, students and parents.

The Pastoral Leader will report to the Governing Body on a termly basis offering an update on evidence and the school's self-evaluation. Governors will challenge the evidence base and its relationship to the self-evaluation and provide support and leadership for future improvements.

Policy Review Date

Reviewed – June 2017

Next review date – June 2018