Northease Manor School

Anti Bullying Policy

Date of review: **September 2017**

Date of next review: **September 2018**

Reviewer: **Assistant Headteacher - Pastoral**

Due to be ratified by Governors in November

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Introduction.

All staff at Northease Manor School are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. At the same time, we recognise the importance of all of our school staff working in a safe environment as well. We are committed to developing an anti-bullying culture whereby no bullying will be tolerated in our school community.

Aims.

The aims of this policy are the prevention of bullying and to have clear strategies and procedures for dealing with bullying effectively when it occurs.

This policy aims to:
- prevent incidents of bullying
- provide a clearly defined framework for dealing with incidents of bullying if they occur
- ensure that this framework is understood and trusted by students, parents and staff.

This policy has been drafted with reference to DfE guidance: Preventing and Tackling Bullying (July 2017).

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying can be:
- verbal abuse, such as name calling and gossiping, taunting, mocking, making offensive comments
- non-verbal abuse, such as hand signs or text messages,

- emotional abuse, such as threatening or intimidating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constantly criticising or spreading rumours
- racial, sexual, homophobic, transphobic or disability discriminatory based abuse
- use of derogatory language, particularly involving racial, homophobic, transphobic or disability discriminatory terms
- physical assaults, such as hitting and pushing
- taking belongings, producing offensive graffiti
- pressurising someone to act against their will, intimidating and humiliating them
- All areas of internet, such as email, internet chat room misuse, social networking, mobile threats by text messaging & calls online through social networking, or using mobile phones, also known as cyberbullying
- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), name-calling, sarcasm, spreading rumours, teasing.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Low-level disruption and the use of offensive language can in itself have a significant impact on a targeted child or young person. If left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Signs and Symptoms

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child may be too frightened to tell anyone because they are worried that the bullying will get worse or they might believe that they deserve, or are responsible for, the bullying that they have experienced.

Bullying can affect a child's health, it can cause emotional and behavioural problems and have a life-long impact. As it is often non-physical the effects may not be visible.

However, there are several warning signs that you can look out for in their appearance and behaviour – although no sign indicates for certain that a child is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- has their belongings taken or damaged, or go missing
- is afraid to go to school, is mysteriously 'ill' each morning, or skips school
- suffers a drop in performance at school
- asks for, or steals, money (to pay)
- is afraid of travelling to school
- changes their usual routine
- is nervous, loses confidence, or is distressed
- stops eating or sleeping
- begins to bully others
- refuses to say what's wrong or is withdrawn

- is physically injured
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- 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.

Preventing, identifying and responding to bullying.

As a school we have created an ethos of good behaviour where students treat one another and school staff with respect because they know that is the right way to behave. Values of respect for staff and other students, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are positively reinforced by staff and older pupils who set a good example to the rest of the school.

Bullying of any kind is unacceptable at our school. No person has the right to make another feel uncomfortable or unhappy. If bullying does occur, all students and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a staff member. All staff will *LISTEN* and *ACT*. As a consequence, it means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it is their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it.

Our school's response to bullying does not start at the point at which a student has been bullied. Our school staff act proactively to gather any information about issues between students which might produce conflict, and develop strategies to prevent any bullying occurring in the first place. This might involve taking about issues of difference in lessons, therapy sessions, projects or in assemblies.

Strategies to help prevent the occurrence of bullying behaviour:

At Northease Manor School we will:

- ensure all staff are aware of, and follow, the school behaviour policy;
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- actively provide opportunities through PSHE/tutor time activities / therapy sessions to develop pupils' social and emotional skills, including their resilience;
- provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns;

- challenge practice which does not uphold the school's values for example, tolerance, non- discrimination and respect towards others;
- use opportunities for addressing bullying in all forms throughout the curriculum, including its dangers, how to prevent it and the steps to take when it occurs
- use a range of additional approaches such as through tutor times, displays, assemblies, visiting speakers, the boarders' forum and the school council;
- regularly update and evaluate our approaches to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents);
- ensure staff are aware of times and locations where bullying may occur and that staff supervision arrangements are such that they will reduce the likely incidence of bullying;
- ensure staff read this policy and sign to say that they have read and understood it;
- raise staff awareness of the dangers of bullying and how to prevent it through staff training and by regular discussion at staff meetings
- proactively gather and record concerns and information about bullying incidents and issues so as to develop effective strategies to prevent bullying from occurring;
- use a variety of techniques to resolve the issues between those who bully and those who have been bullied, including a restorative approach where appropriate;
- work with other agencies and the wider school community to prevent and tackle concerns;
- celebrate success and achievements to promote and build a positive school ethos.

Involvement of students

We will:

- ensure that students are aware that they must tell someone if they are bullied or witness an incident of bullying. The students will be reminded that they can talk to anyone, including their tutor, their therapist, the Designated Safeguarding Lead, the Assistant Headteacher (Pastoral), Student Welfare Officer, their houseparent, the Headteacher or any member of staff about incidents of bullying;
- □regularly gather the children's views on the extent and nature of bullying;
- make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted upon;
- ensure that all students know how to express worries and anxieties about bullying;

- ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- involve students in anti-bullying campaigns in school and embedded messages in the wider school curriculum;
- offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- make sure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents/carers e.g. parent portal on website, newsletter;
- ensure all parents/carers know that the school does not tolerate bullying;
- ensure that all parents/carers know how to report their concerns if they believe that their child is being bullied;
- ensure all parents/carers know where to access independent advice about bullying;
- inform parents of the situation as soon as possible. It is important that parents and students know that action is being taken and the type of action being used to resolve the problem.
- engage in close parent/school liaison to ensure that both home and school work together to help and support the child who has been bullied and to help and support the child who has displayed bullying behaviour to change his/her behaviour;
- work with all parents/carers to address issues outside school that may give rise to bullying;

Roles and responsibilities.

