# LLISWERRY HIGH SCHOOL



# ANTI BULLYING POLICY

| Owner: | Mrs Evans |
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# LLISWERRY HIGH SCHOOL
# ANTI-BULLYING POLICY

**Remember Bullying is a whole school issue and affects us all.**

## 1.     Introduction:

Schools have a duty of care for pupils and staff alike and, to this end, Lliswerry High School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.  The policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

## 2.     Roles and Responsibilities:

**The Governing Body** will regularly review the Behaviour Policy which the Headteacher must consider, in determining measures to promote good behaviour and discipline.

The Governing Body may also bring to the Headteacher's attention such further measures as they consider necessary, and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of pupils.

**The Headteacher and senior pastoral staff** have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

**The Governing Body, Headteacher and Staff** will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

**All staff (teachers, support staff and volunteers)** share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently.

**Parents and Carers** will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences between themselves and other members of the school and the wider community.

In addition to the responsibilities which school staff have, parents and carers are expected

•       To be aware of the school's anti-bullying and behaviour policies and the approach used to respond to bullying issues;
•       To sign any appropriate home/school contract, and abide by that agreement;

- To work in partnership with the school on encouraging positive behaviour, valuing differences and promoting equality and sensitivity to others;
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children;
- To discuss regularly with their children any feelings and anxieties about school work, friendships and relationships;
- To inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life;
- To alert staff to information reported by pupils on incidents or any concerns arising about other pupil's behaviour and attitudes.

Parents/carers must not challenge perpetrators over any incidents of bullying themselves, they should always contact the Head of Year or other appropriate staff as soon as possible.

**Responsibilities Of Pupils:**

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

To ensure that our Anti-bullying strategies succeed, we need the help and co-operation of our pupils. Through discussion staff need to ensure that our pupils are aware of the following expectations of pupils:-

- To always tell a member of staff in person if they think bullying is taking place in school and use systems such as the Bully Box located opposite by the back door to report bullying if they are unable to do it face to face with staff
- To be aware of the school's ways of dealing with incidents of bullying and the kinds of support available;
- Not to become involved in bullying incidents or be a bully.
- To talk with their parents, carers or other trusted adult about any worries they may have;
- To support other pupils who may be being bullied;
- To value pupils differences and treat others with respect;
- To be particularly alert in places around the school where there is less adult supervision such as in the playground, toilets, corridors and on the stairs;
- To work with other pupils in helping the school to deal with bullying effectively such as through a pupil forum, participation in Protective Behaviours work or during other PSHE work in school.
- To contribute to class discussions, Protective Behaviours work, Assemblies and house group meetings, which may tackle bullying issues;
- To provide good role models to younger/less able pupils and to support them, if bullying occurs;
- To respond honestly to any pupil questionnaire about the way in which they feel bullying is dealt with in the school;
- To tell staff about any incidents of bullying they have seen or are aware of.

3.    **Definitions of Bullying:**

**Bullying behaviour** can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour could be intentional or unintentional and may be on-going. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

Bullying is <u>deliberately hurtful behaviour</u> that is intended to cause unhappiness or harm in a physical or emotional way to another individual or group.

Bullying <u>is not the same as</u> a one-off argument, fight or disagreement as it is usually repeated over a period of time or even towards a number of individuals.

There are four key characteristics:
• repetitive and persistent
• intentionally harmful
• involving an imbalance of power
• causing feelings of distress, fear, loneliness or lack of confidence

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. there is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them

2. there is a harmful outcome: a person(s) is hurt emotionally or physically

3. the act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via social media

4. there is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people

5. there is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

**Bullying behaviour** can be direct or indirect, simple or complex.

**Direct bullying** includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

**Indirect bullying** includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

**Cyber-bullying** uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night.

Bullying differs from **'friendship fall-out'**, or other aggressive behaviour:

Where there is bullying:
• there is normally a power imbalance so that the victim does not feel able to defend him/herself
• it is usually persistent but could be an isolated incident
• it might relate to racism (including derogatory comments or actions related to Gyspy, Roma and Traveller (GRT) pupils, homophobia, sexism, ageism

- it might relate to a disability or a special educational need (SEN). In these examples, victims may not be aware of being bullied
- there is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

**Why Bullying May Occur**

- Children are not always aware that it is wrong.
- They may be copying others or being encouraged by them.
- They may not have learned appropriate ways of interacting with others.
- They may be having a difficult time of their own, bullying can be a power trip.
- They may like the feeling of power over others.
- They have previously been/are being bullied themselves.
- They have no sense of achievement in other areas.
- They may have a very poor self-image.
- They need recognition from others and so they follow the bullies to be "friends".

**4.      Signs and Symptoms:**

A victim may indicate by **signs** or behaviour that he or she is being bullied.  These may include:

- reluctance to attend school
- unwillingness to travel on the school bus/public transport
- truancy from specific lessons
- damage to clothing or possessions
- 'losing' more items than usual
- unexplained bruises/swellings
- deterioration of school work/academic performance
- being afraid to use the Internet
- becoming jittery about receiving text messages
- unkempt uniform
- bullying towards siblings
- taking money without permission

**Symptoms** may include:

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess
- difficulty in concentration
- lack of motivation to complete work

**5. The Emotional Effects Of Bullying On The Victim**

- A feeling of not being liked.

- • Believing they deserve it.
- • Feelings of a loss of identity.
- • A lack of confidence.
- • Feelings of depression and helplessness.
- • Anger and frustration.
- • Irritability.
- • Being frightened to play outside.
- • Feeling useless.
- • Feeling there is nothing they can do to prevent bullying occurring.
- • In extreme cases, self-harming and suicidal tendencies may result

## 6. Reporting Bullying

Pupils are encouraged to report all forms of bullying, whether carried out by another pupil or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to a member of staff, a tutor, a Head of Year or Head of Key Stage. All staff should first immediately secure the safety of the young person before following the school's procedures.

**Teaching and non-teaching staff, who feel that they are being bullied** in the workplace, either by a staff member or by a pupil, can report their concern to their line manager or Headteacher. If such managers are involved, staff may contact the Chair of the Governing Body.

## 7. Responding to Bullying

Lliswerry High School adopts a three-stage approach to dealing with bullying:

Stage 1: Creating a safe learning environment and anti-bullying culture

The first stage is on-going, and involves measures designed to encourage pupils to behave positively towards one another, thereby discouraging bullying.

These measures include:

- • signing an Anti-Bullying statement at the transition stage
- • School Council designing an Anti-Bullying Charter and ensuring that all tutor groups are able to review the charter before a final copy is distributed
- • pupil supervision at non-lesson times
- • providing safe places for vulnerable pupils to go at break times and lunchtimes e.g. Inclusion room
- • supervision of corridors between lessons
- • opportunities for pupils to discuss bullying issues such as in Whole School tutor Period or a PSE lesson
- • assemblies

**Stage 2: If bullying occurs:**

**The Restorative Approach**

This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying, and encouraging perpetrators to take responsibility for their actions.

It may be appropriate to monitor the situation in the first instance, and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to hold a Restorative Justice meeting with all those involved. This might mean asking pupils, staff and parents to share their views within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. As a way forward, if thought appropriate and agreed upon, a contract would be written between the pupils.

There would then be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

**Stage 3: If those involved in bullying do not respond to the Restorative Approach**

If those involved do not keep to the agreements made at Restorative Justice Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use a range of sanctions, including loss of break time/lunchtime, after school detentions, internal exclusion or in extreme cases, fixed term or permanent exclusion.

It may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

**8.     Recording bullying and evaluating the policy**

When bullying of a pupil has been reported, statements will be taken from all relevant parties and stored on file.  Information from the statements will be stored on the School Information Management system (SIMS) as well as other communication with pupils and parents such as a meeting or telephone call.

The Local Authority are informed of the number of bullying incidents termly.

The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated annually.

**9.     Making a parental complaint**

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Head of Year should be contacted to discuss the matter.

However, if the appropriate Head of Year has already become involved, but the parent is still dissatisfied, then Head of Key Stage should be contacted.

**10.    Strategies for preventing bullying**

- Regularly addressed in assemblies
- Bully Box available for pupils to report incidences
- PSE (Personal and Social Education)
- Anti-Bullying Week in November
- Regular surveys to evaluate the current climate of the school
- Restorative Justice training

**11.    Links with other policies**

- Behaviour Policy
- Strategic Equality Plan
- Acceptable Use Policy – Internet Safety

## ANTI-BULLYING PROCESS

Always take all opportunities to encourage pupils to TELL on bullies, even if it is not them being bullied and know the school policy

If you become aware of bullying or it is reported to you always give all parties involved the opportunity to give their version of events, don't assume from a first account

Encourage the bully to see the victims point of view
Make it very clear that bullying is not acceptable
Be clear about the bullying behaviours shown/seen

Record bullying incidents on SIMS at all levels which fit the definition of bullying in the school policy
Consider if the bullying is part of a pattern for the child, check SIMS recordings for child to confirm

Sanctions for bullying to be put in place and recorded on SIMS

Parents and Carers to be informed of bullying issues (for both children being bullied and those doing the bullying)
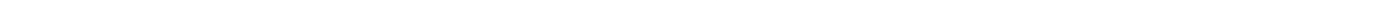
Ongoing/persistent bullying issues, where the bully has not responded to discussion and sanctions will be referred to SLT