



Anti-Bullying Policy

Update October 2016

Date of approval and adoption _____

Date for the next review - October 2018

Development, dissemination and location

The draft policy will be reviewed by Giles Voice, Governors Student and Staffing sub-committee and SLT. It will also be e-mailed to all staff for consultation and explained to all students in assembly.

Once approved by all the above it will then go to the full Governors meeting for formal adoption.

A reference copy will be kept in the Staff Handbook in the Head's PA office. It will also be stored on the staff drive (Y drive), in the Staff Handbook/Policies. It will also been made available on the school website.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school, in conjunction with the Attitude and Behaviours Policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and students.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

What Is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence, theft
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

As a school we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- At Giles Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- All staff are more responsive when students report being bullied
- More students saying they will not bully

- Fewer incidents of bullying

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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
- comes 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 bullying other children or siblings
- stops eating
- 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

Procedures

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded on Facility with a referral to the HOY. Any incidents of bullying will be reviewed regularly every two weeks when the HOY meets with their Line Manager (Heads of Lower School, Upper School and Sixth Form).

2. Form tutors will be kept informed and if it persists the form tutor will advise the appropriate members of staff.
3. In cases of serious bullying, the incidents will be reported in writing to the Head of Lower School/Upper School/Sixth form and/or Head teacher who will interview all concerned and update the records. Incidents will be discussed at Governors sub-committee that deals with student issues if they have led to exclusion (fixed or permanent). Parents will be kept informed and in serious cases will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. Any discipline must take account of special educational needs or disabilities that the students involved may have.

The following disciplinary steps can be taken:

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, e.g. official warnings to cease offending, detention (break, lunchtime or after school), exclusion from certain areas, time in Learning Support Centre at break and lunchtimes or possibly all day.
2. In serious cases, fixed term or even permanent exclusion will be considered.
3. If possible, the students will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the student
- offering continuous support
- restoring self-esteem and confidence.

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student

Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

Other actions

- Raising awareness through PLC, assemblies and lessons
- Post incident support for victims and follow up to ensure no repetition
- Staff training
- Launching, publicising and celebrating the policy

References

<https://www.gov.uk/bullying-at-school/the-law>

This policy uses guidance from KIDSCAPE, as well as Cornwall Healthy Schools Programme and

<http://www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/>

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900

Bullying UK <http://www.bullying.co.uk>

Kidscape <http://www.kidscape.org.uk>

Bully busters <http://www.bullybusters.org.uk/>

The Anti-Bullying Network <http://www.antibullying.net/index.html>

Beat Bullying <http://www.beatbullying.org>

BBC Bug Bears <http://www.bbc.co.uk/cbbc/bugbears>

Respect Me <http://www.respectme.org.uk/>

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.



<http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx?clid=CLjztc61np4C>

1. Implementation and Monitoring

How will you know whether the objectives have been met?

- ✘ How is the policy to be implemented in practice?
- ✘ How will the policy be monitored and reported in school?
- ✘ Who has responsibility for monitoring?
- ✘ How will you know what has happened as a result of your policy? (*important outcome information that can be used in your self validation process for Healthy Schools status*)
- ✘ **Conclusion**

An overarching statement summing up the importance of the policy could be given.

Bullying: Definitions

Important to come to an agreed understanding of what bullying is, perhaps through the consultation process.

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

Physical (hitting, kicking, theft)

Verbal (name calling, racist remarks)

Indirect (spreading rumours, excluding someone from social groups)

From DfES Bullying: Don't Suffer in Silence, an anti-bullying pack for schools

(2002)

This definition from a Warwickshire CC links a definition of bullying with the Every Child Matters outcomes:

“Bullying is when a person, or people, over a period of time make you:

- Feel ‘badly different’, alone, unimportant and/or unvalued
- Feel physically and/or mentally hurt or distressed
- Feel unsafe and/or frightened
- Feel unable to do well and achieve
- Feel unable to see a positive future for yourself”

Scope

Schools are legally responsible only for incidents of bullying which occur on school premises. But the school could include in the policy a concern about pupil welfare and conduct outside school and address issues that arise when reported to them.