P26: ANTI-BULLYING POLICY

RATIONALE

All members of the Commonweal School community have the right to be treated with respect and consideration and to feel confident and safe to work and/or learn. Any form of bullying is unacceptable and the school will act promptly and firmly to deal with such behaviour.

Parents, staff and students should feel confident that if bullying is reported they will be given support and help.

DEFINITION

Bullying is a deliberately hurtful act, repeated over a period of time making it difficult for victims to defend themselves against (DfES Don't Suffer in Silence).

AIMS

The Commonweal School believes that its policy against bullying is seen as an integral part of its whole School aims which are:

- to provide a broad and balanced curricular experience leading to both academic achievement and opportunities for all students to succeed.

- To support the school's endeavor to maintain the safety and well-being of all pupils and staff.

- To support all the members of the school community by providing clear guidance and procedures on bullying issues.

- preparation for the skills and flexibility demanded by life after secondary school

- to educate all our students to their potential in a caring, constructive atmosphere in which there is mutual respect and positive student/teacher relationships

- to develop partnerships which encourage wide support, with help from and for students, staff, governors, parents and the wider community.

- Our approach to bullying is a 'whole school' approach.

- We do expect everyone to act with courtesy and consideration to others at all times and to always try to understand the other person's point of view.

- Neither staff nor students will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated. It is important to distinguish between bullying behaviour and an outright condemnation of the whole person.

Our School will:
- support staff to identify and respond to bullying through and ongoing rigorous program of CPD

- make students aware that we listen and all bullying issues will be dealt with sensitively and effectively

- continue to work towards creating an anti-bullying culture

- ensure that parents/carers expressing concerns about bullying have been listened to and are taken seriously

- learn from effective anti-bullying work from colleagues and other professional agencies

- discuss, monitor and review incident/s of bullying

The Commonweal School recognises that in any large group of people there will always be bullying however undesirable, it needs to be recognised as a reality. Our policy of preventative intervention is intended to create a safer climate where we can maintain our friendly, caring, yet hard-working atmosphere and where all students can feel confident that, as an individual, they are important.

It has been agreed that in order to ensure that the school has a reasonable duty over bullying incidents, it needs to be defined what we will and will not deal with. As a school we will act upon any incidents that have a direct impact upon the safety and orderly running of the school. This will broadly be between the hours of 8:40 and 3pm, but will also include the journey to and from school or an instance where a pupil is wearing the school uniform. Even on these occasions, the school might deem the behaviour serious enough to escalate to the authorities straight away. We will always look to support and educate students where we can.

Bullying may be:

Physical: Hitting, pushing, kicking, tripping up, punching, spitting, threats, being touched against one's will.

Verbal: Name calling, teasing, taunting, insulting families, unkind remarks about someone's work, making fun of others, whispered comments, spreading nasty or false rumours, unkind comments about personal appearance , school achievements, disabilities.

Emotional/Silent: Deliberate exclusion from social groups, stalking, rude gestures, ignoring, being sent unpleasant notes or made the subject of graffiti, incitement of other to become involved in bullying.

Technological (Cyber Bullying): Offensive/threatening messages either by text or through Social Networking sites

Racist: Racial taunts or remarks or any other negative comment about someone's religion or background.

Sexual: Unwanted physical contact or sexually abusive comments

Stealing/Damaging: taking or borrowing things from someone without permission, careless or reckless breakage of property, hiding possessions.

Homophobic: Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

SAFEGUARDING

'DfE Guidance Preventing & Tackling Bullying'
Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

The school will report any concerns in which a young person is potentially at risk of significant harm in the first instance to the schools Designated Safeguarding Lead who will decide a further course of action which may include a referral to Swindon Children's Services, the Police or other relevant professional agencies.

GUIDELINES

School Responsibilities
1. Everyone must be aware that bullying will not be tolerated.
2. All members of the school community must clearly understand the school's definition of, and procedures to deal with bullying.
3. The school must have clear guidelines and procedures to deal with the prevention of, and incidences of, bullying.
4. Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
5. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
6. Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
7. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
8. Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
9. Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
10. Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.

11. Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
12. Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
13. Actively create "safe spaces" for vulnerable children and young people.
14. Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
15. Work with other agencies and the wider school community to prevent and tackle concerns.
16. Celebrate success and achievements to promote and build a positive school ethos.
17. Be encouraged to use social media responsibly.

