



**SECTION F  
WELFARE COMMITTEE**

(F10 Attendance and Punctuality  
Positive Behaviour for Learning)

F10.5 Anti Bullying Policy

Reviewed:	May 2019 (SLG)
Approved by Governors' Welfare Committee:	May 2019
Next Review Date:	May 2020
Person responsible for the monitoring, evaluation and implementation of this document:	Mr A Good

1. This Policy forms an integral part of the school's Safeguarding and Positive Behaviour strategies.
2. The policy falls under the direct purview of the Welfare Committee of the Governing Body.

Its application is regularly monitored and its effectiveness systematically evaluated by the Headteacher and Senior Leadership Group.

The operation of the Policy lies with the designated Assistant Headteacher who reports directly to the Headteacher.

### **RATIONALE**

It is of central importance to the school and the absolute right of every child that we provide a physically and emotionally secure environment where the needs of the whole child can be met. Both students and staff will develop their full potential when they feel happy, safe and valued, as part of the school community.

As stated in our School Values and Aims, Alder Grange School recognizes that academic success and personal achievements are intrinsically linked to physical and emotional well-being and high self-esteem. We believe that all young people have the right to be educated and all staff have the right to work in an environment which ensures well-being.

### **REQUIRED OUTCOMES OF THE POLICY**

The first purpose of this policy is the prevention of bullying behavior. This policy aims to raise awareness, and create an ethos of collective responsibility in which bullying behaviour is unacceptable, and fear of reprisal is removed, with the emphasis being on the prevention of bullying behaviour and the resultant incidents. This will be achieved by whole school cross "messages" from induction to departure i.e. curricular activities, involving all those in the school community – pupils, staff, governors and parents/carers/guardians and other agencies where appropriate. Awareness is also raised within the formal curriculum through IAG, Tutorial programme, ICT, Drama and within context, in English.

This policy provides guidelines and procedures to be followed in the event of proven bullying behaviour and suspected bullying behaviour. It works on the premise that bullying behaviour is a serious matter, and any incident will therefore be acted upon promptly and appropriately. However, it recognises that what is perceived as bullying behaviour can involve a complex chain of events and interpretations of those events so that each particular case needs to be dealt with on an individual basis.

## **DEFINITION OF BULLYING BEHAVIOURS**

The definition of bullying behaviour is as follows:-

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'

'Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to home circumstances
- Bullying related to sexual orientation
- Sexist or sexual bullying'
- Transgender bullying

This definition covers all types bullying behaviour with regard to *all* members of our school community, whether by pupils, parents/carers or other staff.

Bullying behaviour falls into two broad categories:

1. Emotionally harmful behaviour, such as taunting, spreading rumours and excluding people from groups, or cyberbullying which is the use of ICT, particularly mobile phones and the internet, particularly through social networking sites, to deliberately upset someone else.
2. Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if it is:

- Repetitive, willful and persistent
- Intentionally harmful, carried out by an individual or group
- An imbalance of power leaving the person who is bullied feeling defenseless

## **TO WHOM THIS POLICY APPLIES**

This policy applies to the whole school community including any incidents of bullying behaviour which encompass: child to child, child to adult, adult to child and adult to adult, both in school and on any extra-curricula activities, including educational and residential visits. The provisions of this policy will also be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc), and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff e.g. social media. Where an incident involves pupils from another school, Alder Grange School staff will liaise with colleagues from the relevant school. With all other incidents the pertinent agencies will be involved as appropriate.

## RESPONDING TO BULLYING BEHAVIOUR

### 1. Procedures for reporting bullying behaviour

- Staff Responsibilities

- a) Staff must be vigilant at all times, be aware that bullying can take the many forms as identified above, and may occur covertly in unstructured situations.
- b) All staff must be fully aware of and consistently apply the Anti-Bullying Policy.
- c) The first responsibility is to reassure the child. When in doubt staff should consult their line manager, but to facilitate clear lines of communication it is essential that staff inform Tutors and Achievement Leaders, who will monitor incidents and collect information from staff and students involved. Professional judgement must be applied at all levels when assessing the severity of any incident.
- d) Any adult suspecting bullying behavior by another adult must report this to SLT immediately. All incidences of bullying behaviour should be reported to AG+ as a potential safeguarding issue and/or the relevant Achievement Leader, and be recorded on a 'Bullying Incident Report' (appendix 1 refer), which will then be passed on to the designated member of the Senior Leadership Team. If staff themselves are victims of bullying behaviour by pupils, they should report it to the SLT (and it may be that extra support is required when facing an individual or class in front of whom they may feel humiliated or intimidated). In these cases consideration should be given to team teaching, class dynamics, assistance with assertive discipline and the offer of counselling.

If staff experience bullying behaviour by colleagues or other professionals, the following routes can be explored:-

- Line Manager Support
- Mediation
- Professional Associations and/or Trade Unions
- Outside agencies

#### Pupil Responsibilities

1. The school will make clear what exactly to do if a child is subject to bullying behaviour
2. All pupils have a responsibility to report any incidence of bullying within the school community and all pupils have a responsibility to support victims who are afraid to report any form of bullying issue.
3. The Senior Prefects with responsibility for Anti-Bullying will assist pupils where necessary.

In the event of being subjected to bullying behaviour they should:

- Tell friends/mentors/buddies/prefects
- Tell *any* member of the school staff
- Tell parents/carers
- Tell other professionals e.g. Social Workers, Nurses, Young People's Service

### Parent/Carer Responsibilities

Any parent/carers who is concerned that their child may be a victim of bullying behaviour or feel that their child is displaying bullying behaviours towards other pupils, should contact their child's Achievement Leader who liaises with the AG+ and designated A.H.T. and activates the relevant procedure. If the behaviour persists and/or the situation is unresolved, parents/carers should contact the designated member of the Senior Leadership Team.

### Visitor Responsibilities

Any visitors or other professionals to school, who become aware of bullying behaviour, should report it to a member of the school staff. It is the responsibility of the member of the school to pass this on to the Senior Leadership Team.

Visitors are made aware of this duty by means of:

- a leaflet provided for Supply staff (Assistant Headteacher: ITT and ICT);
- new staff induction (Assistant Headteacher: ITT and ICT);
- SCITT trainees (Assistant Headteacher: ITT and ICT).

## **2. Procedures for dealing with incidents, including follow up**

- If a pupil reports a bullying incident, it is important that they are listened to, taken seriously and it is investigated promptly;
- Reassure the child;
- The designated senior member of staff for the Anti-Bullying Strategy is the school DSL;
- Once an incident has been reported the information should be passed to the relevant tutor and Achievement Leader for action, where necessary parents will be informed. With specific incidents e.g. cyber-bullying, other staff may be consulted;
- If incidents persist or behaviours escalate, this should be referred to the designated SLT member;
- Any incident of bullying behaviour should be recorded on a 'Bullying Incident Report';
- A copy should be given to the AG+ Team;
- When parents are informed it is essential that a follow up call is made within two weeks, to ensure that there has been no continuation of events and that they have been made fully aware of any action taken;
- After a bullying incident, the AG+ Team will follow up with the victim that there have been no reoccurrences. If incidents have reoccurred, these should be referred to the designated member of SLT.

## **3. Procedures for recording bullying behaviour**

- A single central file is held for bullying incidents, where all incidents are recorded in year groups;
- All incidents should be noted by AG+ Team on the SIMs conduct log for all pupils involved;
- A copy of information surrounding the incident must be placed in the files of all the pupils concerned;

- The Assistant Headteacher (Behaviour) has oversight of all recording and follow up procedures, and will review the number of incidents and analyse any emerging trends on a half termly basis, including the identification of any trends regarding vulnerable groups;
- The number and types of bullying incidents will be reported to each meeting of the Governors' Pupil Welfare Committee. These will be in addition to an annual report to Governors which will include any trends and year on year comparisons.

#### **4. Procedures for dealing with complaints**

- The school will aim to resolve all incidents of bullying behaviour, however should parents/carers, staff and/or pupils have further concerns, in the first instance, an appointment should be made to see the Headteacher.

#### **5. Support for pupils, parents/carers and staff during and immediately after incidents**

- As with all safeguarding procedures, staff should reassure the victim, record what has happened and report it.
- Those involved in bullying behaviour will be given support which might involve:-
  - Peer Support
  - Individual time with a member of staff
  - Confidence and self esteem building activities
  - Involvement with outside agencies
- We also recognize that those involved in bullying incidents may need to learn specific skills and strategies in order to become more resilient, change behaviour patterns and enable them to become less passive and more assertive, thus discouraging repeated incidents, with possible follow-up at AG+ to support this.
- Parents/carers will be encouraged to work with the school in order to support any pupil who has been involved in a bullying incident, regardless of whether they are the victim or perpetrator.
- Those displaying bullying behaviour will be encouraged to empathise with their victims and to repair the damage that they have caused. After the incident has been dealt with, strategies and skills will be given to address aggression and to enable them build positive relationships with their peers. They will also be assisted to identify their strengths and positive qualities and encouraged to use these for the benefit of themselves and the school community.

#### **6. Sanctions and Other Range of Actions that may be applied**

- The school has a range of sanctions or other actions which will be applied on a case by case basis as outlined in the school's Positive Behaviour Management Policy.
- If a situation persists or is extremely serious, the involvement of the Senior Leadership Group, Governors, parents/carers, will be required. Other agencies, and/or LA may be involved/required. In cases where a person has been physically assaulted, the police may also be involved/be called in. In such cases, or where bullying behaviour is persistent, the instigator is liable to face the full range of school sanctions.

## **7. Intervention Strategies**

The school has a range of intervention strategies that can be applied in the event of an incident of bullying behaviour, a disclosure of bullying behaviour and in more complex cases. These may include:-

- The use of peer mediators
- Buddy schemes
- One to one support from staff members
- Restorative Approaches
- Mentoring by both staff and older pupils
- Use of the CAF process
- Appropriate referrals to others agencies
- Work with Parents/Carers
- Support and advice from a range of outside agencies

## **8. Preventative Measures**

The school will employ many strategies through which to ensure a safe and secure environment which , actively discourages bullying behaviour, and builds resilience and well being throughout the school community.

These include:-

- The prevention of bullying behaviour being integral to the overall school's Safeguarding Strategy.
- An 'open door' policy and a wide variety of teaching and non-teaching staff to support pupils.
- The use of Restorative Approaches across the school and the principles of a Rights Respecting School.
- Anti-Bullying themes in assemblies including the use of outside agencies to raise awareness of Cyber-bullying.
- An Acceptable Use policy for all ICT users.
- Link provided to CEOP (Child Exploitation Online Protection) via the School website in both Parents and Student zones
- Anti-Bullying strategy linked to the ICT policy, the Safeguarding Strategy, the Inclusion Strategy, the IAG, curriculum and tutorial programme and the SEND policy.
- Sessions for parents on cyber-bullying and internet safety
- On-going CPD for all school staff regarding Anti-bullying strategies, including sessions on recognising bullying behaviour for Welfare Supervisors.
- Consultation with pupils regarding 'hot-spots' for bullying type behaviour.
- Mediation Services run by fully trained pupils
- Mentoring by professionals from outside the school community
- Close work with Community Police Officers including regular pupil centred PACT (Police and Community Together) meetings.
- Regular monitoring to prevent any developing trends.
- Use of outside agencies and professionals.
- PAQs, Staff Qs, Parent Qs

## **9. Implementation**

- The implementation of the policy will be led by the Senior Leadership Team, with the expectation that *all* school staff will be involved.
- The Assistant Headteacher (Behaviour) will have responsibility to embed, monitor and evaluate the implementation.
- The School Council and Senior Prefect Teams will be integral to the implementation process.

## **10. Monitoring the Anti-Bullying Policy**

- The Assistant Headteacher (Behaviour) is responsible for ensuring the systematic collection, collation and analysis of data.
- The number and types of bullying incidents will be monitored including the identification of those involving vulnerable groups (see Inclusion list categories) and any emerging trends.
- The Assistant Headteacher (Behaviour) is responsible for ensuring that recording and reporting procedures are applied consistently.
- The effectiveness of the policy will be monitored through the use of both hard and soft data, including ongoing use of 'Pupil Voice' strategies.
- The following data sources will be used in the monitoring and evaluation process:-
  - The Pupil Attitude Questionnaire (PAQ)
  - The Kirkland Rowell Survey regarding parental views
  - Incident logs
  - Pupil Voice

## **11. Evaluation**

The Policy will be reviewed annually via the School Council and Welfare Committee of the Governing Body. This will be led by the Assistant Headteacher (Behaviour)

## **12. Conclusion**

This Policy is fundamental to the healthy life of a successful school community. All members of the school community are responsible for implementing this policy. This policy is based upon our School Aims and Values, the Code of Conduct and is compliant with statute and LA school guidance.

This policy dovetails and should be read in conjunction with the below school policies:

F10.1 Positive Behaviour for Learning and Personal Achievement

F1.1 Safeguarding Policy

F1.4 Social Media Policy

F1.3 E-Safety Policy

H5.3 Internet Usage (Pupils and Staff)