

# **SCARISBRICK HALL SCHOOL**

## **ANTI BULLYING POLICY**



### **Rationale**

### **Rationale**

Scarisbrick Hall School strives to provide a safe, positive learning climate for pupils in the school. Therefore, it shall be the policy of the school to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

Anyone who engages in bullying or cyber-bullying in violation of this policy shall be subject to appropriate disciplinary action.

If bullying does occur, all pupils should be able to report incidents and feel confident that they will be dealt with promptly and effectively. Scarisbrick Hall School is a TELLING school – anyone (including parents) who is aware that bullying is possibly happening is expected to tell a member of staff and all staff are expected to be vigilant.

### **Development process**

Policy written	May 2009
Approval of policy by Directors	December 2011
Next major review	January 2013
Pupil involvement	May 2009 and annually
Parents' consultation	Website, VLE
Staff involvement	May 2009 and periodically
Directors' involvement	As and when necessary

### **Location and dissemination**

A copy of the policy can be found in the Staff Handbook, in the school office and on the school VLE.

### **The content of the policy and its relationship to other policies**

This policy should be considered in conjunction with other written policies on behaviour, safeguarding children, PSCE

### **Local and National guidance**

**DCSF Guidance – Safe to Learn – Embedding anti-bullying work in schools**

**DFE Guidance – Preventing and Tackling Bullying**



## **Aims and Objectives**

### **The purpose of the policy**

- to inform pupils, parents and the school community that bullying and cyber-bullying are completely unacceptable and must be stopped;
- to train staff so that they are able to implement the policy;
- to act immediately if and when bullying takes place;
- to listen to pupils and support them when they need help;
- to make all pupils know that they must not bully, tolerate bullies or stand by and allow bullying to take place;
- to train pupils so that they are able to be peer mediators.

### **Delegation of responsibility**

- Each member of staff shall be responsible to maintain an educational environment free of bullying and cyber-bullying
- Each pupil shall be responsible to respect the rights of his/her fellow pupils and to ensure an atmosphere free from all forms of bullying and cyber-bullying.
- Pupils shall be encouraged to report bullying or cyber-bullying complaints to any staff member
- The Headteachers are responsible for all sanctions relating to bullying

### **Definition of Bullying**

It is a regrettable feature of the modern world that bullies can be found in many areas of life. Bullying is not confined to any particular age, nationality or job.

In accordance with DfE guidance, and taking into consideration the Equality Act 2010, we define bullying as any behaviour which is repeated over a period of time with the intention of hurting someone in any way or making someone feel uncomfortable or unhappy. This could be physical, verbal, emotional, personal, sexual or fuelled by prejudice – racial, religious, homophobic – against children with special educational needs or disabilities or who are perceived as different in some way. It may include the use of cyber-technology (usually mobile telephones or the internet) to send unpleasant or aggressive messages or photographs. Pupils may be bullied for a variety of reasons – and for no reason.

There are various definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour;
- it is repeated over time;

- there is an imbalance of power which makes it hard for those bullied to defend themselves.

Bullying is behaviour which harasses, humiliates, intimidates or oppresses other people. It may take the form of abuse of a person or property, verbal criticism, taunting or psychological pressure.



**Physical bullying** may include: fighting, kicking, spitting, damaging or hiding someone else's belongings; setting someone else up for the blame for the breach of a school rule; initiation ceremonies.

**Verbal bullying** may include name calling, insulting, using racial, religious, cultural, sexual/ sexist or homophobic remarks;

**Non-verbal bullying** may include glaring, turning away from and generally ostracising the victim;

**Indirect bullying** may include spreading malicious stories about the victim, or deliberately excluding them from social groups;

### **Cyber bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Please see the Childnet International and Beatbullying links in the appendix.

**Special Educational Needs and Disability** may include hurtful/ malicious comments

**Sexual orientation bullying** may include prejudice and discriminatory comments concerning sexual preference.

As a community, we will not use insulting homophobic words and remarks designed to hurt others, whether they are lesbian, gay, bisexual, or straight or tolerate homophobic language of any kind.

Bullying causes fear and distress for the victim and may distract him or her from his / her school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.

Scarisbrick Hall School will not tolerate any form of bullying, this statement applies to all stakeholders at all levels of the organisation.

### **Bullying – Taking Action**

An Anti-Bullying policy must be in accordance with the principles set out in the '**Preventing and Tackling Bullying**' document, this section also makes reference to '**bullying, a charter for**



**action**'. The school acknowledges the seriousness of bullying in causing psychological damage (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.)

The principles mean:

- pupils who experience bullying should be heard and know how to report bullying and get help. They should be confident in the school's ability to deal with the bullying;
- sanctions and learning programmes are in place for pupils who engage in bullying behaviour;
- the whole school community is clear about the anti-bullying stance the school takes and is involved in developing and reviewing anti-bullying work in the school;
- parents are aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn, including the school's complaints procedure.

### **Identifying the bully**

Bullies cannot be stereotyped but they do have some things in common:

- bullies tend to have assertive, aggressive attitudes over which they exercise little control;
- bullies tend to lack empathy; they cannot imagine what the victim feels;
- bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment;
- bullies tend to be manipulative and devious in some instances.

### **Identifying the victim**

Bullies pick on vulnerable children. Victims may be pupils who:

- are new to the class or school;
- are different in appearance, speech or background from other pupils;
- suffer from low esteem;
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums, loss of control;
- are more nervous or anxious.

Vulnerability isn't always visible to adults. The victim may look like any other child. Some victims may recover; some may bury the experience. It is important to recognise the early signs of distress, such as:

- deterioration of work;
- continual reporting of illness;
- isolation;
- desire to remain with adults;
- erratic attendance



## **The school's approach**

The school aims to work together with staff, parents and directors as well as pupils to show that they believe that any form of bullying is unacceptable- and to set an example which reflects that view. All members of the school should help to create an atmosphere in which bullying will be spoken about openly, taken seriously and responded to with appropriate action. Anyone who is being bullied should tell his or her parents **and** preferably his or her Form Teacher/Mentor, or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels able to talk. The school wants to help, and has many years' experience of doing so.

The school expects its members to:

- treat each other with respect and sensitivity;
- think carefully before speaking or acting in ways which may cause argument;
- respect differences and variety- remembering that everyone has both rights and duties;
- realise that sometimes what may seem fun to some may seem much more threatening to others;
- work together to create a school in which people live harmoniously;
- help protect and build up those who are unhappy or vulnerable;
- make a stand against those who ignore or are against these aims.

Positive values of mutual respect and concern will be promoted by explicit encouragement in a wide range of contexts from assembly, PSCHE, Mentor time and discussion

## **Implementation of the policy**

### **Stage 1: Preventative measures**

The first stage is to carry out preventative measures designed to discourage bullying, e.g knowing the site, supervision of pupils at breaks, opportunities for pupils to discuss bullying and to practise interpersonal skills in a range of subjects, Mentor system and PSCHE.

- a school-wide observation exercise is carried out at regular intervals to chart trouble spots. This exercise involves:
  - spot checks – places where bullying may take place;
  - getting pupils to write about (or to draw a plan of) areas of the school which are safe or unsafe, and what should be done about this;
  - asking pupils to write anonymously about bullying and what should be done about it;
  - keeping full records of all incidents to enable patterns to be identified, discussed and resolutions recorded.
- all pupils and parents sign an agreement recognising that bullying will not be tolerated as part of the 'Partnership Agreement' on admission to the school;
- raising awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely. pupils are familiarised with the school's policy on bullying as part of PSCHE in the first term of Year 7;
- pupils who join the school later in the academic year are made aware of the policy and are allocated a pupil mentor (a pupil in the same Mentor group);



- Duty staff patrol the school at breaks and lunch times;
- pupils are given the opportunity to inform the school of any matters of concern through their Form Teacher, Mentor or mentor group, surveys of pupil opinion and the confidential mailbox;
- bullying as an issue is covered in curriculum areas such as PSCE, English, Drama and Assemblies. The approaches adopted in these areas are consistent with the school's policy on Bullying and emphasise the responsibility of all to speak out against it;
- all subjects encourage tolerance and respect for others through group and pair work and through discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds;
- all teachers will be watchful and observe the social relationships between pupils in class;
- both potential victims and bullies are supported by:
  - training victims to be more assertive or more skilled socially;
  - teaching bullies to control their aggression or be more empathetic;
  - involving other pupils in helping victims and bullies.

## **Stage 2: If Bullying has been observed or reported to a teacher**

**Every instance of bullying should be taken seriously. We recognise that an accusation is NOT a presumption of guilt. Every incident must be fully and impartially investigated in line with this policy. Through work with anti bullying partners we understand that the use of the word bullying can often be misused by all stakeholders.**

If ever a teacher comes across bullying he or she will:

- remain calm;
- take the incident or report seriously;
- take action as quickly as possible;
- think hard about whether the action needs to be private or public;
- reassure the victim(s);
- offer concrete help/advice and support to the victim's bully. The advice must be non-directive;
- make it plain to the bully that we disapprove;
- encourage the bully to see the victim's point of view;
- explain the punishment for bullying if necessary;
- explain clearly the punishment and why it is given.

The teacher will also:

- inform the relevant member of the Senior Leadership Team and then record the incident;
- inform colleagues, on a need to know basis, if the incident arose out of a situation where everyone should be vigilant, **e.g. unsupervised toilets, locker rooms, coaches.**
- **THE BULLYING INCIDENT WILL BE TREATED AS A CHILD PROTECTION CONCERN WHERE THERE IS 'REASONABLE CAUSE TO SUSPECT THAT A CHILD IS SUFFERING, OR LIKELY TO SUFFER, SIGNIFICANT HARM.' IN SUCH CASES THE SCHOOL SHOULD REPORT CONCERNS TO THE LOCAL AUTHORITY SOCIAL CARE DEPARTMENT**



The teacher will not:

- be over protective and refuse to allow the victim to help him/ herself;
- assume that the bully is bad through and through;
- keep the whole incident a secret because he/ she have dealt with it;
- use an incident of bullying to label a pupil as a problem or disruptive pupil therefore creating a negative perception of the pupil or Year group;
- discuss the incident openly with other members of staff, parents or pupils who do not have a need to know.

In every

### **Stage 3: Sanctions**

Once a report of bullying has been investigated thoroughly, any pupil found guilty of the offence will be referred to the Headteachers. The Headteachers will notify and invite the parents of the child to school for discussions. The bully will be excluded from school for a fixed period so that as well as the bully being punished; parents and children can see that action has been taken. This is in line with the schools behaviour policy.

## **Appendix**

DfE resources:

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline> Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

### **Legislative links:**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)  
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

### **Specialist Organisations:**

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.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have

developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. 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.



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

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

8LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

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.

*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.*