The Governing Body.

Governors are responsible for reviewing this policy and monitoring its implementation.

The Headteacher.

The Headteacher has a legal duty to draw up procedures to prevent bullying among students and to bring these procedures to the attention of students, staff and parents.

The Headteacher will be informed of any incidents of bullying and will ensure that all incidents are thoroughly investigated and properly logged. The Headteacher will liaise with the Assistant Headteacher (Pastoral) to ensure that an investigation takes place in every case and that each situation is treated seriously. The Headteacher will discuss possible sanctions with the Assistant Headteacher (Pastoral) and inform the parents of the students involved if the sanction is an internal or external inclusion.

Assistant Headteacher (Pastoral)

The Assistant Headteacher (Pastoral) has the following responsibilities:

- To manage and monitor adherence to this policy and procedures;

- To maintain a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies;
- To liaise with the Headteacher and between all parties involved, including parents
- To ensure that the reflection form (Appendix 2) is completed by staff in all cases and that a copy is stored in the incident file;
- To analyse the incident file on a regular basis so that patterns and trends can be identified and analysis used to improve policy and practice;
- To promote and coordinate anti-bullying initiatives within the curriculum and in the wider aspects of school life, via the enrichment programme, School Council, Boarders' Forum and in assemblies.
- To use appropriate strategies to ensure that those who bully change their behaviour.

All staff

This policy must be embraced by the whole school. It must have a high profile and we must approach the problem of bullying consistently. Everyone in our school community must be involved to create a school ethos, which does not tolerate bullying and minimises the likelihood of incidents occurring.

Staff will sign to confirm that they have read and understood this policy and the procedures to be used.

Staff should create a climate in their departments where bullying is not accepted and where students are encouraged to report any instances of bullying. Where they discover a bullying incident staff must act swiftly, following school policy and procedures.

Staff will identify and use aspects of the curriculum and wider aspects of school life where they can include the topic of bullying, its dangers, how to prevent it and the steps to take when it occurs.

Procedures

1. If a member of staff witnesses an incident of bullying they must intervene and stop the incident immediately. The member of staff should then report the incident to the Assistant Headteacher (Pastoral).
2. If a student reports bullying to a member of staff this should be reported to the Assistant Headteacher (Pastoral) immediately.
3. The Assistant Headteacher (Pastoral) will ask the reporting member of staff to take a statement from the student using the reflection form (Appendix 2).
4. The reflection form should then be given to the Assistant Headteacher (Pastoral) who should investigate the matter fully. She may take further statements from students and staff if required.
5. The Assistant Headteacher (Pastoral) will record a clear written account of the incident on the investigation form (Appendix 3);
6. The Assistant Headteacher (Pastoral) will discuss the investigation with the Headteacher, or Deputy Headteacher in the Headteacher's absence, to confirm whether the incident is going to be categorised as a bullying incident and to determine what actions and sanctions will follow.

7. The Assistant Headteacher (Pastoral) will inform the parents of the student who has been bullied and invite them to meet with her.
8. The Assistant Headteacher (Pastoral) will ask the parents of the student doing the bullying to attend a meeting to discuss their child's behaviour and the sanction given.
9. If an incident occurs in residential time the incident should be stopped by the houseparent or boarding assistant and then reported to the Head of Boarding. The Head of Boarding will listen to the students involved and decide on a course of action for the remainder of the residential time. She will complete the reflection form and then discuss the matter with the Assistant Headteacher (Pastoral) in the morning.
10. All paperwork relating to a bullying incident will be added by the Assistant Headteacher (Pastoral) to Engage as linked documents to the relevant students.
11. Staff will be informed of a bullying incident and actions taken and asked to monitor the students involved and to be alert to further occurrences.

Supporting students.

A student who has been bullied will be supported by:

- offering an immediate opportunity to discuss the experience and how they are feeling with a member of staff of their choice
- reassuring the student and providing ongoing support
- restoring self-esteem and confidence.

A student who has bullied will be helped by:

- discussing what happened and developing an understanding of the impact of their actions on the other student and that what they did was wrong and the need to change their behaviour
- informing their parents to help change the child's attitude and behaviour
- sanctioning in accordance with the school's behaviour policy. Possible sanctions include:

  o exclusion from certain areas of the school premises;
  o removal of unstructured time at break and lunchtimes;
  o internal exclusion;
  o fixed term exclusion;
  o permanent exclusion

Students who have witnessed bullying will be helped by:

- being supported to discuss what they have seen
- being reassured that bullying will not be tolerated and that action will be taken.

Monitoring and review.
This policy will be monitored and reviewed annually by the Governing Body.

Signed: Date:

Appendix 1: Resources
Appendix 2: Reflection form
Appendix 3: Investigation form

This policy should be read in conjunction with the following school policies:

Behaviour

E Safety

Transgender

Cyberbullying

Appendix 1: Resources.

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. 16

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people. Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

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Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.