SPALDING HIGH SCHOOL

ANTI-BULLYING POLICY

HEADMISTRESS:	**Mrs M K ANDERSON**
DEPUTY HEADTEACHER:	**Mrs T WALDRON (Curriculum, Exams, Pastoral)**
SENDCo:	**Mrs L HEBBLEWHITE**
LINK GOVERNORS:	**Dr P GORTON (Chair of the Board)**
	Mrs A TOAL (Vice-Chair of the Board)
	Mr E FRAGALE (Chair Pupil Support Committee)
DATE AGREED:	**June 2018**
FREQUENCY REVIEW:	**Biennial**

Executive Summary:

This policy sets out a definition of bullying and the School's commitment to responding to and dealing with any incidents or allegations of bullying. It is the responsibility of everyone in the School community to take a proactive stance against all forms of bullying. It should not be read in isolation and is underpinned by not just the policies listed below but by the ethos and values of the School community.

Related Policies:

Attendance Policy
Personal, Social, Health & Careers Education (PSHCE) Policy
Relationships and Sex Education Policy
School and Sixth Form Prospectus
Special Educational Needs & Disability (SEND) Policy
Teaching & Learning Policy

_____   _____
Chair of Governors   **Date**

_____   _____
Headmistress   **Date**

Section 1:   Rationale

1.1   The School Council view

"As School Council, confronting bullying is one of our main priorities. This is because we are proud of our diversity and we promote equality in a safe, accepting environment. After reviewing the Anti-Bullying policy, we believe that everything is up to date and that bullying should not be a problem in the school, as long as we all work together as a community and report any bullying problems. This is why our 'slogan' is "Awareness, Action, Acceptance" as we want everyone in the school to feel accepted and noticed in the school if bullying ever becomes a problem."
               School Council 2017/2018

1.2 The School's view

The School's anti-bullying policy builds upon the excellent work that has gone on at Spalding High School for many years, we encourage good behaviour and respect for others within the whole community. We have always take seriously our shared responsibility to prevent and tackle bullying of all kinds and to protect the well-being of all young people. This is done within a strong community in which diversity is valued.

1.3 The School Governors' view

As governors, we have always taken a zero tolerance within the areas of anti- bullying. It is something we have positively and continuously reviewed and are proud to state that we value the methods and the achievements that our school has obtained, prioritising, protecting and making sure the well-being of all of our students' is monitored throughout every year group at Spalding High School.

Section 2:   The key priorities

2.1   The key priorities of our policy are to:

- Establish clearly that Spalding High School does not tolerate any form of bullying;
- Apply appropriate rules, sanctions and anti-bullying strategies to ensure that students feel safe & are confident that bullying concerns will be dealt with seriously and sensitively;
- Give a framework for dealing with bullying incidents in a safe, sensitive, proportionate and consistent way;
- Give specific guidance on the handling of incidents of cyberbullying;
- Include the School's stakeholders in the promotion and support of anti-bullying;
- Ensure that students abide by our anti-bullying policy.

Section 3:   Definition of bullying

3.1   'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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.'
               DfE Preventing and tackling bullying (July 2017)

3.2   Bullying is not an incident where:

- It is not repeated over time e.g. a one off comment or remark
- The intention was not to hurt anyone e.g. a falling out within friendship groups.

Although such incidents are not necessarily bullying, they will be dealt with by our pastoral staff, as they can be hurtful and upsetting to individuals.

Section 4:   Forms of bullying

4.1   Bullying can take many forms and is not isolated to peer-to-peer; it also includes incidents that are staff to student, student to staff and staff to staff.

- Physical – for example, hitting, kicking, pushing, taking someone else's property, damage to someone else's property;
- Emotional – for example, excluding from social groups/occasions, spreading rumours, talking behind a person's back;
- Verbal – for example, name calling, teasing, offensive & rude remarks, sarcasm;
- Cyber – for example, texting, emails, social media;
- Racism – bullying related to a person's colour, race, culture or religion;
- LGBTQ – bullying related to actual or perceived sexual orientation and/or offensive gender related incidents;
- SEND – Bullying related to a person's physical or mental impairment or difference;
- Sexual – harassment, comments, texts, messages, pictures that are offensive or inappropriate in nature related to sexual issues.

Section 5:   Preventing Bullying

5.1   Anti-bullying has a high profile within our school community. We take all reports of bullying seriously and everyone in the school community has a role to play in preventing bullying and to show care, respect and concern for each other.

5.2   As a School, we encourage anti-bullying by:

- Supporting anti-bullying week through assemblies & form activities;
- Encouraging the School Council to be actively involved in anti-bullying policies & procedures;
- Providing a range of curriculum opportunities to develop students' social & emotional skills, including resilience & fostering positive relationships;
- Using peer mentors;
- PSHCE provision;
- Displaying posters in form rooms;
- Providing information in the School planner;
- Home School Agreement;
- Supervised lunchtimes & break times;
- Increasing staff awareness & knowledge;
- Carrying out a biannual survey of students;
- Ensuring the profile of anti-bullying remains high through the actions of the whole school community.

