Copleston High School

Part of **GIPPESWYK COMMUNITY EDUCATIONAL TRUST**

Achieving success together

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

ANTI-BULLYING POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2019
Ratified by Copleston LGB	1.7.19
Date of next Review	Summer Term 2020
Responsible Officer	DSL – Mrs J Osborne
Policy Number	CS18

Introductory Statement

The governing body values the good relationships fostered by the school and expects that every allegation of bullying will be taken seriously. The issues surrounding bullying, for both victim and perpetrator, are complex and therefore should be investigated fully. We aim to be a school where all students feel confident to tell staff about their worries and concerns and we promote a positive social environment in which all children and young people feel valued and respected.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that because of the verdicts in bullying cases it must take note of bullying perpetrated outside school which spills over into the school. The school will do what is reasonably practicable to eliminate any such bullying.

AIMS

- to raise awareness of, and define bullying as well as gain an understanding as to why children bully;
- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where it is not an offence to tell someone about bullying; or

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- to promote positive attitudes in pupils (including assertiveness training).
- to promote safe and acceptable use of new technology inside and outside of school

Definition of Bullying

"A deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or a group."

National research confirms that bullying is a major concern for young people, their parents and carers and we believe everyone shares the responsibility to address it.

The negative effects of bullying are well documented and can have a devastating effect on children and young people including their physical, mental health, educational achievement, confidence and self-esteem.

Bullying May Involve The Following Behaviours:

Physical:
This is when a person is physically harmed. It can include being bitten, hit, punched, pushed, interfered with, having one's property destroyed or taken, extortion, being scratched, spat at, tripped up, having one's hair pulled or any other form of physical attack.

Non-physical - Verbal:
This can include abusive telephone calls, taunting, mocking, extorting money or material possessions, general intimidation or threats of violence, name-calling, racist, homophobic, transphobic, disabilist remarks or teasing, sexually suggestive or abusive language, spiteful teasing, making cruel remarks and spreading false and/or malicious rumours.

Non-Verbal - Indirect:
This can include purposeful and often systematic ignoring, excluding and isolating, gossiping, spreading rumours, deliberately ignoring, excluding, sending often anonymous poisonous notes and making other students dislike someone.

Non-Verbal - Direct:
This can include making rude gestures and mean faces and is often not regarded as bullying as it is seen as relatively harmless. In fact it may be used to maintain control over someone and to intimidate and remind them that they are likely to be singled out at any time.

Cyber-Bullying:
This type of bullying can occur as a result of: malicious texting, picture/video clip, email, bullying via websites (social networking and developing hate pages).

Bullying can be a combination of the above.

Bullying May Take Place For A Variety Of Reasons:

It may be related to one of, or combination, of the following:
• gender, race, culture or religion;
• special educational needs or disabilities;

• sexual orientation;
• economic circumstances;
• appearance or health conditions;
• young carers or looked-after children or young people;
• fun or pleasure;
• health conditions;
• a person's perceived ability or actual achievement;

What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:
- **24/7 and the invasion of home/personal space**.
Cyberbullying can take place at any time and can intrude into spaces that have
previously been regarded as safe or personal.
- **The audience can be very large and reached rapidly**.
The difficulty in controlling electronically circulated messages means the scale
and scope of cyberbullying can be greater than for other forms of bullying. Electronically
forwarded content is hard to control, and the worry of content resurfacing can make it difficult for
targets to move on.
- **People who cyberbully may attempt to remain anonymous**.
This can be extremely distressing for those being bullied. The person cyberbullying may never
be in the same physical space as their target.
- **The profile of the bully and target**.
Cyberbullying can take place both between peers and across generations; teachers have also
been targets. Age or size are not important. Bystanders can also become accessories to the
bullying; for example, by passing on a humiliating image.
- **Some instances of cyberbullying are known to be unintentional**.
It can be the result of not thinking (something sent as a joke may be deeply upsetting or
offensive to the recipient) or a lack of awareness of the consequences – for example saying
something negative online about another pupil, or friend that they don't expect to be forwarded
or viewed outside their immediate group.
- **Many cyberbullying incidents can themselves act as evidence**.
This is one of the reasons why it's important to know how to respond!

Cyberbullying and The Law

Education law: Bullying is never acceptable. The school community has a duty to protect all its
members and provide a safe, healthy environment. A range of Education Acts and government
initiatives highlight these obligations.

The Education and Inspections Act (most recent edition) outlines some legal powers which relate
more directly to cyberbullying. Headteachers have the power 'to such an extent as is
reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a
defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are
laws that can apply in terms of harassing or threatening behaviour, for example, or indeed
menacing and threatening communications. In fact, some cyberbullying activities could be

criminal offences under a range of different laws, including the Protection from Harassment Act (most recent edition), which has both criminal and civil provision, the Malicious Communications Act (most recent edition), section 127 of the Communications Act (most recent edition), and the Public Order Act (most recent edition).

How do we deal with bullying in our school?

1. School Ethos
2. Staff Responsibilities
3. Curriculum
4. Incident Management and Reporting

School Ethos

It will be made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly. Our Behaviour Policy outlines ways in which staff and students can promote positive relationships with each other. The policy states clearly our stance on bullying and can be cross referenced with this policy.

Responsibilities

Governing Body

The 'nominated governor' will liaise with the Chair, the Principal and the Head of School in charge of Pastoral over all anti-bullying strategies, and individual cases where appropriate. The governing body will discuss, review and endorse agreed strategies on the initiative of the 'nominated governor', and in any case will discuss the Principal's annual report on the working of this policy.

The Principal

The Principal has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Principal will:
☐ ensure that all staff have an opportunity of discussing strategies and reviewing them;
☐ determine the strategies and procedures;
☐ discuss development of the strategies with the Leadership Group
☐ ensure appropriate training is available;
☐ ensure that the procedures are brought to the attention of all staff, parents and pupils; and
☐ report annually to the governing body.

Head of School in charge of Pastoral / Directors of Learning will:

☐ be responsible for the day-to-day management of the policy and systems;

☐ ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
☐ keep the Principal informed of incidents;
☐ arrange relevant staff training;
☐ determine how best to involve parents in the solution of individual problems; and
☐ make a termly report to the Principal using school Quality Assurance procedures.

Pastoral Staff will:
☐ be responsible for ensuring that the school's positive strategies are put into practice; and
☐ know the school's procedure and deal with any incidents that are reported.
☐ inform parents/carers of any bullying incidents and how they have been followed-up.

Form Tutors will:
☐ be responsible for liaising with key pastoral staff over all incidents involving pupils in their form;
☐ be involved in any agreed strategy to achieve a solution if appropriate.

All Staff will:
☐ know the policy and procedures;
☐ be observant and to ask pupils what is happening to them;
☐ deal with incidents according to the policy; and
☐ never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.

Anti-Bullying in the Curriculum

During PSHEe students are taught to be assertive, considerate and confident. Work is also done to raise awareness of bullying issues.

English Literature, Drama, PSHEe and assemblies are just four examples of places in the curriculum where bullying may be raised, discussed and explored. The school is committed to raising awareness of bullying via Anti-Bullying Week, which is an annual event.

It may be appropriate to deliberately do some extra or specific work for whole groups in response to incidents at times.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

Incident Management and Reporting

The following sequence of actions must be followed in order to effectively manage any instance of bullying:

1. Member of staff reports incident either via Go4 Schools or via a written report using bullying incident reporting sheet which should then be passed on the Head of Year/Year team of the alleged victim. (The incident report sheet is available from the staff room and it is recommended that all departments/areas of the school retain a several copies)

2. The Head of Year/Year team must log the incident with the admin and support assistant for recording purposes.

3. Year team to inform parents of incident and of protocol to be used to follow up procedure

4. Students involved to be interviewed by year team/relevant personnel

5. Appropriate strategies to be deployed to diffuse and resolve situation. **Responses will vary depending on the nature of the incident, but may include:**

• Assertiveness training (victim)
• Use of Pastoral Support Workers (victim and perpetrator/s)
• Counselling (Tutor, HOY, SLT, PSWs, outside agencies)
• Buddy System
• Involvement of external agencies
• Monitoring by Tutor/Head of Year
• Peer support/peer mentoring
• Formal recording (racism, homophobia)
• Use of Report/Contract (see behaviour policy)
• Liaison with parents/guardian/social worker
• Internal exclusion
• Fixed term exclusion
• Permanent exclusion

6. Parents to be contacted to inform of outcome.

7. Incident outcome recorded in relevant section of bullying incident log.

8. Relevant incidents are passed onto appropriate external bodies, as required.

In addition, in the event of cyberbullying, the e-safety flow chart in the school's Acceptable ICT Use Policy will also be referred to and followed, as appropriate. The school's e-safety lead and Designated Safeguarding Lead will be required to report such incidents to the County Council e-safety team.

Further guidance about anti-bullying strategies can be found at www.schoolsurf.suffolk.cc.gov.uk/docs/unrestricted/Antibullying/Policies (Directory of Anti-Bullying Strategies)

Bullied Pupils
Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the pastoral manager in consultation with the pupil. In some cases, - if appropriate, 'no-blame' anti-bullying work may take place with the victim's permission.

Bullies

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies. Refer to the above.

Involvement of Parents

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.
Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the relevant pastoral team.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

Involvement of Pupils/Students

Pupils will be involved in the positive strategies through both the school council and forms/tutor groups. Pupils will have an input into the PSHE anti-bullying programme, and will be consulted on how it could be developed.
A major part of the programme will consist of educating pupils in how to cope with bullying.

Strategies for Dealing with and Raising Awareness of Bullying

The Anti-Bullying Alliance website offers schools, parents and young people information and guidance about how to deal with bullying. Many of its resources can be found on the school's website.

Staff Training

The Senior Leader in charge of CPD is responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for education support staff and governors as well as teachers.

Monitoring and Evaluation

The Heads of Year will be responsible for monitoring, reviewing and dealing with issues within their year groups.

A member of SLT will monitor the number, type and results of incident, in liaison with Heads of Year, and can be consulted for advice. He/she will engage the school in signing the Anti-bullying Charter, and will evaluate the school's response to bullying.

In relation to cyberbullying, the school has appointed an e-safety co-ordinator who is responsible for reporting incidences of cyberbullying to the county e-safety team.

Policy Development and Review

This policy document was produced in consultation with students and parents and the wider school community.

This document is freely available to the entire school community. It has also been made available on the school website.