



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

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NETHERTHORPE SCHOOL ANTI-BULLYING POLICY

Last reviewed: July 2017

Next Review: July 2019

SUMMARY

This policy details Netherthorpe School's strategy for dealing with bullying. The policy describes a prompt response by the school when bullying is alleged to occur, with a thorough investigation and firm action against any student who bullies others. This policy applies to all pupils at the school.

STATEMENT OF INTENT

Netherthorpe School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a safe and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

CONSULTATION

This policy has been written in consultation with the Leadership Team, Heads of Year, Heads of Department, Staff, School Council, Peer Counsellors and Parent Voice. Any comments made were considered by the Leadership Team before being presented to the Governing Body for approval.

This policy should be read in conjunction with the following policies: Safeguarding, Behaviour Management, Equal Opportunities, Racial Equality and Inclusion and Special Needs

AIMS

The aims of our Anti – Bullying Policy are:

1. To safeguard all students and staff from bullying
2. To prevent, de-escalate and /or stop any continuation of harmful behaviour
3. To react to bullying incidents in a reasonable, proportionate and consistent way
4. To safeguard our pupils who have experienced bullying.
5. To trigger sources of support for them
6. To apply graded disciplinary sanctions to the pupil(s) causing the bullying and ensure that they learn from the experience, possibly through multi-agency support

OBJECTIVES OF THIS POLICY

1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
2. All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
4. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
5. Parents should understand the correct processes to be followed if they are dissatisfied with the way in which the school deals with an incident, or incidents of bullying

WHAT IS BULLYING?

After consultation with the various groups listed above the school has adopted the following definition of bullying:

‘Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally’ (DCSF: Safe to Learn – Embedding Anti-Bullying Work in Schools 2007)

Bullying is **not** two people having a disagreement or falling out over something

Bullying can be:

1. Related to race, religion or culture
2. Related to special educational need or disabilities
3. Related to appearance or health conditions
4. Related to young carers or looked after children or related to home circumstances
5. Related to sexual orientation
6. Sexist or sexual bullying
7. Some children may be bullied because these traits and characteristics relate to their parents, carers, siblings, or relatives

Bullying categories:

1. Emotional: name-calling, taunting, mocking, offensive comments or graffiti, gossiping, or rumour mongering,
2. Physical: pushing, kicking, hitting, punching or any use of violence, taking belongings, damage to others' property
3. Racist: racial taunts, graffiti, gestures
4. Sexual: unwanted physical contact or sexual display or gesture, sexual innuendo or imagery, including that created by text or email
5. Neglect: blanking, ignoring, excluding from groups
6. Cyber Bullying: all areas of the internet, such as email and internet chat rooms misuse.
Inappropriate text messages, including offensive or degrading images by mobile phone, or on social networking sites such as Facebook, Twitter etc.
Misuse of associated technology, i.e. cameras and video facilities
7. Homophobic: because of, or focussing on the issue of sexuality

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

However, school cannot police all internet activity that takes place out of school hours. When bullying is affecting progress in school and evidence is provided the school will take appropriate action.

PREVENTION

1. The school is committed to meeting the Derbyshire Anti-Bullying Commitment
2. The school leadership promotes an open and honest anti-bullying ethos
3. Specific responsibility for anti-bullying work is the responsibility of the Senior Assistant Headteacher
4. The anti-bullying policy and strategies are included in the staff induction programme
5. The school promotes a climate where bullying and violence are not tolerated and cannot flourish
6. All staff take part in CPD and are clear about their roles and responsibilities
7. Staff use rewards and responsibilities to encourage cooperative behaviour e.g. form reps, school council, student ambassadors, prefects, peer counsellors, Vivo miles etc.
8. All new y7 pupils are given a copy of the Bullying Advice for Students Booklet
9. All new y7 parents are given a copy of the Bullying Advice for Parents Booklet
10. The pupils planner contains details and advice on what to do if you are being bullied
11. Pupils are encouraged to promote the anti-bullying message through their participation in Anti- Bullying week each November
12. There is a bully box in the entrance to the school office to enable pupils to inform staff anonymously
13. Trained Peer Counsellors are available every lunchtime to support pupils, or students can seek support from them via email
14. Curriculum opportunities are used to address bullying e.g. Citizenship lessons, PSHE lessons
15. School assemblies are used to address issues
16. School – site issues are addressed and safe play areas promoted
17. The school works in partnership with parents, other schools, Children’s Services and community partners to promote safer communities
18. Duty staff and Midday Supervisors are encouraged to monitor high risk areas of the school such as toilets, blind spots and corridors
19. At lunchtime many staff provide activities and the library is open for supervised study
20. All partner primaries are fully aware of the school’s anti-bullying policy
21. The school works in partnership with the police and others to establish a Safer School Partnership
22. Staff and pupils are encouraged to report genuine incidents of bullying as soon as possible
23. Bullies are dealt with firmly but fairly from the outset
24. It is made clear that bullying of any form is unacceptable
25. The Induction process from KS2-3 includes guidance on bullying

