



This policy will be monitored by
Last Reviewed Date

Educational Senior Management Team
April 2018

Policy for ANTI BULLYING

Aims

1. To create a culture in which bullying of any kind, either against students or adults is not accepted by any member of the school community
2. To create a culture in which bullying of any kind, either against students or adults is not accepted by any member of the school community
3. To provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly
4. To promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously.

Policy Statement

At Kellett School students have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms.

The school fosters a culture in which bullying of any kind, either against students or adults is not accepted by any member of the school community. As an organisation that is serious about child protection, we are serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our students.

Bullying can be defined as a deliberate and a repeated (over time) action to intentionally hurt another person or group physically or emotionally. It can be motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. See *Appendix 1*.

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the designated Child Protection Officer who will follow the correct procedures which may include referral to the authorities.

Guidance

Strategies

The school will work to prevent and eliminate any form of bullying by:

1. Promoting good behaviour and positive relationships in accordance with the school Policy for Behaviour and Discipline.
2. Making students fully aware of expectations through, for example, a list of expectations outlined in the student diary or planner.
3. Ensuring students understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend.
4. Promoting anti-bullying through education using the curriculum, tutorial and circle time and in particular the Global Citizenship programme to raise awareness of issues relating to bullying.
5. Informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it.
6. Providing counselling and help for victims of bullies and for bullies themselves.
7. Ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition.
8. Giving support to those involved in bullying to enable them to change their behavior.
9. Imposing reasonable, proportionate and consistent sanctions as and when necessary
10. Seeking the support of outside professional agencies as appropriate.
11. Developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring.
12. Familiarising all staff at Kellett with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly.
13. Ensuring staff know that by showing respect for all members of the school community, they act as good role models for students.

Procedures

It is important that all staff be alert to early signs of distress in students. If a member of staff witnesses a bullying incident, in any form, or is approached by a student about bullying, they should:

A. understand that they can radically affect the incidence of bullying and that it must always be taken seriously

B. investigates the incident without delay according to the agreed procedures that are as follows:

1. Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher.
2. Where an incident gives greater cause for concern and bullying is suspected, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved. The record of bullying should be passed to the Class teachers or Form tutors of the students involved.
3. The Class teacher or Form Tutor/Head of House will investigate the incident and see the student/s involved. The Phase Leaders or Head of House and the Deputy Head teacher should be kept informed of any instances of bullying.
4. Parents will always be informed if their child has been found to be either a victim or a

- perpetrator of a bullying incident.
5. Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
 6. If a first offence is of a serious nature, the Head of School should be informed.
 7. Bullying which has been recurrent or persistent, should be discussed by the Phase Leaders or Head of House with the Deputy Head and/or the Head of School.
 8. It should always be acknowledged that on rare occasions some students set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
 9. Sanctions imposed will be relative to the age of the student. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the Policy for Behaviour and Discipline.
 10. The school will continue to monitor the wellbeing of the victim and the behaviour of the bully and meet with the victim on an agreed review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped then staff are informed. If the bullying has not stopped the Head of School or Deputy will then take appropriate action.
 11. May formally record the incident on the pupil(s)' files for serious or incidences where initial intervention has not been successful.
 12. Giving general information to all staff, through staff briefing, staff meetings or email of concern, detailing incidents of bullying, mentioning the type of incident and the individuals involved.
 13. The above process and sanctions should impress on the person instigating any act of bullying that:
 - a) their action is totally unacceptable;
 - b) it is meant as a deterrent to enabling repeat behaviour and
 - c) it is a signal to other members of the community that bullying is not tolerated

Playground Management

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of students. In the case of minor misbehaviour – a student will be given the chance to apologise to the victim – this may stop the situation getting out of hand. Staff will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

Appendix I

Bullying can be:

Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, emails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

Cyber – not occurring face to face but rather through technological means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.

Racist - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

Cultural – focusing on and/or playing off perceived cultural differences or similar.

Sexist – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.

Sexual - is unwanted or inappropriate physical contact or sexual innuendo.

Homophobic - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.

Religious – Attacking faith, belief, religious practice or custom.

Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) (Dyslexia, Dyscalculia and Dyspraxia).

Verbal – name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and

Written – spreading rumours, writing or printing unkind or malicious on paper.