

Ashfield School



ANTI-BULLYING POLICY

Name of school: Ashfield School

Date of policy: Jan 2020

Review date: Jan 2021

KEY STAFF

Role	Name	Contact Details
Designated Governor for Child Protection	Mr S Pollard	01623 455000
Designated Safeguarding Lead	Mr D Nicholls	01623 455000
Anti-Bullying Coordinator Lead	Jack Carter	01623 455000
Deputy Safeguarding Lead	Mrs S Marsh	01623 455000

ASHFIELD ANTI BULLYING POLICY: Statement of Intent

Every child should be able to learn in a School environment free from bullying of any kind and in which they feel safe and supported.

At Ashfield School, we are committed to providing a safe, caring and friendly environment for all of our pupils where they can have a positive educational experience and be successful.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying. If bullying does occur, all pupils 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 the staff.

This policy is available

- Online at www.ashfield.notts.sch.uk
- From the school office

Roles and Responsibilities

The Head teacher – Has overall 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 Lead in our school is the Assistant Headteacher in charge of pastoral care.

Their 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

AI/AAL/PSO:

- Resolve incidents of bullying in liaison with other pastoral staff and subject staff.

- Arranging to talk with all those involved in an incident, and when necessary their parents, at the earliest opportunity and handling such meetings sensitively.
- Managing, reporting and recording of bullying incidents, passing on details of more serious/unresolved situations to the relevant senior leader as necessary.

Form tutors:

- Being alert to any changes in a tutee's general attitude, mood or pattern of behaviour as this can be a sign that the tutee is being bullied.
- Supporting and advising the tutee to report the situation to their year team.

Students:

- Being alert to incidents of bullying and reporting them to an adult at the earliest opportunity.
- Supporting those who are being bullied, for example to inform a member of staff.
- Speaking to an adult in school or telling parents at the earliest opportunity.

Parents:

- Being alert to any changes in their son/daughter's general attitude, mood or pattern of behaviour as this may be a sign that they are being bullied.
- Listening to their child and take all reports of bullying seriously.
- Informing their son/daughter's tutor/year team of any concerns.
- Helping us to educate their child that bullying is wrong.
- Working with school to solve difficulties – even if their child has been involved in the bullying of another.
- Not engage in any bullying incident via social media but support their son/daughter in taking screen shots for evidence.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. 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'.

Recognising the signs of bullying

A child may indicate, by his or her behaviour, that he or she is being bullied. If you become aware of any of the following changes in behaviour report your concerns to someone.

Parents might notice that children may:

- Be frightened of walking to or from school or beg to be driven to school.
- Be unwilling to go to school, or regularly feel unwell on school days.
- Change their route to school.
- Come home regularly with clothes or books damaged or destroyed.
- Become withdrawn, start stammering, become distressed or stop eating.
- Cry themselves to sleep.
- Have nightmares and even call out "leave me alone".
- Have unexplained bruises, scratches and cuts.
- Have their possessions go "missing".
- Ask for money or begin stealing money (to pay the bully).
- Continually "lose" their pocket money.
- Refuse to say what's wrong.
- Give improbable excuses to explain any of the above.
- Attempt self-injury.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
 - bullying of young carers or looked after children or otherwise related to home circumstances
- Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

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

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

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

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Ashfield School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Some of our initiatives are:

- Promotion of a tell culture
- Outlining of expectations in the Home-School agreement
- Up-to-date equality policies that reference bullying and harassment
- A behaviour policy that cites bullying and related sanctions
- Involvement in SEAL including Anti-bullying Unit
- Involvement in Healthy Schools
- Anti bullying assemblies delivered by school and external agencies
- Anti-Bullying week annually in November
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Peer mentoring schemes – Anti-Bullying Ambassadors
- Staff training and development for all staff
- Evaluating the school environment - use of CCTV and safe areas
- Joint work with partners such as transport service providers

- Restorative Justice
- Use of worry boxes and anonymous email function
- School website – safety page

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

Reports about the unacceptable behaviour towards an individual can be made by students, parents or staff.

Reports can be made to any member of staff.

The report should be thoroughly investigated by the Pastoral team via discussion with the victim, the alleged bully and with any relevant witnesses (written statements must be taken).

The pastoral team investigating the report should liaise with parents of both the victim and bully.

The Pastoral team in liaison with the anti-bullying coordinator will decide on the course of action that will take place. Where appropriate, a 'no blame' course of action will take place, the victim and bully to discuss the problem together (with mediator) to see if the problem can be addressed. At other times more serious consequences will be put into place.

At all times the victim should feel safe and supported.

All incidents of bullying should be kept on the student's file.

The member of staff who deals with the report should provide a follow up session to make sure that the matter has been resolved.

Repeat offences for bullying can lead to exclusion, parents invited in to school and for KS3 students a period of time in the Student Support Centre to resolve their behavioural issues. For KS4 students, follow up work with the Tutor or AL will be needed.

Outside agencies may also be involved (Behavioural Support).

In all circumstances, it should be the aim that students be reconciled so that they may co-exist in peace and in respect for each other.

Should parents/carers be unhappy with the outcome then complaints can be made to the school following the complaints procedure available from the school or on the school website.

All reported incidents will be taken seriously and investigated involving all parties.

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

Recording Bullying and Evaluating the Policy

All bullying incidents will be recorded on the School CPOMS system which is used for safeguarding.

The information stored will be used to ensure that individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

A record of exclusions for bullying or bullying-related behaviour is also kept in School.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

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.

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](#)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

General Data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.