Anti-bullying Policy

Reviewed by: DHT Pastoral / Inclusion

Date of Adoption by Governing Body: SCC 8th June 2020

Chair of Governor's Signature: _____

Date to be Reviewed: June 2022

Definition

Bullying is physical or verbal action, usually repeated, which is hurtful and which affects the confidence of other people, is difficult for those being bullied to defend themselves and prevents them enjoying their own lives. The Joseph Rowntree School will not tolerate bullying in any form.

Rationale

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.

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 teachers.

School needs to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. School, with the support of parents, the wider community, the local authority and young people themselves should take effective action to prevent bullying happening in the first place.

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. DfE Tackling Bullying and Behaviour Guidance image. In 2011 this was formally replaced with advice from the Department for Education (DfE (2014 and further updated in 2017), Preventing and tackling bullying)

Aims

At The Joseph Rowntree School, the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Through a range of means throughout the school this policy will:
- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

Definitions and Signs

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'.

Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying (Cyberbullying: Advice for headteachers and school staff 2014 / Advice for Parents and Carers on Cyberbullying 2014).

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGBT) people.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

There are various legal requirements on and powers for schools that relate to bullying (including homophobic, racist and cyber bullying). In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

Implementing the policy

For pupils who experience bullying:
- They are heard;
- They know how to report bullying and get help;
- They are confident in the school's ability to deal with the bullying;
- Steps are taken to help them feel safe again;
- They are helped to rebuild confidence and resilience;
- They know how they can get support from others.

For pupils who engage in bullying behaviour:
- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge;
- They learn how they can take steps to repair the harm they have caused.

For schools:
- The whole school community is clear about the anti-bullying stance the school takes;
- Pupils, as well as staff and other members of the school are fully engaged in developing and reviewing anti-bullying work in the school every chance is taken to celebrate the success of anti-bullying work;

- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:
- They develop whole-school policies which meet the law and school-inspection requirements;
- They promote a school climate where bullying and violence are not tolerated and cannot flourish;
- They continually develop best-practice based on knowledge of what works;
- There is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary;
- Curriculum opportunities are used to address bullying;
- Pupil support systems are in place to prevent and respond to bullying;
- They have addressed school-site issues and promote safe play areas;
- All staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying;
- All staff are aware of the importance of modelling positive relationships;
- Data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community;
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:
- They are clear that the school does not tolerate bullying;
- They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child;
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Preventing Bullying
Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur. Our school will take a preventative approach to bullying in a range of ways:

Leadership:
- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies.

Use of curriculum opportunities:
- Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.

Use of other opportunities to raise awareness:
- Anti-Bullying Week (ABW) events in November of each year.

- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying.
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy.
- SMSC and form activities are used to raise awareness and understanding of equality, tolerance, respect and emotional literacy.
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

Pupil voice:
- Engage pupils in developing anti-bullying policy and practice is an effective form of prevention.

Structured data gathering:
- Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better.

Improving the school environment:
- Use available data to identify how the school environment, and travel to and from school can be made safer can help to reduce incidents of bullying. E.g staff-supervision patterns in the playground, school buildings and on school transport, the physical design of the school building(s), including investigating 'blind spots' where bullying could take place, whether 'quiet-play' areas could be established in playgrounds or short-term safe rooms for use at break-times.

Professional development:
- Schools will want to ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for all staff — teachers, support staff, temporary staff (including student teachers), and governors.

The Joseph Rowntree School will deal with bullying in a range of ways including clear and effective pupil-reporting systems. Our school has systems in place to enable pupils to report bullying incidents.

Use of sanctions and learning programmes
At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEND that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with SEND is no more acceptable than bullying by other children, and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Action to stop bullying may include:
- Verbal reprimands
- Isolation;
- Detentions;
- Contact with home;
- Removal from lessons;
- Timetable changes;
- Behaviour reports;
- Exclusions from school;

It has to be recognised that although dealing with bullying is time consuming, it is important both for victims and perpetrators that incidents are talked through, recorded and various actions taken depending on the set of circumstances.

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases.

Schools will also want to ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends and make them aware of the punishment that the pupil who bullied them will receive, as well as the support they themselves are being given.

Engaging parents/Carers:

Parents will be involved at an early stage and contacted by the Pastoral House Manager or Progress Leader. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

Reporting and recording incidents of bullying:
We encourage pupils to report bullying in confidence. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this. A range of strategies are used in school to encourage reporting:

- Anti-bullying assemblies
- Peer mentors
- Drop-in facilities to talk with Pastoral House Managers / Progress Leaders

The success criteria which will show us that these measures are working will include evidence that:

- Pupils have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse;
- Pupils can access reporting routes easily;
- Pupils know who will deal with their concerns, and have trust both in them and the systems which the school uses;
- Pupils are aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction.

Reporting arrangements for parents:

Parents are frequently the ones to report bullying incidents to the school. If a parent contacts the school:

- Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying;
- Parents should have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.

Staff will take actions to agreed timescales and report progress to parents.

Data-collection management

The DfE recommends that schools should record all incidents of bullying, including by type, and report the statistics to their LA. The purpose of reporting incidents to the LA is to enable the gathering of information on the number and nature of bullying incidents, and to identify any developing trends. The LA can analyse the information gathered from schools to identify any issues of particular concern. The data will also enable LAs to support and challenge schools in their duties to promote the welfare of pupils.

Schools have a specific duty to eliminate disability-related harassment under the Equality Act 2010 which replaced several previous anti-discrimination laws with a single Act.

Keeping records of bullying incidents enable us to:
- Manage individual cases effectively;
- Monitor and evaluate the effectiveness of strategies;
- Celebrate the anti-bullying work of the school;
- Demonstrate defensible decision-making in the event of complaints being made;
- Engage and inform multi-agency teams as necessary.

Staff professional development

The DfE recommends that schools review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff through school self-evaluation and individual-performance management reviews, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

We ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school.

Pupils are made aware of the policy through a range of means including assemblies, tutor times, lessons, school council meetings, notice-boards. The policy is available to parents and pupils on the school website.