Staff Responsibilities
1. Staff will be vigilant in class, during tutorial time and whilst on duty, and deal with it, so that bullying does not pass undetected.
2. Staff will investigate any allegations of bullying and take the complainant's concerns seriously.
3. Staff will inform the Tutor / Head of House/ Deputy Head of House of any allegations received.
4. Heads of House will inform the Assistant Headteacher if the problem is difficult for them to resolve.
5. Promptness to lessons / registration and duties will prevent situations developing. (This includes the students as well.)
6. Staff will never undermine students through bullying or teasing and should not tolerate this from others in lessons. Staff will model appropriate behavior.
7. Through tutorial programmes, or curricular input, staff will seek to raise awareness of the school's firm stand against bullying.
8. Staff will, where possible, seek to enhance their skills in dealing with bullying through specific training.
9. To create an environment in which reporting is made easier for the victim.
10. Bullying will be recorded appropriately on CPOMS. The Pastoral Team will carry out regular analysis of patterns and trends and react accordingly

Involvement of Students & Student Responsibilities
1. Students will treat other members of the school with kindness, consideration and respect.
2. Students should report any incidents of bullying either of themselves or others.
3. Students should ask for help from the tutor, head of house or any member of staff in defusing a difficult situation. They should not retaliate.
4. Peer tutors should be accessible to students if concerned about bullying.

We will:
5. Regularly speak to children and get young people's views on the extent and nature of bullying.
6. Ensure that all pupils know how to express worries and anxieties about bullying.
7. Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
8. Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
9. Publicise the details of help lines and websites.

10. Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:
1. Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
2. Ensure that all parents/carers know who to contact if they are worried about bullying.
3. Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
4. Ensure all parents/carers know where to access independent advice about bullying.
5. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
6. Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Procedures for dealing with bullying
1. Act promptly to investigate alleged incidents of bullying, but do not apportion blame. Involve the tutor or Head/Deputy Head of House if it appears to be serious.
2. Never belittle a complaint, say there is nothing that you can do, or refer to "telling tales". We must encourage students to tell, to undermine the secret power of the bully.
3. The Head/Deputy Head of House may try the 'no blame' approach if appropriate. Other sanctions may include detention, restitution of damaged goods, or in serious cases – fixed term exclusion or ultimately permanent exclusion.
4. Clear records of all but the most trivial incidents must be kept on a secure log.
5. Avoid labelling students as 'bully or victim' - after an incident both may need support to rebuild or reinforce self-image and esteem.
6. Parents' co-operation should always be sought. Parents must be informed and involved except in the first stages of the 'no blame approach'.

REPORTING BULLYING

If you suspect your child is being bullied please use the following methods:
Inform your child's form tutor through a telephone call or an email

Contact a Head/Deputy Head of House for your child:

Sarum House
- Head of House mscandling@commonweal.co.uk
- Deputy Head of House gnash@commonweal.co.uk

Whitehorse House
- Head of House mryan@commonweal.co.uk
- Deputy Head of House aburridge@commonweal.co.uk

Stonehenge House
- Head of House swhittington@commonweal.co.uk

- Deputy Head of House klang@commonweal.co.uk

Ridgeway House
- Associate Head of House mdrew@commonweal.co.uk
- Deputy Head of House jsheppard@commonweal.co.uk

POSSIBLE OUTCOMES:
- Mediation: This is encouraged by the anti-bullying alliance as a very effective way to deal with bullying issues. A member of staff will arrange a supervised meeting between the alleged victim and the alleged instigator, this will be led by the member of staff and any conflicts discussed.
- Meeting: A meeting could be arranged to discuss the bullying with parents of alleged bully. Actions can be varied.
- Behaviour contract: A contract could be signed by all parties which ensures expectations are clear.
- Removal of privileges: The student can have privileges removed.
  For example: The restriction of their free times (Break and Lunch time)
- Sanctions/Actions: An appropriate sanction issued in relation to our 'Behaviour for Learning' policy. This will be decided by the school based on the evidence provided.
- Referrals to external agencies: We might feel the need to engage external agencies for support in adjusting the behaviours.
  For example: a youth worker or family support worker. When bullying relates to matters which cause concerns about extremism, the school might refer the matter to the Multi Agency Referral Unit, The Prevent Team or the Police.
- Exclusions: Repeated instances of bullying will result in Fixed Term Exclusions from school. These are very serious sanctions which will remain on the student's permanent record.
- Governor Disciplinery Panel: The student and parents will be invited to a meeting with the Headteacher and a panel of governors. This will be to avoid further exclusions and ensure the bullying stops before any further serious harm is done.
- Managed Move: If issues persist, the school would look to try and secure a transfer to another school for a 'fresh start'. This would be at the discretion of the Head teacher only.
- Permanent Exclusion: If the matter is of a very serious nature or persistent, the student will be at risk of permanent exclusion.

These are here as a general guide, there are often other methods which need to be employed on a case-by-case basis. All instances of bullying differ and a flexible approach is needed to ensure we get the best possible outcome. All actions will be discussed with the parents of the victim and the bully.

Prevention of Bullying

1. All staff will receive a copy of the anti-bullying policy.
2. Tutorial work will focus on several aspects on bullying
3. A positive anti-bullying ethos will be created through the pastoral system, assemblies, tutorial work, drama and Student Council.
4. Students will be encouraged to report their own concerns, and praised for reporting incidents of bullying on others.
5. Parents will be informed of our policy and what they can do to help prevent bullying.

MONITORING AND REVIEW

The policy will be reviewed by the Personnel and Welfare of Students ommittee every three years or sooner if required by legislation.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for Heads of School, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

RACISM & HATE

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational