



ANTI-BULLYING POLICY

Responsibility	Zoe Budding
Anti-Bullying Governor	Pip Cavilla
Date of last review	June 2019
Date of next review	September 2021

Persnore High School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy.

FROM THE OFSTED INSPECTION 2017

The school has effective ways of preventing bullying through its anti-bullying programme. On the rare occasions that bullying takes place, records show that it is dealt with swiftly. In discussions with inspectors, pupils confirmed that they trust staff to intervene if bullying occurs.

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FROM THE OFSTED INSPECTION 2013:

“Students are kind, helpful and respectful towards one another.

They say that bullying, in any form, is simply not tolerated, either by staff or by the students themselves, and that they are committed to ‘looking after each other’.

1. A definition

Bullying is the wilful, conscious desire to hurt, threaten or frighten and may involve physical, verbal or written communication. Bullying can come in a variety of forms but includes name calling, 'put downs', menacing looks, deliberate barging or tripping, interference with personal property or the issuing of threats. The latter may be written or verbal and delivered directly, through a third party or electronically by the use of e-mail, text messaging or Facebook

2. Aim

The aim of this policy is to ensure that a safe and caring climate is maintained for all students within school. This policy seeks to offer guidelines for all staff of Persnore High School so that incidents of bullying are dealt with in a positive, sympathetic and consistent fashion.

BULLYING IS NOT NORMAL BEHAVIOUR AT THIS SCHOOL – ANY FORM OF BULLYING BY ANYONE AT ANY TIME IS UNACCEPTABLE. WE EXPECT TO FOSTER A CLIMATE WHERE 'TELLING' IS THE NORM, AND WHERE YOUNG PEOPLE KNOW THAT IS OUR COLLECTIVE DUTY TO DO SO.

3. Points of principle

- a) This policy is available to everyone connected with the school – students, staff, parents and governors.
- b) As adults, we are clearly role models for students. The way we treat young people affects the way they treat each other. Aggression of any kind or undermining comments have a definite influence in promoting bullying.
- c) Bullies should be dealt with promptly, firmly but fairly – aggression will serve only to condone and reinforce the behaviour of young people generally characterised by a strong wish to dominate others.
- d) All adults should be sympathetic to the anxiety and insecurity of the bullied. Victims are often cautious, sensitive and quiet, with a smaller group of friends, a group which is often considered less influential with the peer group. To tell a student being bullied to 'get on with it' or 'stop complaining' ignores very real feelings of anxiety, fear and of being undermined.

- e) All staff are asked to be alert to possible signs of distress in students, such as a sudden deterioration in the quality of work, disinterest in lessons, increasing isolation or a desire to hang around teachers. Similarly, parents may notice that a child becomes unwilling to attend school, stops eating, has money or possessions go 'missing', and comes home regularly with clothes or books damaged.
- f) In this context, all staff should be aware of the needs of our most vulnerable students and students with special educational needs.

4. Anti-bullying procedures

- a) The School Rules make it very clear that any bullying is unacceptable and those who bully will be dealt with and helped to amend their behaviour.
- b) Within each lesson, basic ground rules should reinforce the fact that every student is entitled to be treated with respect. All staff should be aware of students so that differences in behaviour are noticed.
- c) It is equally clear that all students are responsible for bringing to the attention of staff any incident of bullying, whether it affects them personally or another student.
- d) Lunch and break time duties focus on potential problem areas – this further underpins the vital necessity of involving all staff in the implementation of the policy.
- e) All curriculum areas have an important role in conveying positive messages about acceptable behaviour. The PSHE Programme actively addresses the issues of peer group pressure and bullying.
- f) Regular surveys of students across all years will be made to keep check on the effective implementation of the policy. In addition, bullying will be discussed as necessary within Leadership Team, Pastoral and Student Council meetings.

5. The proposed course of action for any occasions of bullying

- a) All members of staff must be vigilant within lessons, tutor time and around school. 'Put-down' comments should be discouraged as unacceptable.
- b) Staff should be observant of students' reactions to 'put downs'. If there is concern, students should be encouraged to talk, perhaps with a friend's support.
- c) All staff need to be ready to listen if a student wishes to talk, acting calmly but swiftly to reassure the victim and to offer concrete help.
- d) 'Put-down' comments or name calling or snatching another's belongings should be dealt with by the teacher in charge at that time. This kind of behaviour may be reported to the Form Tutor for recording and maintaining.

Serious or sustained bullying

(for example: continued problems after (4) above, or threatening another student).

- a) Report to Head of House or Leadership Team.
- b) The relevant member of staff will then interview the bullied student(s) and the Bully(ies) individually.
- c) Should the bullying continue the bullied student should be asked to record their version of the events in writing on the school's Student Incident forms.
- d) The bully should also be asked to record their version of events in writing on the school's Student Incident forms.
- e) The member of staff dealing with the events should make a brief written record of their discussion with both parties and any action taken.
- f) All written records should include date, time place and a summary of events.
- g) Parents should be contacted to discuss the incident.
- h) Details of the incident should be recorded in CPOMS under the category of 'Bullying'.

The purpose of formal written records in CPOMS is threefold:

- To emphasise how seriously bullying is viewed.
- To provide evidence if there are further incidents of bullying.
- To enable analysis of any patterns of behaviour and as such must also be available to the Tutor, Head of House and Leadership team.

6. Sanctions

- a) The first step is to expect the bully to be confronted with their behaviour and to make amends in ways agreed by the victim – this may or may not include them being brought together to address the problem. This is aimed at reducing the fear of victims that telling will result in a worsening of the situation.
- b) A verbal warning will be issued to the bully in private by Leadership Team or Head of House and parents contacted if a serious incident.
- c) Detention(s), taking the bully out of circulation during break and lunchtimes.
- d) Disciplinary Board.
- e) Parents required to attend a formal meeting with Headteacher and Head of House.

Exclusion procedures

It may be necessary in extreme cases to involve the Police, but the decision will be at the discretion of the Headteacher or a Deputy Headteacher and only with the agreement of a victim and their parents.

Involvement of the Educational Psychologist or other relevant professionals to work with both the bullied and bully may also be necessary at some stage. Counselling sessions may focus on helping victims to be more assertive and to help bullies to control their aggression.

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External contacts where information, help and guidance may be sought:

- www.childnet.com
- www.thinkuknow.co.uk
- www.bullying.co.uk
- Advisory Centre for Education (ACE) - 020 7354 8321
- Children's Legal Centre - 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) - 0845 1 205 204
- Parentline Plus - 0808 800 2222
- Youth Access - 020 8772 9900