SIGNS AND SYMPTOMS

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

1. is frightened of walking to or from school
2. doesn’t want to go on the school / public bus
3. changes their usual routine
4. is unwilling to go to school (school phobic)
5. asks to be taken to school
6. begins to truant
7. becomes withdrawn anxious, or lacking in confidence

8. starts stammering
9. attempts or threatens suicide or runs away
10. cries themselves to sleep at night or has nightmares
11. feels ill in the morning
12. begins to under perform at school
13. comes home with clothes torn or books damaged
14. has possessions which are damaged or "go missing"
15. asks for money or starts stealing money (to pay bully)
16. has dinner or other monies continually "lost"
17. has unexplained cuts or bruises
18. comes home starving (money / lunch has been stolen)
19. becomes aggressive, disruptive or unreasonable
20. is bullying other children or siblings
21. stops eating
22. is frightened to say what's wrong
23. gives improbable excuses for any of the above
24. is afraid to use the internet or mobile phone
25. is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

GUIDANCE AND PROCEDURES

All reported allegations of bullying will be recorded and investigated. There are three likely sources of such reports: pupils (victim or otherwise), parents or family members, or staff.

PUPILS (Victims or otherwise)

Students can report the bullying in confidence to:

1. Their form tutor, head of year or any member of staff
2. The Peer Counsellors
3. The bully box in the school office
4. Their parents, family members or friends

PARENTS

Parents who think their child is being bullied should:

1. Inform the school immediately, and where necessary ask for a meeting with the Head of Year.
2. Reassure their child that they have done the right thing in disclosing their worries, they are not the only victims of bullying.
3. Advise them against trying to 'buy off' the bully with money or presents.
4. Don't encourage them to retaliate, it could make matters worse.
5. With the help of the Head of Year, analyse the incident(s) and if possible provide supporting evidence – the WHO, WHAT, WHERE and WHEN.
6. Find out what the Head of Year intends to do and the strategies they intend using to support your child.
7. Monitor the situation.
8. Should the bullying recur contact the Head of Year, who may well now involve the Senior Assistant Headteacher.

9. Allow them to apply the school policy but monitor the situation.
10. If you are not completely happy with the way the things have been handled invoke the school's Complaints procedure.

STAFF

Staff should:

1. When anyone reports bullying arrange a time to listen to their concerns as soon as possible, remember anxiety about possibly being bullied can be as bad as actual bullying.
2. Record the incident in writing (Appendix 1 – Reporting Prejudice – Based Incidents and Bullying Form)
3. Consult the Head of Year to arrange for witness statements to be obtained
4. Tell the pupil that you will inform their form tutor/Head of Year and action will be taken when the person has been seen.
5. Pass any information to either the form tutor/Head of Year/Pastoral Support Manager.

NB: If the bullying could constitute a child protection issue then report this to Mrs Connolley or Mrs McVicar with written information immediately.

FORM TUTOR or PASTORAL SUPPORT MANAGER

1. If information is passed from another colleague then see the student as soon as possible
2. Discuss ways of dealing with the bullying
3. Take action unless in your professional judgement the issue is one for the Head of Year e.g. you do not know the bully.
4. Report in writing any action taken or any referral to the Head of Year. (Appendix 1 – Reporting Prejudice-Based Incidents and Bullying Form)

HEAD OF YEAR

1. If a pupil reports bullying follow the above procedures
2. If a colleague reports bullying decide on the action to be taken
3. When dealing with a bully depending on the severity if the situation consider the following:
 4. - First incident: issue a warning
 - Second incident: inform parents/issue sanction
 - Third incident: isolate in the isolation room and inform parents
 - Further incidents: refer to Mrs Connolley (Senior Assistant Headteacher)
5. In serious cases inform parents and ask them to come in to a meeting to discuss the issues.
6. In cases of racist, homophobic or other serious cases the bully may be reported to Derbyshire County Council and be placed on their register.
7. If necessary and appropriate notify the police.
8. If necessary organise support to help the perpetrator (s) change their behaviour.
9. Arrange follow up work with the victim, in extreme cases they might need counselling or other specialist help

OUTCOMES

The perpetrator (s) will be punished. It is important for the target (s) on the receiving end to see that this has resulted. Punishments given will range from:

1. The perpetrator (s) may be asked to genuinely apologise (written or verbal)
2. Other consequences may take place e.g. referral of the victim or the bully to Peer Counsellors, Positive Support, Pastoral Support Manager
3. The bully (bullies) may be placed on report to monitor their behaviour
4. In serious cases exclusion will be considered
5. If possible, the pupils will be reconciled
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
7. The Reporting Prejudice – Based Incidents and Bullying Forms will be kept by the Head of Year. They will be collated by the Senior Assistant Headteacher and reported to the Headteacher and Governors on a yearly basis
8. These records will be used to assess the effectiveness of this policy, the progress of offenders and the training needs of the staff

The Head of Year or member of staff dealing with the incident will discuss the bullying with the perpetrator (s) to help them to realise the effects of their actions and reduce the likelihood of them re-offending. The perpetrator (s) could be referred for more specialist support if needed.

MONITORING, EVALUATION AND POLICY REVIEW

The leadership group and staff with responsibility for this policy will continually monitor this policy and report any concerns about its operation to the Headteacher.

A copy of this policy is available to parents and carers on the school's website or from the school office

This policy will be reviewed by the consultation groups every two years

Appendix 1

NETHERTHORPE SCHOOL

REPORTING PREJUDICE – BASED INCIDENTS AND BULLYING

This form is for our records. It should be completed for both events that are clearly prejudice and those that are alleged or perceived to be based on bullying.

Date(s) of incident.....

Name:..... **Form:**.....

1. Type of prejudice – to do with

- SEN and /or disability
- Ethnicity, race or culture
- Faith or religion
- Gender
- Sexual orientation
- None of the above

2. Type of incident (tick all that apply)

- Name-calling or similar – persistent over time
- Social Media – text messaging, email or social media
- Physical contact
- Comment in a classroom discussion
- Damaging, hiding or stealing property
- Excluding from a group
- Graffiti
- Displaying badges, slogans or propaganda
- Actual physical assault

Other: please describe.....

3. Seriousness of incident

- Perceived or alleged to be based on prejudice, but later found on investigation not to be
- No offence was intended or taken
- Hurt or distress was caused, but the offending behaviour is unlikely to be repeated
- Hurt or distress was caused, and the student(s) responsible had previously been warned that their behaviour was unacceptable
- Substantial hostility and prejudice, and/or the behaviour may be repeated
- Other: please describe.....

4. Location

- Quad areas or field
- Corridor or other internal space
- Journey to or from school
- Classroom
- Other: please describe.....

5. Time of day – When did the event take place?

- Before school
- Morning break
- Lunchtime
- After school

6. Who reported the incident?

- Student(s) at the receiving end
- Witness – student
- Witness - teacher or adult
- Parent
- Other:.....

7. Action taken – immediate (tick all that apply)

- Investigation, and decision reached that the event was not based on prejudice
- Behaviour challenged through discussion, counselling, education or mediation
- Sanction applied in accordance with the school behaviour policy
- Involvement of parents/carers
- Involvement of police

8. Student(s) at the receiving end (tick all that apply)

Year-group.....

Gender

- Male
- Female

Disability

- Disabled
- Non-disabled

Ethnicity

- Black
- South Asian
- Mixed heritage
- White – UK
- White – other

Looked after

Religion or faith (if relevant).....

9. Student(s) responsible (tick all that apply)

Year-group.....

Gender

- Male
- Female

Disability

- Disabled
- Non-disabled

Ethnicity

- Black
- South Asian
- Mixed heritage
- White – UK
- White – other

Looked after

Religion or faith (if relevant).....

10. Was responsibility that of an individual or of a group?

- Individual
- Group

Brief details of incident

Witnesses

Action Taken

Local Authority Notified: **Yes /No**

Name of member of staff who filled in this form

.....

Date.....Copy passed to NCO Yes/No