



# **Little Heath School Anti-Bullying Policy**

**Revised 28/01/2019**

**This policy was adopted on 06/03/19  
The policy is to be reviewed on 27/01/21**

**Signed ..... Chair of governors)**

## Introduction

At Little Heath School, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly, atmosphere.

Little Heath School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting our school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective pupils on our website, on request and for perusal in the school office during the school day. It is also available and known to staff and pupils, including recently appointed staff.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. This policy applies to all pupils in the school, and has been written with regard to the Department for Education (DfE) guidance *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies*, October 2014.

## Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007)*.

Bullying differs from teasing/falling out between friends and other types of aggressive behaviour in that there is a deliberate intention to hurt or humiliate, there is a power imbalance that makes it hard for the victim to defend themselves and it is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children and young people with disabilities are involved. If the victim might be in danger then intervention is urgently required.

## What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

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
- bullying relating to sexual orientation
- bullying of young carers or children looked after (CLA) or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Children Looked After, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

## **Signs of Bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:

1. Unwillingness to return to school;
2. Displays of excessive anxiety, becoming withdrawn or unusually quiet;
3. Books, bags and other belongings suddenly go missing, or are damaged;
4. Change to established habits;
5. Diminished levels of self-confidence;
6. Frequent visits to the school office first aider with symptoms such as stomach pains, headaches, etc.;
7. Unexplained cuts and bruises;
8. Frequent absence, erratic attendance, late arrival to class;
9. Choosing the company of adults;
10. Displaying repressed body language and poor eye contact;
11. Difficulty in sleeping, experiencing nightmares, etc.;
12. Talking of suicide or running away;

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

### **How May a Victim Find Help?**

If a pupil thinks that he or she is being bullied, the first step is to talk to someone that he or she can trust. It is important to know that he or she may speak confidentially to someone. This person might be a friend, class tutor, another teacher, a parent or the Head. A victim should never keep silent: sharing anxiety is the first and most important step.

If a pupil, teacher or parent knows someone who is being bullied he or she must take action. The first person to be told should usually be the victim's tutor. It is the responsibility of the tutor to handle the problem with sensitivity and with support for those involved. However, if the tutor cannot be told for some reason, then any teacher or other member of staff, or the Head should be involved. Wherever possible parents of a pupil should be involved, though a pupil's concerns would have to be considered in this respect.

### **Preventative Measures**

We take the following preventative measures:

Little Heath uses appropriate methods to help prevent bullying including the use of computerised Individual Monitoring Records of behaviour. (IMRs)

All pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.

1. Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
2. During lessons, such as PSHE and RE teachers openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as children looked after or those with caring responsibilities;
3. Teaching pupils that using any prejudice based language is unacceptable;
4. All new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their Induction Programme at Little Heath School. They are required to read the school's policy as part of their induction;
5. We use appropriate Assemblies to explain the school policy on bullying. Our Personal, Social & Health Education (PSHE) programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other;
6. the curriculum should incorporate the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills;
7. As and when appropriate pupils will be asked to write a set of school rules, sign a behavioural contract, write stories and draw pictures about bullying, read therapeutic stories about bullying or have them read to them in a class or year group, key stage, group or whole assemblies, making role-plays and having discussions either 1:1 or in a group about the effects of bullying. Use of other agencies to help get the message across to pupils, that bullying is an unacceptable form of anti-social behaviour.
8. All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place;
9. All reported incidents are recorded and investigated at once. We always monitor reported incidents;

10. We have a strong and experienced team of Key Stage Leaders who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying;
11. Staff are always on duty at break times and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour;
12. The school displays advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline and National Society for the Prevention of Cruelty to Children (NSPCC);
13. All pupils have access to a school telephone, enabling them to call for support when appropriate;
14. We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils;
15. We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. It can involve social networking sites like Facebook, emails and mobile phones, used for SMS messages and as cameras.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available via the DfE website.

## **Cyberbullying – Preventative Measures**

In addition to the preventative measures described above, Little Heath School:

1. Expects all pupils to adhere to its policy for the safe use of the internet. Certain sites are blocked by our filtering system and our Information and Communications Technology (ICT) Department monitors pupils' use;
2. May impose sanctions for the misuse, or attempted misuse of the internet;
3. Issues all pupils with their own personal school email address;
4. Offers guidance on the safe use of social networking sites and cyberbullying in PSHE/Computing lessons;
5. Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
6. Mobile phones are not permitted for use during the school day.

## **Procedures for Dealing with Reported Bullying**

We wish to establish an atmosphere within the school which discourages bullying and where such an activity is challenged. We hope that some of the issues raised in the Personal, Social and Health Education (PSHE) programme will help to establish a more secure environment through a preventative approach, but this is, of course, everyone's responsibility.

There will remain the need to react decisively to resolve immediate problems:

1. Unquestionably the direct response of an adult or someone with the natural authority to do so, simply telling a pupil formally and authoritatively that his or her behaviour has to stop can be productive in halting one-to-one bullying;
2. But in the case where a larger group is the source of bullying, where they are caught in a collective experience, there needs to be an attempt to encourage individual rather than group responsibility.

All reported incidents will be taken seriously and investigated involving all parties.

### **If an incident of bullying is reported, the following procedures are adopted:**

1. The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved and complete and IMR;
2. He/she will inform an appropriate senior member of staff.
3. At a level appropriate to the pupil's understanding, the pupil bullying will be supported to understand the impact of their behaviour. Where necessary, meaningful sanctions will be applied to support them in changing their behaviour ( e.g. spending their free time in writing a letter of apology to the pupil being bullied).
4. Where possible, and without causing further distress, the pupil bullying and the pupil being bullied should be brought together so that the pupil bullying can apologise and both pupils can hear a clear message about bullying not being tolerated at Little Heath;
5. When bullying occurs, we will contact the parents of the pupils involved at an early stage;
6. We recognise that suitable support is needed both for young people who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures;
7. All staff will be informed;
8. In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Children's Services. However, it is the policy of Little Heath School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and reported a senior member of staff. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors in an anonymous format as part of the Termly report.

### **Making a More Secure Environment**

If a pupil feels unhappy or nervous about a teacher or other member of staff, he or she should tell any member of staff that they feel comfortable talking to, including the Head.

The PSHE programme will endeavour to tackle issues and offer solutions to problems.

If parents think that their son or daughter is being bullied, it is important to contact the school straight away, usually through the form tutor. The school needs the support of parents in responding to the problem.

Every pupil has the right to a safe environment in which to grow, to be happy and fulfilled. It is the duty of the school to provide these safe surroundings for all its pupils. A successful anti-bullying policy depends upon support from parents, staff and pupils. Little Heath School encourages comment on this policy from anyone in these three groups.

## **Links with other policies**

Pupil Behaviour, Sanctions and Rewards Policy

Child Protection and Safeguarding Policy

Equal Opportunities Policy

PSHE Policy

Complaints Policy and Procedure

## **Organisations which can help:**

- Bullying UK  
[www.bullying.co.uk](http://www.bullying.co.uk)  
Website where pupils, parents, teachers and youth organisations will find advice and updated content on school bullying issues.
- Advisory Centre for Education  
[www.ace-ed.org.uk](http://www.ace-ed.org.uk)  
Advice line: 0300 0115 142 (Mon-Wed, 10am – 1pm, term time only)  
Free advice line for parents on all matters concerning school.
- Family Lives  
<http://familylives.org.uk>  
Free Parentline: 0808 800 2222  
UK registered charity that offers support to anyone parenting a child

## **Specialist organisations**

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/>.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.10

## **Cyber-bullying**

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- Digizen: provides online safety information for educators, parents, carers and young people.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

### **LGBT**

- EACH: (Educational Action Challenging Homophobia): provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND**

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

### **Racism**

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural Diversity.