



DAVISON CE HIGH SCHOOL FOR GIRLS

POLICY AND MANAGEMENT DOCUMENT

ANTI-BULLYING POLICY

May 2018



Our mission at Davison CE High School for Girls is 'Serve, Inspire, Achieve', which is reflected in this policy.

Serve –means putting the needs of others before our own including:

- Each other,
- Our local community
- Our national community
- Our global community.

Inspire –means motivating others through our actions

- Becoming positive role models
- Giving every student opportunities to excel
- Providing outstanding opportunities for spiritual, moral, social and cultural development

Achieve – Means doing our very best in all we do

- Develop excellent learning and teaching,
- Providing challenge and support
- Enabling every girl to develop their God given potential

Our Vision is that at Davison Church of England High School for Girls, students are free to choose any faith or none, but as a Church school, we want them to flourish, to live life in all its fullness as God intended. We reflect on what God has done for us through Jesus. We model his work through our Christian values. In our school we strive to reflect these values in the way we treat one another, conduct ourselves and care for those in our community and around the world.

This policy reflects our commitment to our vision to supporting every child in our care.

At Davison CE High School, it is a prime aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Christian community, whose values are built on trust, friendship, thankfulness, hope, forgiveness and friendship. This outworks in the form of respect, love and care for all, as reflected in this anti-bullying policy.

Our vision is that we should reflect the teachings of Jesus, who paid particular care and attention to the lost, the lonely and the rejected. As an outworking of this at Davison, we should not only be 'anti-bullying' but that we would be active in supporting, helping and loving those who feel on the margins of school life.

We commit to the highest levels of pastoral care, to provide an enriching curriculum and a varied extra-curricular program that meets the needs of all our students in order that they can find a place where they can flourish.

Staff at Davison will model friendship and promote positive relationships so that our students have practical examples of what friendship in a Christian context looks like.

Taking the example of Jesus as true shepherd, we commit to the care of all our students as we lead them through their school lives.



1 Policy Statement

The purpose of this policy is to support pupils who behave well and to reduce poor behaviour in the form of bullying, using rewards and sanctions as necessary.

This document is an integral part of our Behaviour Policy

The *Safe to Learn: Embedding anti-bullying work in school* (DCSF 2007) policy document states that:

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. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.

Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and staff. Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Davison CE High School's Christian ethos nurtures a caring and safe environment. We take bullying very seriously. Our aim is to ensure that all members of the school community feel welcome, safe and are happy to learn and make progress.

Context

Bullying affects everyone, not just the bullies and victims. It also affects those other children who watch. Less aggressive pupils can be drawn in by group and peer pressure. Bullying must not be regarded as an inevitable part of school life. It is not a necessary part of growing up. It is not easily resolved.

No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Only when instances of bullying are identified and satisfactorily resolved will a child best be able to work and achieve to their full potential and benefit from the opportunities they expect to be available at the school.

Research shows that being bullied as a child can affect a person throughout their life.

This document provides all pupils attending Davison with clear information and guidance regarding the effects on persons of bullying and how instances of bullying will be managed by the school, together with informing pupils of the consequences of non-compliance with the policy and management of it.



1.1 What constitutes bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

(DfE 2013)

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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. 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. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

1. 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 and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

2. Vulnerable Pupils

1. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Davison CE High School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

2. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyber-bullying. Therefore counselling and education on e-safety can help.

3. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyber-bullying.

4. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. As a school we aim to be aware of these and we will develop strategies to prevent bullying from happening.



5. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

It may include some of the following behaviours:

- **Emotional Bullying** – Being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures).
- **Physical Bullying** – Pushing, kicking, hitting, punching or any use of violence.
- **Racist Bullying** – Racial taunts, nicknames, graffiti, gestures, comments about religion.
- **Sexual Bullying** – Unwanted physical contact or sexually abusive comments.
- **Homophobic Bullying** – Because of, or focussing on, the issue of sexuality.
- **Verbal Bullying** – Name-calling, sarcasm, spreading rumours, teasing.
- **Cyber Bullying** – All areas of internet, such as email and internet chat-room misuse; mobile threats by text messaging & calls; misuse of associated technology, e.g. camera & video facilities.
- **Prejudiced Based Bullying** – Relating to SEN, sexual orientation, sex, race, religion and belief, gender reassignment or Disability.

The aims of our anti-bullying strategies and intervention systems are:

- To build and maintain an anti-bullying ethos.
- To ensure all members of our community have a clear understanding of what bullying is.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard and support a pupil who has experienced bullying.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience.

How to tell if someone is being bullied

Some of the symptoms and/or unusual behaviour are:

- Physical damage to them (e.g. scratches, black eye)
- Withdrawn/not talking
- Upset/crying
- Not concentrating on or completing their work
- Missing school or patterns of absence
- Feeling ill



2 Stakeholders and Users

2.1 Policy Stakeholders

- Governing Body
- Headteacher
- Leadership Team
- Parents/Carers

2.2 Policy Users

- Headteacher
- Leadership Team
- Teaching and Non Teaching Staff
- Pupils
- Parents/Carers

3 Aims and Objectives

The aim of the Anti-bullying policy is to minimise and eradicate bullying in all forms by anyone at Davison, both at school and outside school. A subservient aim is to correct bullying behaviour in a swift and fair manner and to provide support for the victims of bullying.

It is the right of every member of our school community to "Be Safe" and "Enjoy and achieve" and the responsibilities all pupils and staff have for making these the reality for everyone.

This document has been developed using advice from the Local Education Authority and the Department for Children, Schools and Families publication Safe to Learn: Embedding anti-bullying work in schools (2007).

4 Detailed Guidelines to Implement Policy

4.1 Anti-bullying Measures

Davison CE High School's Approach to Preventing Bullying

- Our school leadership promotes an open and honest anti-bullying ethos.
- We use curriculum opportunities such as PD (PSCHE), Curriculum Enrichment Days to discuss issues around diversity and draw out anti-bullying messages. There is a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which is relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).
- Promoting open and honest reporting, as well as awareness that bullying will be dealt with sensitively and effectively.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the buildings and looking for ways to pupils to pass their breaktimes calmly.



- Developing an ethos of looking after the younger pupils, through our Colour families, Curriculum Support department, Nurture staff and pupil mentoring programmes.

The CFC – Colour Family Centre

All Form Tutors and Lead Tutors give their pupils a time in the week where they are available to talk. Pupils might go to the CFC to seek help and/or have a private chat about something difficult. The CFC is an area where Lead Tutors, Pastoral Managers, medical and Nurture staff can be contacted. This area is central in the school site and is somewhere pupils are introduced to when starting at Davison, so that they know who and where to go if they need to talk to someone.

- We organise our school community in order to minimise opportunities for bullying e.g. by providing supervision (duty) before and after school, break and lunch times. This is monitored and increased by members of HT if there is a concern.
- We use many opportunities to discuss aspects of bullying and the appropriate way to behave towards each other e.g. with the Citizenship programme, anti-bullying week, awareness raising, assemblies, reports etc.
- We have an electronic pupil bullying reporting system (on line since the Summer Term 2016) which is accessed via the e:mail system, for cyber concerns cyberchat@davisonhigh.school or worries about another pupil we have worriedaboutastudent@davisonhigh.school
- We deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- We avoid teaching material or equipment which gives a bad or negative view of any group because of their ethnic origin etc.
- We encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people.
- We encourage pupils to treat everyone with respect. We treat bullying as a serious offence and take every possible action to eradicate it from our school.
- We have a peer support group of senior girls appropriately trained which meets on a regular basis.

4.2 Action to be taken when bullying is suspected

If bullying is reported or suspected, the member of staff receiving the information in the first instance should talk to the reported/suspected victim, the reported/suspected bully and any witnesses, whenever possible.

If any degree of bullying is identified by that member of staff, they should deal with the matter themselves if they feel that is possible. If not possible, they should seek help, support and counselling as is appropriate to the victim/s, the bully/bullies and witness/witnesses as necessary from trained members of staff or, as appropriate. The incident should always be appropriately recorded on SIMS and AR files by the member of staff identifying the bullying in the first instance.

The school's Christian values are used to encourage kindness and strength to stand up to unkindness.

All pupils should have at least three people they feel comfortable confiding in if they are experiencing bullying or harassment.

The Pastoral Manager for that Key Stage and the pupil's Lead Tutor and Form Tutor will be informed so that we can act quickly and put support and sanctions in place.

- Pupils feeling hurt by harassment will be treated in a caring and understanding way.



- Pupils who are found to be bullying or harassing others will be given one chance to change their behaviour towards the person feeling bullied or harassed.
- Should they choose not to take this chance they will be subject to the school behaviour policy.
- Parents of pupils on both sides will be informed as a matter of urgency.
- Pupils on both sides will be given support if needed, Lead Tutor, Form Tutor, Pastoral Manager, keyworker or Nurture teacher.

This process completely relies upon quick communication of the problems.

If the bullies are from another school, pastoral leads or HT members of that school will be informed immediately.

Reporting Bullying

All incidents of bullying and harassment are logged onto the schools safeguarding system. This will help to allow us to monitor patterns and trends.

Monitoring Our Anti-Bullying Document

Our Anti-Bullying document is reviewed every 2 years by the Governing Body.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with a member of staff.
- By informing the victims' parents/carers – this would usually be done by the Form Tutor or the Lead Tutor.
- By offering continuing support when they feel they need it.
- By arranging for them to be escorted to, from and within school premises as necessary.
- By taking one or more of the steps described below to stop further bullying.