5.3 We also:

- Involve parents/carers & students so that they are clear in their role in preventing & reporting bullying;
- Regularly update our policies & procedures related to anti-bullying & behaviour;
- Encourage & celebrate the diversity of the School's community;
- Refer to external agencies for support & guidance if needed;
- Provide effective staff training;
- Work with the wider community;
- Make it easy for pupils to report bullying by creating a safe environment.

Section 6:   Identifying Bullying

6.1   We work hard to promote an 'it could happen here' culture with staff, parents, students and governors. We encourage the school community to be vigilant, to look out for one another, and to report anything they feel may compromise the safety and welfare of anyone.

6.2   Some indicators of bullying may include:

- Refusal or reluctance to attend school;
- Not wanting to travel to or from school on their own or on the school bus;
- Complaining of not feeling well to avoid school;
- Looking withdrawn, nervous & frightened;
- A rapid decline in academic performance;
- A reluctance to be involved in extra-curricular and out of school activities;
- Asking for extra money, food or equipment;
- Repeated incidences of broken and damaged equipment/personal property;
- Becoming aggressive, rude or disruptive;
- Self-harm/talk of running away/low self-esteem;
- The bullying of others.

6.3   We would investigate any of the signs listed above as they may indicate bullying or an underlying issue related to the individual's safety and welfare. This is not an exhaustive list; nor do the signs mean a person is definitely being bullied.

Section 7:   Reporting & Recording Bullying

7.1   All reported concerns about bullying will be dealt with swiftly and sensitively. We encourage the student, their friends or parents/carers to talk to the School if they have worries or concerns about bullying. It is important that the School is made aware of issues so that we can deal with the situation swiftly. Students can talk to any member of staff about bullying; we also have trained sixth form peers members with whom they can talk.

7.2 When a bullying incident is reported, staff (or peer mentors) will act upon the report:

- Giving reassurance that the person has done the right thing by telling someone;
- Listening to the views of all sides involved, and taking a written record of events;
- Informing relevant form tutors and/or Heads of Year (who will contact parents);
- Taking steps to try to ensure that the bullying stops;
- Imposing sanctions against the bully/ies where appropriate;

- Taking steps to change the attitude and behaviour of the bully/ies, as well as ensuring access to any support that is required;
- Providing support for the individual who has been bullied and monitoring the situation over the following weeks.

7.3   All incidents of bullying will be recorded. This will allow us to monitor incident numbers and identify patterns with students involved. We can monitor our procedures to ensure they are effective.

7.4   There may be circumstances when it is felt that the bullying incident should be addressed as a child protection concern under the Children Act 1989. If this is the case, because there is reason to suspect that the child may be suffering, or is likely to suffer significant harm, the incident will be passed to the Designated Safeguarding Lead. This may then involve liaison with Children's Service and/or the police.

Section 8:   Consequences & Support

8.1   We will assess the situation to determine the appropriate course of action. It will be necessary to understand and distinguish between facts and opinions and be sensitive to those concerned.

8.2   As all students are unique and all situations different, each case would need to be discussed and referred to the relevant person/people:

- Form Tutors;
- Pastoral Support Staff;
- Head of Year;
- Senior Leadership Team;
- Designated Safeguarding Lead &/or Deputy DSL.

8.3   The following strategies may be used to resolve the incident:

- Discussion & resolution with those involved;
- Contact with parents/carers;
- Restorative work with those involved;
- Identified on the Cause For Concern list & interventions identified;
- Pastoral Support Plan;
- Support for the student who has carried out the bullying – investigate motivations;
- School sanctions.

8.4   Our aim is to support the student who has been harmed by bullying and to reinforce the message to our school community that bullying is unacceptable and will be dealt with seriously. Our disciplinary measures will be applied fairly, consistently and take into account the needs of vulnerable students. We aim to educate the bully/ies to understand why their behaviour is unacceptable and the implications it could cause.

Section 9: Bullying Outside of the School grounds

9.1   School staff have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, if it would be reasonable for the school to regulate students' behaviour in those circumstances.
(DfE Preventing and Tackling Bullying July 2017)

9.2   Where bullying outside school is reported to staff, the School, in consultation with parents/carers, will consider whether it is appropriate to notify the police. If the misbehaviour is thought to be criminal or pose a serious threat to the public, the police will always be informed.

9.3   More detailed advice on teachers' powers to discipline, including their power to discipline students for misbehaviour that occurs outside school, is included in 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' (DfE January 2016)

Section 10: Support for Staff

10.1   The bullying of staff, whether by students, parents or colleagues, is unacceptable and will be dealt with in an equally serious and sensitive manner.

10.2   If a staff member feels that they have been a victim of bullying they should report it to the Headmistress or the Chair of Governors.

Section 11: Legal Responsibilities

The Education and Inspections Act 2006 empowers all members of school staff to impose disciplinary penalties for inappropriate behaviour. It also empowers Headteachers, to such an extent as is reasonable, to regulate the behaviour of students when they are off the school site and not under lawful control or charge of a school staff member, (this is particularly pertinent to regulating cyberbullying).

Section 12: Advice & guidance

www.anti-bullyingalliance.org.uk
www.childline.org.uk
www.nspcc.org.uk
www.kidscape.org.uk
www.samaritans.org.uk
www.nhs.uk/Livewell/Bullying/pages/Bullyingadviceforparents