



**THE CORBET SCHOOL**

## **Anti-Bullying Policy**

### **Associated Policies**

**Review Period:- Annual**

**Review Completed:- March 2016**

**Next Review Due:- March 2017**

**Policy Manager:- AH - Pastoral**

**Approval Authority:- B&M**

# ANTI-BULLYING POLICY

## Taking into account 'Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007)

### Context

Bullying takes place in schools as it does in other work places. This policy has been drawn up because although bullying is not seen as a major problem in the life of The Corbet School it is naïve to imagine that it does not exist. Therefore, we wish to maintain a policy so that all staff, parents and pupils can co-operate to prevent it from becoming a major issue, because bullying is completely unacceptable behaviour. This policy, like the Behaviour and Discipline Policy, recognises that bullying can occur both in school and when pupils are not on the premises under the terms of Section 89(5) Education and Inspections Act (2006).

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti- social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

**Safe to Learn: Embedding anti-bullying work in schools' (DCSF, 2007)**

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities . appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances.
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading Images by phone or via the Internet.
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
- threatening another person with a weapon.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods. Bullying can be a single incident or may take place several times a day or week. In the worst cases it can continue for years. It damages the victim, can further encourage the bully, and corrupts other people who witness it. The basic weapons of the bully are threat and fear. Bullying can be carried out by individuals or by groups of people. Bullies often try to involve

other people in their behaviour. Onlookers who do nothing are often part of the bullying, especially if they go to places secretly because they know something will happen. If bullies are allowed to continue, no-one is safe from being threatened.

**Physical Bullying:** involves hitting or punching someone or using a weapon. This sort of violent behaviour is against the law, as well as being against school rules. It can be minor or severe, persistent or a one-off. It can also involve theft of or damage to property. The motive – or a large part of it – is to demonstrate power, create fear and demoralise the victim.

**Verbal Bullying:** involves name calling, taunting and sometimes teasing someone and can be just as harmful as physical abuse. Name calling can sometimes include racial or sexual harassment. It can nowadays often happen through messages by mobile phone or email out of school hours.

**Cyber Bullying:** involves the misuse of mobile, internet and wireless technologies which can have an impact in school even though they occur in the home. The school cannot investigate domestic issues, but does have to respond at times to the consequences of such actions taking place outside school. There are several categories of cyber-bullying – texting, picture/video clips, phone calls, emailing, instant messaging and using social networking websites.

**Other Forms of Bullying:** can include rude gestures, isolation, intimidation and extortion. Such incidents can sometimes appear to be consented because of a victim's apparent willingness to comply. Examples include:-

- taking someone's crisps or drink
- taking pocket money or lunch money
- damaging someone's property
- forcing someone to steal money or other property
- intimidation, i.e. using your size or strength, or the threat of it, to scare other people
- indirect comments, spreading rumours
- making malicious accusations
- breaking up friendship groups

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

## **Aims**

The aim of the Corbet School is to provide a 'harmonious community'. We therefore deplore bullying in any form. All members, staff and pupils, of the Corbet School are expected to behave with consideration and care for one another avoiding physical violence, verbal bullying or any other form of bullying. We believe that every individual should have the freedom to pursue their education, without fear. We believe that the ethos of the school should be such that bullying is instantly recognised as totally unacceptable. We wish parents to feel that The Corbet School is a school in which children are safe and happy. There should be a sense of

trust between parents, staff and pupils which enhances co-operation in maintaining 'open' lines of communication, and so encouraging anybody to speak out about any incidents of bullying.

We will ensure that pupils, staff and parents clearly understand the procedures that will be followed in cases of bullying to ensure it is stopped. This would also involve the need to ensure that those who are bullied are counselled, supported, are safe and have access to an adult. We do also aim to deter bullies through the use of encouragement and positive opportunities to enable them to change their behaviour. Part of this would involve the provision of curriculum opportunities for pupils so that they can discuss bullying behaviour and collective action to prevent bullying. However, we will also use any necessary sanctions to punish bullying, especially if it is repeated, and to identify major offenders to the school communities.

We would aim to provide appropriate INSET opportunities for staff and parents to help them develop their own understanding of the causes and nature of bullying, the school's policy and response to bullying. We will also highlight issues to do with bullying within the Home/School Agreement.

**The school will regularly monitor the effectiveness, appropriateness and sufficiency of school policy. This will include consultation with pupils, parents and staff.**

Pupils are encouraged to report bullying in this school by the use of good Pastoral Support procedures. These are developed by pupils, through discussions in the curriculum/through Healthy Schools/Safer Schools work, as well as via Year Council work. Pupils have a good record of reporting issues to their Form tutors, Pastoral Assistant or the Learning Manager or directly to members of the Leadership Team.

Parents are informed of the school's stance on antibullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings and Healthy Schools/Safer Schools work.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

## **LEGAL FRAMEWORK**

The Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher includes measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils". As bullying is part of the school's safeguarding duties to protect children, this policy needs to be read in conjunction with the school's Child Protection policy. .

The DCSF guidance states that, "Pupils must not be excluded from a school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude... means exclude on disciplinary grounds".

This policy is linked directly to the following policies:

- **Behaviour and Discipline Policy**
- **Child Protection Policy**
- **Data Protection Policy**
- **Equal Opportunities (Race Equality, Disability Equality, SEN policies)**

- **PSHE policy**

## SCHOOL PROCEDURES FOR ADDRESSING BULLYING

As a school we must respond promptly and effectively to any bullying which occurs.

### **THE ROLE OF THE GOVERNING BODY**

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

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these each Summer Term.

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

### **STAFF ROLES:**

1. Firstly, to help limit the opportunities for bullying to occur, as staff we must strive to arrive on time for all lessons and duties. There is clear evidence that prompt arrival of staff on duty is itself a deterrent to bullying.
2. Identify possible danger spots, around school, where incidents might/do happen and also monitor very carefully behaviour on school buses. Journeys to and from school on school transport are part of the school day and any issues arising will be dealt with accordingly.
3. Pass on to pastoral staff as soon as possible any information you receive about bullying. This can be information given to you by the individual or via a Third Party (friend and/or witness).
4. Whilst few incidents follow precisely the same pattern, set procedures should be used where appropriate (see Appendix 1).
5. Pupils could be used as a positive resource in countering bullying. The use of Year 11 buddies is considered very useful as 'victims' sometimes find it easier to talk to fellow pupils rather than to adults. School Prefects can also prove useful in identifying incidents. The problem may need to be discussed with tutor groups or other groups of pupils. Pupils should be recruited if possible to help shy children or newcomers to be accepted by informally setting up friendship groups for newcomers in a tutor/teaching group. Advice for victims and witnesses are shown in Appendix 2.
6. Persistent bullies should be helped to modify their behaviour through the use of appropriate counselling, for example, access to outside agencies via the EHAF. Repeat offenders will

need to be identified to all members of staff. It would be normal to inform the parents of any pupil found to be bullying others of their unacceptable behaviour. Clearly, persistent bullies would receive appropriate and proportional sanctions.

7. Incidents of sexual and racial harassment need to be dealt with in the same positive and swift way. Sexual and racial harassment can and does occur in all schools, and we will not tolerate any such incidents in The Corbet School. Racial harassment does not happen only in schools with large ethnic minority populations. The school records all racial incidents, informing parents and governors of such incidents and any action taken to deal with them. The Governing Body receives an annual report, each Summer Term, on the wider incidence of Bullying. The Governing Body is legally bound to inform the LA annually of the pattern and frequency of incidents of Racial Incidents. Pupils who have suffered racial harassment, at or outside school, may need support.
8. After any serious incident of bullying all staff will be notified of the victim's identity, when appropriate. This will allow staff to monitor previous victims and be on the look out for any similar occurrences.
9. If appropriate, a reconciliation meeting between victim and bully may be arranged.
10. All staff and pupils need to be made aware of reporting procedure about any bullying issues. Incidents of bullying must always be carefully recorded and kept in pupil files. Incidents are monitored by the Leadership Team and Learning Manager. (Appendix 1, Adult response to notification of bullying, Appendix 2, Pupil advice on responding to or reporting bullying).

#### **PUPIL SUPPORT:**

- Pupils who have been bullied will be supported as appropriate by:
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff.
  - being offered support
  - raising their self-esteem and confidence
  - being encouraged to report further issues
  - arranging a review date/time to discuss outcomes and appropriate follow-up
- Pupils who have bullied will be supported by:
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
  - establishing what behaviour was inappropriate and why the pupil became involved
  - establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy). This might include the need for appropriate and proportionate sanctions.
  - informing parents/carers of agreed actions, and establishing how they can support
  - arranging a review date/time to discuss outcomes and appropriate follow-up

#### **Whole school communications:**

- all pupils will be encouraged to report issues of bullying to support good behaviour in school as well as safeguarding individual pupils.
- on occasions the nature of inappropriate behaviour will be shared with the wider school community to highlight inappropriate behaviour or to identify the unacceptable face of bullying.

## **CURRICULUM:**

- Pupils will 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 PSHE, as well as on occasions other subject areas, and through assemblies and other school activities.

## **Monitoring, evaluation and review**

- The school will review this policy annually and assess its implementation and effectiveness regularly through discussions within the Leadership Team and through reporting each Summer Term to the Governing Body. The record of incidents is monitored for trends at least every half term by The Leadership Team.

## **Date of policy review:**

February 2000

Revised April 2004

Revised September 2006

Revised January 2011

Revised March 2016 By A Millward Assistant Head

## APPENDIX 1

### RESPONDING TO NOTIFICATION OF BULLYING: PROCEDURES

An adult encountering bullying or notified of bullying by a child, on behalf of a child or by another adult should ensure the following steps are taken:

1. IMMEDIATELY CALM AND REASSURE THE "VICTIM"
  - establish a safe haven if needed
  - identify and action First Aid needs if physical
2. INFORM FORM TUTOR, PASTORAL ASSISTANT, LEARNING MANAGER OR AN ASSISTANT HEAD (THE MOST ACCESSIBLE) AS SOON AS POSSIBLE
  - Pastoral Assistant, Learning Manager and Assistant Head through discussion to establish the most suitable person to investigate (= assigned person). Should in exceptional circumstances that person be someone other than PA, LM or AH, then all findings should be channelled through the LM/AH who has responsibility for ensuring appropriate action is taken at each stage. This might include the use of the Pastoral Assistant and outside agencies.
  - First response should be same day to prevent problems magnifying and to ensure pupil welfare is safeguarded. If necessary cover should be sought through the Deputy Head to enable this to happen.
3. ASSIGNED PERSON LISTENS TO THE COMPLAINANTS STORY:

Provide a safe and private environment. Listen carefully and attempt to elicit the facts objectively. Avoid judgmental responses. Be sensitive to the child's distress. If appropriate, help the child to see events as described in perspective - this may be more appropriate later. Produce a written account of the events via SIMS.
4. ASSIGNED PERSON CONSULTS WITH LEARNING MANAGER/ASSISTANT HEAD.
  - agree action plan for further investigation (who sees whom),
  - clarify continuing support and necessary action to diffuse situation while investigation continues,
  - decide whether Parents need to be contacted immediately before investigation is completed.
5. ALL PUPILS INVOLVED ARE SEEN BY ASSIGNED PERSON AND A RECORD MADE OF THEIR STORIES:-
  - seek objectivity by using the same form and avoiding judgmental responses.,
  - pass records to the assigned person to enable a full picture to be seen,
  - advise all pupils involved as to their conduct to maintain the status quo and
  - diffuse the situation while the next stage is considered.
6. FOLLOWING INFORMATION GATHERING LEARNING MANAGER/ASSISTANT HEAD DETERMINES ACTION PLAN



(having considered information gathered by assigned person)

- Counselling:
- establish the background and motives
  - explain the way forward, a) sanctions, b) programme, c) monitoring, d) review,
  - aim to support victim and bully (ies)
  - ensure all involved know what is to happen

- Support:
- ensure there are opportunities to discuss worries in the short term
  - identify safe haven
  - encourage to re-refer with confidence (open arrangement) use of log
  - ensure all staff aware as appropriate
  - victim needs to be 'observed' to prevent recurrence

- Sanctions:
- decide most effective sanctions from available range depending on incident and previous knowledge
  - exclusion [from school lessons, breaks, lunchtime]
  - detention
  - withdrawal of privileges
  - report card for given period
  - persistent bullies will incur appropriate and proportional sanctions.

Parental Involvement:

- Decisions:-
- should parents be informed, if so how?
  - should parents be invited in to discuss incident?
  - should a pupil agreement or report card be used parents should be involved in signing it

Behaviour Modification Programme

To be undertaken by PA, LM, AH, supported by, as needed outside agencies via EHAF or Pupil Planning Meetings.

Monitoring: includes:

- informal – “watching brief”
- formal – report card
- regular interview/discussion
- review of b.m.p.
- overall view with aim to move forward positively

Case Review

All cases of bullying will be reviewed within 30 working days following the incident to ensure actions taken were effective.

Record Keeping

Records need to be kept of incidents copied as appropriate to Tutor of others involved. These records will be kept on pupil files during their school career and should include:-

- pupil statements
- summary statement by assigned person including action plan copies of letters to parents
- summaries of discussions with parents
- any other documentation regarding outcomes, e.g. pupil agreement/report card

- review outcomes
- incident record spreadsheet

## NB

Records need to be maintained while all pupils involved are on roll in case of future incidents. Good practice, however, places events in context, assumes pupils can learn from mistakes and encourages staff to see children as they are, and not as they once behaved. It is important to make sure the incident does not live on through reminders from any members of the school community.

The Leadership Team will review the data related to bullying incidents annually to determine whether any trends exist and whether actions (both corrective and preventative) were effective. The Head will then share this analysis with governors and staff for consideration.

## APPENDIX 2

### ADVICE ON RESPONDING TO/OR REPORTING BULLYING

This advice is to help support any individual who is the victim of bullying or anyone who becomes aware that bullying is happening to another individual. Whichever you are please react to any incident as quickly as you can.

1. If you are the VICTIM remember to:

- seek help immediately, you will be listened to.
- go to the Office if you need FIRST AID treatment.
- report the incident to a responsible adult, Tutor, Pastoral Assistant, Learning Manager, Assistant Head, Office Staff or other adult (the most accessible).
- remember incidents of bullying, although luckily quite rare, do happen and staff are well used to dealing with them sensitively and effectively, so you are not the only person ever to have suffered. Let others know and something can be done about it.
- be ready to give a full account of what has happened, who was involved and who else might be a witness to any incident.

2. If you are the WITNESS attempt to:

- immediately calm and reassure the victim.
- take them somewhere which could be a safe haven.
- make sure the "victim" receives First Aid if necessary.
- report the incident, as soon as possible, to a responsible adult, Tutor, Pastoral Assistant, Learning Manager, Assistant Head, Office Staff or other adult (the most accessible).
- be ready to give a full account of what you have seen when asked.

# RESPONSE FLOW CHART

