



Anti Bullying Policy

July 2008

The Policy

Our policy was rewritten in response to a questionnaire carried out by the school council in 2008, where over half the school responded. Staff and students were involved in discussions.

The policy works in conjunction to the school's Equal Opportunities Behaviour and Racial Harassment Policies.

Definition of Bullying

Is deliberately hurtful behaviour (including being aggressive), often over a period of time (DCSF). The main types of bullying are:

- Physical: Hitting, kicking, taking belongings, including money.
- Verbal: Name calling, insulting, making offensive remarks (including email/text comments, sending degrading images, including filming other students without consent, by phone or via internet, producing offensive graffiti.)
- Indirect: Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours etc.

Bullying also includes racial, sexual, disability harassment.

Aims

To provide a safe, secure and happy environment, where all students can be happy together and where they can flourish (this includes journeys to and from school).

Objectives

- To create a learning environment in which:
 - the contribution of all students valued.
 - stereotypical views are challenged and students learn to appreciate and view positively differences in one another whether arising from race, culture, gender and sexuality, ability or disability.
 - Students learn to take responsibility for their actions and behaviour both in school and in the wider community.
 - All forms of bullying and harassment are challenged
 - Students are supported to develop their emotional skills.
- To reduce incidence of bullying in school.
- To make students and staff aware of what constitutes bullying.
- To make students and staff fully aware of what do if bullying is occurring.
- To inform students and staff of the strategies and procedures to combat bullying.

Strategies to Combat and Reduce Bullying

- Have effective recording systems in place in school (SIMs incident log and student incident forms).
- Listen carefully to students and give them the opportunity to express their views and opinions.
- Use resources, e.g. Parent Line 'How to deal with bullying', Kidscape advice etc, to help students and parents.
- Bullying to be discussed with Student Council.
- Poster campaign to raise profile and inform students where to get help.
- Raise profile by having an annual 'anti bullying week' (November).
- Counselling service to help students.
- Have a range of activities at lunchtimes and after school to stop students becoming bored and to keep them out of trouble.
- Challenge homophobic, sexist, disability tolerance or racist language and behaviour.
- Offer assertiveness training to possible victims.
- Involve other agencies where applicable.
- Offer support and advice to perpetrator in order to modify future behaviour.
- Involve parents (both victims and bullies).
- Students sign up to 'Acceptable User Policy' (ICT).
- Raise profile with Year 7 in November – 'Pledges'

Sanctions

Where students do not respond to strategies the following sanctions could be used:

- Withdrawal of lunchtime and break-time privileges.
- Detentions.
- Withholding school trips and activities.
- Removal from a tutor group.
- Moving teaching sets.
- Education off site.
- Fixed term exclusions.
- Managed move to another school.
- Where serious violence is involved or persistent bullying continues the Head Teacher may exclude the bully permanently and the Police may be involved.

Interventions/Procedures to Follow

If teaching and other classroom staff are aware of bullying:

- If applicable deal with the situation but ensure that the Head of Year is informed (incident sheet). If you do not know the students concerned, pass on to Head of Year in writing.

Lunchtime Supervisors:

- Offer support where needed.
- Tell Senior Supervisor on that day.
- Pass on concerns to Head of Year.

Hanson School Anti Bullying Policy

Receptionist:

- If parents come into school to report bullying tell the Head of Year, if year staff are not available tell Deputy Head Teacher (Behaviour, Key Stage).

Students:

If students who are aware of bullying of other students:

- Remember no matter what the bully says, asking for help will only make the situation better.
- Tell your form tutor (if the people concerned are in your form) or tell your Head of Year.

Victim:

- Remember no matter what the bully says, asking for help will make the situation better not worse.
- Tell a friend, who can see the Head of Year or who can go with you to the Head of Year.
- Tell your form tutor.
- Tell any other senior members of staff.
- Tell your parents and ask them to let your Head of year or Deputy Head Teacher know.

Head of Year:

- Record all incidents (victim and bully).
- Keep factual incident report in student's file (victim and bully). Ensure it is entered on SIMs, fill in bullying incident sheet (see Key Points for all Staff).
- If a minor incident – counsel the students concerned and offer support where needed.
- If more than one incident or of a more serious nature, inform parents of both victim and bully.
- Use resources to help students understand their actions and how these make the victim feel.
- Use the Student Development Centre for the relevant support.
- Use sanctions as necessary (see strategies).
- Use Pastoral Support Plans to help modify behaviour.
- When needed refer the victims to Learning Mentor for self esteem training.
- Seek support from outside agencies, social workers, education psychologist CAMHS (Child and Adolescent Mentors, Health Service), YOT (Youth Offending Team).
- Persistent offenders refer to Deputy Head Teacher – Behaviour.
- Follow up incidents to check that the bullying has not resumed.

Senior Staff:

- Support the Year Leader as above.
- If all of the above have been carried out and there has been no improvement in the situation, refer for a fixed term exclusion. The police may be involved.
- If serious violence is involved or persistent bullying continues the Head Teacher may permanently exclude the bully and the Police may be involved

Key Points For All Staff

- All bullying incidents are reported to the Local Authority (in categories Race, Religion and Culture, Special Education Needs, appearance or health conditions, sexual orientation, young carers or Looked After Children or related to home circumstances, or sexist or sexual bullying).
- Never ignore a suspected bully.
- Listen carefully to all accounts, as it is unwise to make premature assumptions as several people all saying the same does not necessarily mean they are all telling the truth.
- Adopt a problem solving approach to move people on from justifying themselves or their actions.
- Follow up repeatedly to check bullying has not resumed.
- It is important that all staff model positive relationships.

Intervention Techniques

Curriculum Support

- PSHCE
- Citizenship
- English
- History.

Training Policy

Teaching Staff:

- Policy in staff handbook and on intranet.
- Input through year meetings to reach all teaching staff.

New Staff to School:

- Discussed in induction programme.

ITT Students:

- Discussed in induction programme.

Support Staff:

- Policy in staff handbook.
- Induction Programme.

Lunchtime Supervisors:

- Advice in Lunchtime Supervisors booklet (to include hints on what to look out for).

Associate Staff:

- On job training for pastoral and support staff.

Support for Non-Teaching Sessions

- Different areas available for different years at break and at lunchtime.
- Students to walk on left to make movement between lessons easier.
- Older students to work with younger students.
- Activities available at lunchtime and after school.
- School dining area open at 7.30am so students are supervised and not left outside before school.
- Vulnerable students given 'safe' areas where there is supervision.
- Staff on duty at break and lunchtime.
- Staff on gate duty at the end of school.
- Students in the Exclusion Room who will finish later, escorted of the premises by Exclusion Room staff.

Policy Written	May 2002
Endorsed by	Senior Staff Governors
Policy implemented	September 2002
To be updated	Annually
Last Updated	July 2009

Signed by Chair of Governors:
Date: