Anti-Bullying Policy

This policy has been drafted with reference to the Co-operative Trust values and principles

S Rhodes
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Date Adopted / Reviewed	Version	Author	Approved by Resources Committee	Approved by Full Governing Body	Review Date placed on RC & FGB Agenda
9.11.14	**1**	**S.Rhodes**			
24.11.15	**2**	**S.Rhodes**	n/a	n/a	**Nov 2016**
3.4.19	3	**S.Rhodes**		Yes	**April 2020**

Contents

Introduction

It is a basic entitlement of all students at Preston Manor High to receive an education free from humiliation, oppression and abuse. Education is a compulsory experience and it is therefore the responsibility of the whole school community, students, staff, parents and governors to ensure that education takes place in an atmosphere, which is caring and protective. Parents should be entitled to feel confident that when they send their children to school, they will be protected from bullies.

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- **Deliberately hurtful**
- **Repeated, often over a period of time**
- **Difficult to defend against**

Bullying is a perverse form of human behaviour carried out from a perceived position of power. It is characterised as the deliberate and repeated attempt to humiliate, threaten, frighten or hurt someone by means of verbal, emotional or physical abuse.

Bullying is a form of anti-social behaviour that has no place at Preston Manor all-through school. Such behaviour is unacceptable by any member of the school community; as no person has the right to make another feel uncomfortable or unhappy.

A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority.

Schools have a duty of care for students and staff alike and, to this end, Preston Manor All-through School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

The following forms of bullying have been identified that could take place in school, on the journeys to and from school, or using social media/ internet:

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting Refusal to sit next to / talk to / work with others
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, Serious fighting, Intimidating, Use of weapons / threatened use of weapons (or any object which could be used as a weapon)
Racial	Racial taunts, graffiti, gestures
Religious	Religious taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, comments on sexual orientation
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing, humiliation, inciting others, threatening
Cyber –Bullying	Bullying that takes place online such as through social networking sites, messaging apps or gaming sites Text message, Picture/video-clip, via mobile phone cameras Phone calls, Email bullying Chat room bullying instant messaging (IM) Bullying via websites
Abuse of Personal Property	Defacing personal belongings, destroying personal belongings, taking items without permission
Written Abuse including	Humiliation, inciting others, spreading rumours

Objectives

1. To enable all members of the school community to understand what constitutes bullying.

2. To ensure that people are being protected from bullying based on the characteristics listed in the 2010 Equality Act:
   age,
   disability,
   gender reassignment,
   race,
   religion or belief,
   sex,
   sexual orientation,
   marriage and civil partnership, and
   pregnancy

3. To ensure that parents and the school community are aware of the student's right to be protected from physical, written, oral abuse or intimidation.

4. To increase the sensitivity of the school community to incidents of bullying.

5. To ensure that bullies are dealt with swiftly and firmly.

6. To provide counselling / help for victims of bullies and for bullies themselves.

7. To sustain a non-violent, non-threatening, anti bullying ethos in the school.

8. To provide confidential ways in which bullying can be reported/monitored.

9. To ensure that students have faith that if they report bullying it will be taken seriously and dealt with.

Strategies to Prevent Bullying

1. All members of the school community to understand what constitutes bullying and be clear about the consequences of bullying through PSHE lesson and citizenship activities.

2. Outside agencies to carry out workshops with students to help them recognise potential situations that could lead to bullying and how they can deal with it as an individual or a group.

3. Regular assemblies on the topic of bullying, clearly explaining the school's ethos of zero tolerance and how to report bullying.

4. Provide a platform for bullying to be reported in a confidential way.

5. Provide training for staff to recognise the signs of bullying and respond in an effective way.

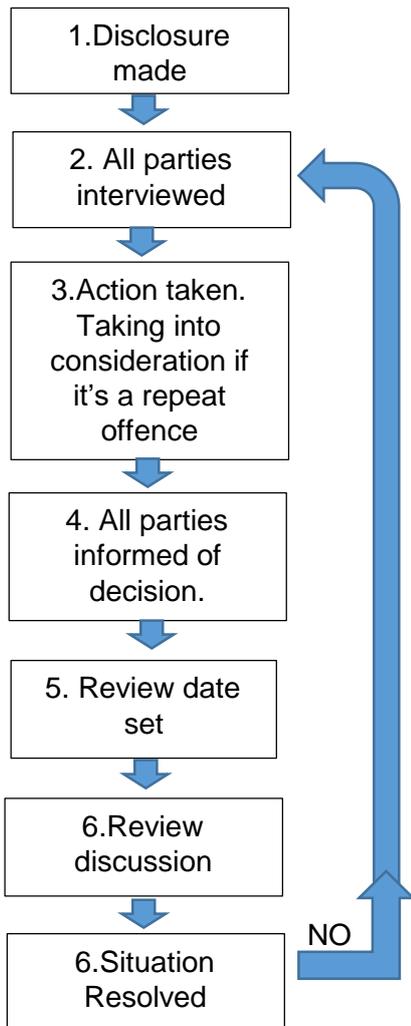**Procedures for Disclosing Bullying**

1. Students to disclose bullying to an adult member of staff that works in the school.

2. Parents to disclose bullying to a member of staff usually the form tutor or subject staff. This could then escalate onto the DSD if not resolved.

3. Use the schools Bully box to disclose bullying.

4. The School has set up a student panel that a child can confide in by direct one to one contact or email.

5. Students to confide in Buddies, Peer mentors, Anti Bullying Ambassadors, Behaviour Panel members or Prefects.

Procedures for Monitoring Bullying

1. Bullying questionnaires are carried out on a regular basis.

2. Results of surveys are broken down into year groups / targeted groups for monitoring purposes.

3. Absences are reviewed to identify possible bullying situations

4. SLT to analyse the data from the incidents reported.

Procedure for Dealing with Reported Bullying:

Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate.

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┌─────────────────┐
│  1.Disclosure   │
│     made        │
└─────────────────┘
         │
         ▼
┌─────────────────┐ ◄──────────┐
│  2. All parties │            │
│   interviewed   │            │
└─────────────────┘            │
         │                     │
         ▼                     │
┌─────────────────┐            │
│ 3.Action taken. │            │
│  Taking into    │            │
│ consideration if│            │
│  it's a repeat  │            │
│    offence      │            │
└─────────────────┘            │
         │                     │
         ▼                     │
┌─────────────────┐            │
│  4. All parties │            │
│   informed of   │            │
│    decision.    │            │
└─────────────────┘            │
         │                     │
         ▼                     │
┌─────────────────┐            │
│ 5. Review date  │            │
│      set        │            │
└─────────────────┘            │
         │                     │
         ▼                     │
┌─────────────────┐            │
│   6.Review      │            │
│   discussion    │            │
└─────────────────┘            │
         │              NO     │
         ▼                     │
┌─────────────────┐            │
│  6.Situation    │────────────┘
│   Resolved      │
└─────────────────┘
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1. All disclosures, whether from a student, a parent or a member of staff, should be taken seriously and treated with sensitivity. The victim should be made aware that his/her safety is considered to be of paramount importance. Parents will always be informed if their child has been found to be either a victim or a perpetrator in a bullying incident.

2. Victims, alleged bullies and witnesses should be interviewed separately and required to write down independent accounts of the incidents / situations.

3. A decision should then be made as to whether the circumstances indicate that bullying, as distinct from other forms of unacceptable behaviour, has occurred. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other students.

Action should then be taken with regard to each of the following:
- Counselling and supporting the victim which could include restorative justice.
- Sanctions, counselling and support for the bully.
- Informing the parent of the victim, the bully and possibly others involved.
- Formally recording the incident on the student(s) files. (see appendix 1)
- Giving general information to all staff through staff briefing and staff meetings of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to students.
- Copies and reports of all incidents should be given to the Senior Managers so that all incidents of bullying can be monitored.

Additionally, we will:
- Support students who are being bullied: This may be done through a restorative approach or the mentoring programme if appropriate
- Help bullies to understand the need to redress their behaviour
- Take bullying seriously and find out the facts of any incident
- Meet all those concerned individually
- Use peer group pressure to actively discourage bullying
- Break-up bully groups where necessary
- Involve parents of bullies and victims at an early stage
- Help children develop positive strategies and assertiveness
- Be equally concerned about bullying to and from school
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- Request help from SEN Support Services – Educational Psychologist where necessary
- Involve the DSL and/or the Police (esp. SSO) where necessary
- Ensure staff are vigilant in the playgrounds and other areas where adults are less likely to appear
- Obtain information regarding potential bullies or victims from feeder school and share with the DSD and Form Tutor
- Provide opportunities within the PSHE programme for groups to discuss bullying in role playing situations devised so that students learn to cope better with bullies.

4. The relevant Form Tutor, Class Teacher, Head of Department, Director of Student Development and Inclusion Co-ordinator/SLT should always be informed and, in serious cases, the Head Teacher. As a result of consultation with the Form Tutor and Director of Student Development a decision should be made as to which level of management is most appropriate to deal with the incident.

5. A review date should be set to check that the bullying has ceased.

6. A discussion with victim to ascertain if the bullying has stopped.

Preston Manor School will react firmly and promptly where bullying is identified. Action will follow and the nature of the action will depend upon perceived seriousness of the situation.
A course of action might include:
- Discussions with parent/carer and students
- Referral to senior staff
- Withdrawal from specific activities
- Appropriate sanctions, including exclusion and permanent exclusion
- Involvement of our Safer Schools officer Any other course of action deemed appropriate

APENDIX I

BULLYING INCIDENT REPORT (form 1: copies to students' files)

Name/s of victims	
Tutor Group	
Name/s of alleged bully/s	
Tutor Group	
Incident reported by	
Incident reported to	
Author of this report	
Date of incident	
Date of report	

Type of behaviour reported	**One-off** *Tick as appropriate*	***Frequently Tick as appropriate***
Verbal abuse, name-calling, insults, hurtful comments or jokes		
As above : Racist		
Verbal bullying , threats and intimidation		
Ridiculing and stereotyping comments, based on culture, religion, ethnicity		
Making racist comments in discussion or intervention		
Inciting others to racist behaviour		
Ostracising and excluding from friendship groups		
Damaging belongings		
Refusing to work with or sit next to another student		
Stealing money or other items		
Spreading rumours		
Damaging personal property		
Silent or abusive phone calls		
Offensive phone texts		
Posting insulting messages on the internet or by IM		
Ridiculing of positive policies *Eg: Homophobic bullying*		
Physical violence		
Cyber Bullying- please specify		
(Other)*		

Bullying Incident Report (form 2*: copies to students' files*)

Name of victim _____   Tutor Group _____

Name of bully _____   **Tutor Group** _____

DETAILS OF THE INCIDENT (if you wish or need to make a fuller record of what happened please attach a sheet of this form)

DETAILS OF INITIAL ACTION TAKEN TO SUPPORT THE VICTIM/S

DETAILS OF INITIAL ACTION TAKEN IN RESPECT OF THE BULLY

ACTION TAKEN TO SUPPORT THE WITNESS/S

ANY OTHER ACTION TAKEN IN THE SCHOOL AS A RESULT OF THE INCIDENT

WAS THIS A RACIST INCIDENT? (refer to Reporting Racist Incidents Policy)

Have parents been informed   Yes/No

Has SLT lead been informed of the incident   Yes/No

Has a reviewed date been agreed   Yes/No   Date agreed……………………..

Who will carry out the review   Form Tutor/DSD/ SLT lead / Behaviour Panel