Whilst we discipline the bully/bullies we also try to help the bullies in the following ways:

- By talking about what happened, to understand why they bullied someone and offer help in difficult circumstances (there are often hidden reasons for bullying someone else) – this could be done by any of the staff able to offer support – see list above
- By informing the bullies' parents/carers – this would usually be done by either their Form Tutor, the Head of Key Stage (HoKS) or Headteacher
- By continuing to work with the bullies in order to get rid of prejudiced attitudes – this might be done by the Form Tutor, Lead Tutor or member of Pastoral team
- By taking one or more of the disciplinary steps described below to stop further bullying – such actions would normally be taken by the Lead Tutor, HoKS or another member of the Leadership Team, if further consequences are required, the Headteacher.

Cyber-bullying

Any cyber-bullying will be treated as mobile phone misuse and the child/children in question will be asked to hand in their mobile phones to the CFC daily. The school may need to take further action, such as informing the police, especially in cases that are categorised under sexual abuse. Cyber mentors in school are trained to support pupils and listen.



4.2.1 Disciplinary steps

1. The bully will be given an official warning by the Lead Tutor, members of the Leadership Team or the Headteacher.
2. Notifying the bully's parents/carers by the Lead Tutor, members of the Leadership Team or the Headteacher.
3. The bully may be internally excluded from the school premises at break, lunch or other appropriate times by the Head of Key Stage, members of the Leadership Team or the Headteacher.
4. We may arrange for them to be escorted to, from or within school premises.
5. If the bully fails to stop bullying the Headteacher may deem it appropriate to issue a Fixed Term Exclusion to the pupil. In extreme circumstances, the Headteacher reserves the right to issue sanctions ranging from Fixed Term to Permanent Exclusion at any stage deemed appropriate.
6. The bully's parents will be invited to attend a re-integration meeting with the Lead Tutor and Head of Key Stage and, where appropriate, the Headteacher.

5 Additional Information

5.1.1 For Parents/Carers

5.1.1.1 How to tell if your child is being bullied

- Look for symptoms or unusual behaviour in your children.
- For example, take a pro-active role in your child's education and welfare at school. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the school immediately, your complaint will be taken seriously and appropriate action taken.
 - The school will also follow up your contact as soon as possible to provide feedback.
- It is important that you advise your child not to fight back as it can make matters worse!
- Reassure your daughter there is nothing wrong with her and that it is not her fault that she is being bullied.
- Make sure your child is fully aware of the school policy concerning bullying and that she should not be afraid to ask for help.

5.1.2 For Pupils

5.1.2.1 What can you do if you are being bullied?

Remember that your silence is what the bully wants!

- Tell yourself that you do not deserve to be bullied and that it is wrong!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset in front of the bully.
 - It is hard but a bully wants to see you upset.
- There is safety in numbers.
- Stay with a group of people who are your friends or who you know.
- Be assertive. Shout "No". Walk confidently away.



- Go straight to a teacher, a member of staff or a Senior Prefect.
- Try not to retaliate, as it will make things worse.
- It is best to tell an adult what has happened straight away.
- Keep any messages, emails or images sent to you.
- You will get immediate help.
- If for any reason you do not want to talk to a teacher or other adult, talk to one of the Year 10 or 11 Cyber mentors, who are trained to listen to pupils' problems and who want to help you, e.g. by talking to a teacher on your behalf.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

5.1.2.2 What you can do if you know someone who is being bullied

If you know someone who is being bullied or you recognise the symptoms (see above):

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on her own.
- If you feel you cannot get involved, contact a member of staff, senior prefect or cyber mentor immediately. Teachers have ways of dealing with bullies without getting you into trouble.
- Do not be, or pretend to be, friends with bullies.

Resources that parents and pupils might find useful

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel 020 7843 1901

www.anti-bullyingalliance.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

www.nspcc.org.uk

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

www.parentlineplus.org.uk

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime.

Operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900



www.victimsupport.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel 0207 272 5630.

www.leaplinx.com

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel 0845 338 5060

www.beatbullying.org

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

www.bullyfreezone.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel 0800 1111

www.childline.org.uk

Children's Legal Centre

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel 0800 7832187

www.childrenslegalcentre.com



6 Policy Monitoring

Information on bullying incidents and related categories will be gathered from SIMS annually and presented to Governors.

7 Document Information

7.1 Date of next policy review

The policy will be updated on a periodic cycle of not less than once every two years.

7.2 Change History

Policy created: 25 September 2005

Policy reviewed: May 2018

Next Policy Review: Summer Term 2020