

ANTI-BULLYING POLICY

The policy *was* revised *in 2012* to take into account guidance from the Coalition Government who has made preventing and tackling bullying one of its top priorities because pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

It also takes into account the Ofsted framework (2012) which will use 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

The policy has also been reviewed in line with the recent changes to the curriculum (2015); removing the requirement to teach specific (though non-statutory) PSHE lessons rather to develop PSHE as part of a wider school curriculum from September 2014 particularly at primary level (to be developed with the introduction of statutory content for KS3).

Introduction

At Newark Orchard School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings Well Being and Healthy Schools surveys.
- Parents/carers - parents will be encouraged to contribute by taking part in surveys and feedback in relation to their views of the school
- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc. Anti-bullying and cyber bullying weeks are held in school and an agreed code was formed giving pupils strategies to cope with the effects of bullying.

This policy is available

- Online as a link on the school's website
- From the school office
- Child friendly codes are on display and reinforced where appropriate

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is *Kate Fell*.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is Tony Burroughes.

Definition of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Preventing and tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (June 2011)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault

- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Where does bullying take place?

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Significant incident forms are required to be completed in relation to any incidents of bullying. This should always be contextualised and related to the level of purposefulness and understanding of the individual pupil .For example an Autistic pupil may exclude other pupils from his play or choose to withdraw from a group because of social communication or sensory related issues and this would not constitute bullying or being bullied.

Pupils are provided with a simple code which essentially encourages them to tell an adult if they are concerned and worried about any behaviour related to them or something they have observed that worries them. The school has an individually emphasised behaviour policy which outlines its ethos and approach to dealing with behaviour and encouraging socially responsible behaviour.

Parents would be expected to contact the class teacher in the first instance if worried about issues of bullying, who can contact senior staff within the school for advice. Strategies may need to be adapted for victims and for perpetrators and where there are ongoing concerns this would be expected to be related on a Behaviour Improvement Plan.

If parents have more acute concerns then they should contact the senior leadership team for discussion. It may then be deemed necessary to engage outside agencies if issues cannot be resolved using within school resources.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follows the same procedures

Actions will relate to the individuals wider needs in relation to levels of understanding, but may involve some or all of the following

- Speaking to all parties
- Informing parents if bullying is established to have taken place
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident and relate to the level of cognitive and social and emotional understanding of the individual pupils. It should be clear however bullying is unacceptable
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers.
- A range of responses and support appropriate to the situation - solution focused, effective reparation, circle time discussion, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed in regular staff meetings where issues are evolving.

This information will be presented to the governors as part of the annual report into incidents within school.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Newark Orchard School have developed a range of strategies to promote positive behaviour and discourage bullying behaviour. Responses to challenging behaviour are outlined in the school's Behaviour Policy which sits alongside this document in promoting an individual approach to Behaviour Management.

- Regular discreetly taught PSHE and ongoing social and emotional literacy input to encourage pupils to interact and engage successfully with others.
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- Citizenship lessons *at KS3 and above* and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council

Links with other policies and why

Policy	Why
Behaviour Policy	Approaches to Behaviour Management
Safeguarding Policy	Child protection
Acceptable use policy	Cyberbullying and e-safety
Equalities policy	Hate crime(homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies,
Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)
Anti-bullying Policy Development: Guidance for schools (2009)

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap - www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

www.thinkuknow.co.uk/ - website providing a range of resources in relation to bullying and cyber bullying for all ages.

Beatbullying - www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International - www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools - DCSF-00656-2007

Homophobic bullying - DCSF - 00668-2007

Cyberbullying - DCSF - 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities - DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff - www.teachernet.gov.uk/publications

Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications