Anti-Bullying Policy

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1. Introduction

Bullying in any form is unacceptable. As a school, Baysgarth reinforces the key values of PRIDE which include the values of mutual respect, collaboration and community very highly and use them in order to reinforce this statement.

Baysgarth School works to meet its responsibilities to 'safeguard and promote the welfare' of all students (Education Act 2002), to 'prevent all forms of bullying' (Education and Inspections Act 2006) and to promote a common understanding of what does and does not constitute bullying.

Aims
- To clarify what is meant by "bullying" and raise awareness.
- To suggest strategies by which bullying can be prevented, or at least minimised.
- To provide strategies by which bullying can be dealt with by students and staff.
- To ensure a consistent approach to bullying issues.
- To provide a framework to support any discussion of bullying, e.g. in Tutor time, ICE sessions and across the curriculum.

2. What is bullying?

Bullying is 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DSCF 'Safe to Learn: Embedding Anti-Bullying Work in Schools', 2007). Bullying can be carried out by an individual or a group and is usually repeated over a period of time. Bullying is used to create an imbalance of power between groups or individuals.

Specific bullying relationships may include:
- Student on student;
- Student on staff/adult;
- Staff/adult on student.

Bullying can be divided into two main types, direct and in-direct bullying. These categories may involve all or some of the following:

Direct Bullying
- Hitting, pushing, teasing, spreading rumours.
- Name-calling, racial or sexual harassment, insulting of family members.
- Stealing, damaging possessions.
- Intimidation or extortion.
- Exclusion from peer group, turning friends against someone.

Indirect Bullying
- Cyber bullying
When a person or group of people uses the internet, mobile phone or other digital technologies to threaten, tease or abuse someone. They can target someone via:
- E-mail
- Instant messaging and chatrooms
- Social networking sites
- Mobile phone
- Abusing personal information, e.g. posting photographs or personal information without permission

Anyone can be bullied. Bullying can take place for many reasons, or no reason. Bullying relates to difference – this can be real or imagined. These differences could be:
- Appearance
- Ability
- Health
- Family/home circumstances
- Social class
- Race, religion or culture
- Disability/SEN
- Sexual orientation (e.g. Homophobia)
- Gender/transgender

3.   How significant is this problem?

Bullying is a significant problem throughout the country. According to a recent national Government Survey (DSCF: Tell Us 4 2010), 25% of children often worry about bullying. A further 46% of children stated that they had been bullied whilst in school, with 29% stating that bullying had occurred in the past year.

Baysgarth School is committed to ensuring that students are safe from bullying and if it does occur, students know how to recognise it and how to report it so the school can deal with it.

Responsibilities

It is everyone's responsibility at Baysgarth School to stop bullying. Each group has individual responsibilities that must be adhered to if bullying is to be tackled effectively.

Students
- Must not bully anyone else or encourage/support bullying in others.
- Must tell an adult (usually a member of staff or other trusted adult) if they are being bullied.
- Must act to prevent and stop bullying, by telling an adult if they know of or suspect any incidents of bullying.
- Must understand that being a 'by stander' is unacceptable and silence makes all students partly responsible for what happens to the victims of bullying.

Parents
- Must contact the school immediately if they know or suspect their child is being bullied in order to work in partnership with the school to bring an end to the bullying;
- This applies even if the child has asked for 'secrecy'.
- Must contact the school if they know or suspect that their child is bullying another student.
- Must share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

Staff
- Must always be aware and take action when there are concerns about bullying.
- Must ensure they listen to students.
- Must report and record all allegations of bullying following Baysgarth School's procedures.
- Must ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Governors
- Must ensure that Baysgarth School has an Anti-Bullying Policy and that it is regularly reviewed every two years.
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for anti-bullying.
- Must ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored and that this is reported to the Governing Body.

4.   What are our strategies for prevention?

a)   All staff will clearly state that bullying is unacceptable behaviour at Baysgarth School. Teasing and other 'minor' incidents should be addressed and discouraged. We will actively promote tolerance and respect for difference and diversity (e.g. relating to race, gender and disability).

b)   Every effort will be made to integrate all students into their tutor group and the wider school community. The tutor will try to achieve this by:
- Building a tutor group identity.
- Ensuring all members of the tutor group mix during tutor time through seating plans and organised activities
- Encouraging all students to participate in a wide range of activities, both in school and in their free time.
- Encourage students to be assertive, whilst respecting the needs and feelings of others.

c)   All adults will set a good example by working to establish positive relationships between staff and students, as well as between peers.

d)   Duty staff should:
- Engage with students positively in conversation, building strong relationships.
- Monitor student behaviour; if bullying is suspected they should report the behaviour of students concerned and take appropriate action, informing the relevant Learning Manager.
- Ensure the more isolated areas of the school are visited. These should include the area by the Skills Centre and the front of school.
- Supervise toilets ensuring students behave responsibly.
- Lunchtime supervisors.

e)   Regular information and teaching for students on anti-bullying by:
- Heads of House to include Anti Bullying in House assemblies.
- Anti-Bullying Week should be celebrated through assemblies and Tutor Time.
- Anti-bullying will be included in the ICE programme for all year groups.
- Website should provide contact details for students who wish to report bullying.

f)   Prompt arrival to registration and lessons reduces the opportunity for bullying to occur; attendance and punctuality will be monitored by Heads of House and Tutors. On-call staff will ensure students get to lessons promptly.

g)   The school Code of Conduct forbids bullying. This Code is re-issued at the start of each academic year. The Code of Conduct is in the Homework Planner.

h) Staff will consult with students to ascertain their views of bullying and its extent through the work of the student council.

i) School Behaviour Policy – Behaviour for Learning (sanctions and rewards) and SIMS Electronic System enables monitoring and evaluation of all types of bullying.

j) Senior staff greet each bus in the morning and speak directly to the driver and the students as they disembark. Bus Monitors and Prefects try to defuse incidents of bullying and report incidents to a member of the Senior Leadership Team.

k) Heads of House are on duty with their Houses at break times, so they are accessible for students to speak with them. Learning Managers are on duty each lunchtime to support students also.

l) Prefects are trained in anti-bullying and how they can support the members of their House. A peer mentor scheme will also offer support to students who are concerned about bullying.

m) Anti-bullying programmes are also arranged as part of the consequences of being involved in bullying.

n) The Inclusion Manager and Learning Managers regularly monitor, analyse and review data on bullying with the expressed aim of improving response and planning deployment of resources to reduce bullying.

All the points listed above make a contribution to the creation of a secure community in which students will feel safe. If students know that Baysgarth School actively wants to create a safe community, there should be the necessary level of trust to allow them to confide in adults if they are being bullied.

5.   What are the procedures by which we can deal with incidents of bullying?

General points
- All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying.
- It is the responsibility of Baysgarth School to assess the seriousness of the bullying and to determine the appropriate action that should be taken.
- Where necessary, parents will be engaged to ensure they are fully informed about what is happening and will be appropriately involved.
- We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour.
- In all cases, subsequent monitoring will take place to ensure bullying is not repeated.
- Baysgarth greatly values the close partnership between staff and parents, however if a Parent or Carer is concerned an issue has not been properly dealt with they should feel confident in expressing their concerns. All complaints should be made according to the school's Complaints Procedure.

Supporting victims of bullying
- Students are told to report bullying to their Tutor, Head of House, or other members of staff, with whom they feel comfortable.
- The member of staff will discuss the situation and make or ask the student to write a statement. When Heads of House are not involved directly, this information must be shared with them.

- The Head of House should consult with the Inclusion Manager and decide on the how to investigate the situation fully, obtaining witness statements in order to decide on the appropriate action. If a student is found to be a perpetrator of bullying, they should face the appropriate consequence as per the Behaviour Policy and complete the anti-bullying seminar.
- A range of solutions should be discussed to support the victim, e.g. peer support, mediation between victim and bully, 'circle of friends,' 'moving it away,' use of humour, parent involvement and behaviour contracts.
- Monitor and review progress, maintaining communication with parents, tutor etc.

NB. A complete record of the incident must be kept, whilst ensuring that the individual child's record conforms to legal requirements.

6. Sanctions against Bullying

A number of sanctions may be appropriate, depending on the individual case, but the sanction will be part of Baysgarth School's behaviour system. This policy should be read in conjunction with Baysgarth School's Behaviour Policy.

For severe incidents that go against Child Protection or Criminal Law Procedures, the school will consider whether to report them to outside authorities.

7. Supporting Victims of Bullying

Baysgarth School prioritises support for those suffering bullying. Once again a flexible approach is seen to be important, as well as the early involvement of parents. Support can be one of or a combination of the following:
- "Sanctuary"; either by providing a safe place or alternative ways of spending lunchtimes, e.g. supervised 'drop in' room.
- Involve peers, tutor, staff, peer mentors.
- Limiting opportunities for bullying by making colleagues aware of times when an individual has been bullied.
- Support group approach but identify and respond to patterns of bullying using appropriate levels of support and sanctions.

Victims and bullies may also be helped by our multi-agency partners, e.g:
- Education Welfare Officers, where bullying or fear of bullying is affecting attendance.
- Youth Advisor
- Counselling
- Peer mentoring
- Anger Management Course
- Social skills group
- Self esteem course
- Body image group

8. Supporting those Responsible for Bullying

At Baysgarth School, we strive to support those responsible for bullying, as well as the victims, in the hope that this will prevent further or prolonged incidences of bullying within the school. Support can be one of or a combination of the following:
- Facilitated restorative meetings;
- Positive behaviour plans;
- Attendance to anti-bullying seminars focusing on education them about the effect of bullying.

9. Monitoring

The Inclusion Manager records instances of bullying. These reports are communicated to the Governing Body as part of the Personal Development and Welfare Report. An Anti-Bullying Report is also submitted termly to the Local Authority.

Students will also be asked about bullying on the annual survey.

How do we ensure that people are aware of the Policy?

This Anti-Bullying Policy will be issued to all Baysgarth School staff and will be made available to staff, parents and students on the website.

Aspects of the Anti-Bullying Policy are delivered: by means of the ICE and Tutorial programme; via assemblies; and by the work of the Student Council and Peer Mentors. All students receive anti-bullying guidance at the start of the academic year. This will then be revisited during tutorial time.

Bus Drivers and Lunchtime Supervisors will be made aware of the key elements of the Anti-Bullying Policy by the Inclusion Manager.

Signed: _____ **Chair of Governors** **Date:** _____	**Signed:** _____ **Head Teacher** **Date:** _____