



The White Hills Park Federation Trust
A Culture of Excellence

Anti-Bullying Policy

Policy Date: March 2017
Review Date: April 2019 with input from Lorna Naylor
Notts CC Anti-Bullying Coordinator

The policy takes into account guidance from the Government who has made preventing and tackling bullying one of its top priorities because pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

It also takes into account the Ofsted framework (2012) which will use 'behaviour and safety' as one of its key criteria for inspections.

As a reference when compiling this Anti Bullying Policy we have taken into account the following National and Local documents:

National

- Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, (June 2011)
- Behaviour and Discipline in School- Guide for Head Teachers and School Staff (July 2011)
- Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

Local

- Anti-bullying Policy Development : Guidance for schools (June 2008)
- Nottinghamshire County Council Anti-bullying Policy (revised 2011)
- Nottinghamshire County Council Anti-bullying Policy Young people's Version (2009)
- Nottinghamshire Guidance For Schools: Bullying and Prejudice-Related Incidents January (2015)

Introduction

At The White Hills Park Federation Trust we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe or are concerned about the safety of someone else.

The expectations we have of students

- Show respect for other people and the school
- Use appropriate language and behave in a sensible manner
- Act responsibly at all times
- Follow instructions, first time, every time
- Arrive on time, fully prepared to learn
- Never bully others

Six steps to success

- We come to school ready to learn by being on time and having the correct equipment and uniform
- We respect staff, students and visitors
- We use polite language
- In lessons we listen carefully, follow instructions and work to the best of our ability
- We move around the school sensibly and care for our environment
- We make sure IPODs, MP3 players, mobile phones or similar electronic devices are not seen or heard on the school premises

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- through regular agenda items at staff meetings, consultation documents, surveys
- Directors - discussions at directors meetings, training,

- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meeting sand parents forum groups. The Anti Bullying Policy is available through the Federation Website and also available upon request.
- School and Federation Council had an involvement in the formulation of the policy during a series of both school and cross Federation Council Meetings.

This policy is available

- Online at www.whpfederation.org
- In the school prospectus
- From the school office

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the Directors, parents/carers, LA and outside agencies. SLT and Deputy Heads Inclusion will have general responsibility for handling the implementation of this policy.

Persons with responsibility on the following sites are:

Alderman White School:	Mrs S Plimmer
Bramcote College:	Mr J Macdonald
The Bramcote School:	Mr Broadley

Their responsibilities are:

- Policy development and review involving pupils, staff, directors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Director with the responsibility for Anti-bullying (Behaviour) is: - Mrs R Brittle.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- 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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- 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:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including gypsy ,Roma and travellers
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

Schools and other public bodies now have to be more proactive and go beyond non-discrimination by advancing equality. We will record these types of bullying and report them to the local authority for monitoring purposes

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

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

Prejudice Related Language

Homophobic, transphobic and disablist language includes terms of abuse used towards lesbian, gay, bisexual, transsexual young people and young people with a learning or physical disability. It is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in of school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudiced /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff

- individuals or groups

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Staff should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- arrives home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour.

All students are encouraged to speak with any adult regarding issues of bullying and any reported incidents will be investigated and appropriate actions taken, in line with the schools behaviour policy.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures

As a result of an investigation into allegations of bullying some or all of the following strategies may be utilised.

- Interviewing all parties

- Informing parents
- Implement appropriate disciplinary sanctions in accordance with the WHP Behaviour Policy.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the student(s) who reported the situation, including parents/carers where appropriate.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded on the Students individual conduct logs.

Prejudice related bullying should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August2014) These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

The policy will be reviewed on a two yearly cycle and amendments will also be made when appropriate.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our students within the White Hills Park Federation of Schools we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

Prevention is clearly the strategy of choice. This will be addressed in a variety of ways:

- At whole school level – through assemblies when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. Assembly time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.
- Anti-Bullying Week in November will be used as an opportunity to raise the profile of this issue.
- At classroom level – especially through PSHE and Modern Studies the focus will be on developing strong anti-bullying messages.
- The White Hills Park Federation recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents. The Learning Support Bases and Student Services areas will be particularly used to provide support for vulnerable students. .
- Students will have the opportunity to contribute to the school's Anti-Bullying Policy through Federation and School Councils.

- Senior Students will be available for those students requiring extra support and be encouraged to organise anti-bullying campaigns in school and discourage the “bystander culture”.
- Restorative Justice
- Stereotypical views are challenged and pupils encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, age, religion, sexuality, ability or disability.

In addition to the above:

1. Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.
 - Involvement in SEAL including Anti-bullying unit.
 - Modern Studies lessons and cross curriculum including specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Programmes for vulnerable groups or groups involved in bullying
Counselling and/or Mediation schemes

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

2. Support for parents/carers
 - Parent forum
 - Parent information events/information
3. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

Behaviour Policy – and also in relation to Physical Intervention if appropriate.

Safeguarding Policy

E-Safety Policy/Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Homophobia, SEN and Disability

PSHE and Citizenship Policy

Confidentiality Policy

Complaints Procedure

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies,

Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011

Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Guidelines for the Development, Implementation and Review of an Anti-bullying Policy.

August 2015

Nottinghamshire County Council Anti-bullying policy (2014)

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications

Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications