



Glebedale School

Anti-bullying Policy

This policy seeks to identify bullying and to set out how we can practically manage it across our school community.

It is appropriate that all members of the school are conscious of bullying, and demonstrate awareness that it should not be tolerated under any guise. Initial training at the launch of the policy should be compulsory for all staff members, and regular revisits will be made to raise awareness of bullying.

To actively raise awareness of bullying and oppose it in all its forms, it is appropriate to promote 'Good Behaviour' from all staff, learners and visitors. This is achieved through: -

- Consistent models of good behaviour from staff demonstrating; acceptance of peers, learners and visitors, and listening to their points of view; courteousness; sharing and turn taking.
- Celebrating all achievements however small, taking into account that achievements are not only academic but can be an act of kindness or good behaviour.
- Staff demonstrating mutual support and understanding.
- Intolerance of taunts or negative behaviours relating to race, sex and gender, sexuality and age.
- Clearly defined rules relating to the schools aims in relation to behaviour, rewards for positive behaviour and sanctions for negative behaviours. (See Policy for Behaviour)

According to Tattum and Lane (1989) Bullying is;

'A wilful, conscious desire to hurt another or put him under stress'.

Bullying can be conducted by individuals or groups and can take the form of physical violence, verbal abuse, psychological stress or a combination of all of these forms. It is usually focused upon an individual having intention to cause harm and distress. Bullying can be:-

- Physical e.g. hitting, kicking, taking belongings.
- Verbal e.g. verbal taunts and name calling, making insulting and offensive remarks and suggestions.
- Indirect e.g. malicious gossip, exclusion from social groups, being made the subject of ridicule, for example through invention of untrue stories.



Specifically, bullies commonly take opportunities to distress and harm individuals through the following forms of bullying classifications, which includes bullying by race, gender, sexual orientation or disability. (These categories are neither exhaustive nor definitive).

Racist Bullying The person/child is targeted for being a member of group within society. Racist bullying can consist of verbal abuse e.g. name calling, racist comments, jokes, offensive mimicry and physical attacks.

Sexual Bullying This form of bullying can affect males and females and can include abusive name calling, comments about appearance, homophobic taunts and inappropriate and uninvited touching.

Disability Bullying People with a variety of disabilities can find themselves bullied because of the nature of their disability. Bullying within this category can present itself as mimicry, name calling and inappropriate joking. It is important that staff give clear messages that such behaviour will not be tolerated

As a school we need to differentiate between learners' behaviours that result from, or are associated, with their SEN and those that can be described as bullying. In order to be classified as bullying the behaviour should have the following characteristics; directed, intentional, wilful and be aimed at causing hurt or putting the person /child under stress.

Cyber Bullying This can be defined as the use of Information and Communications Technology (ICT) - particularly mobile phones and the internet - deliberately to upset someone else. It can be an extension of face-to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying because of the invasion of home and personal space, the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity and the profile of the person doing the bullying and their target

General Principles for Managing Incidents of Bullying

- Always act on suspected bullying as ignoring could lead to unnecessary distress and harm.
- Be objective when dealing with any evidence, don't make premature assumptions.
- Listen carefully to all accounts – try to get as full a picture as possible before making any judgement. However, delays can cause distress and can give an impression that such behaviour is acceptable. Accounts from a number of learners saying the same thing does not assure accuracy.
- Adopt a problem solving approach, taking objective evidence from learners and working towards a resolve.
- Monitor and review the situation ensuring that the instance of bullying has not reoccurred.



Reporting

All suspected or actual bullying should be reported on Clear Care and SLT made aware. The Pastoral Team will manage and monitor the school's bullying log. The school's responses to incidences of bullying will be varied and tailored to meet the needs of both the incident and individuals

Curriculum Approaches

We take a proactive approach with cyber bullying ensuring pupils do not have unsupervised access to the internet – and no access at all to social networking sites - while in school. Meanwhile, through ICT lessons, they are taught how to use the internet safely and alerted to some of the issues around cyber bullying. Issues around bullying can be highlighted and taught through a variety of planned opportunities in the school year, incorporating them into the PSHE /Citizenship curriculum.

Areas covered include: -

- Identifying what bullying is and the existence of the anti-bullying policy.
- Identifying the rights of a victim and what to do if bullying takes place.
- Teaching about forming and maintaining healthy relationships.
- Why people become bullies.
- How bullying affects others.
- How to prevent bullying

The DfE document, 'Bullying: Don't Suffer in Silence' outlines key strategies for counteracting bullying. A copy of this document can be obtained from The Headteacher or can be accessed on the internet

The document includes the use of: - Group work, circle time, circle of friends, befriending, mediation by adults, mediation by peers, active listening and counselling based practice.

Persistent Bullying

Where bullying continues after measures and strategies have been applied, or it is felt that tougher measures are needed the following may be considered:-

- Changes to timetable/Staffing
- Application of appropriate sanctions identified in the Behaviour Policy, including withdrawal of break and lunchtime privileges removal from any outside activities that are not essential to the curriculum.



Supporting the Victim of Bullying

It is imperative that the victim is supported throughout any instance of bullying, this may consist of: -

- Active listening
- Advice
- Assertive training
- Having a named person/learner for support

Monitoring

Monitoring, after any incident of bullying, should be a systematic set of routines to establish that the problem has been conquered and that possibility of reoccurrence is minimised.

The Pastoral Manager will work with identified Tutors to monitor progress. Ensuring that both the victim and the perpetrator of the bullying are aware that monitoring and review will be conducted, thus reducing reoccurrence.

Monitor ongoing reports to identify any re-occurrence or patterns.

Regularly revisit expectations with staff and outline new documentation and/or strategies. New staff will receive training related to the anti-bullying policy as part of their induction to the school.

Share with staff relevant individual pupil information to assist them with identification/prevention of further incidents.

Evaluation

The effectiveness of the policy to combat bullying should be evaluated on an annual basis. This evaluation should inform updates and amendments of the policy.

Consultation with staff, learners and their families via questionnaire will be completed and any issues or concerns raised responded to.

By raising awareness, everyone involved in the immediate and wider communities of the school will understand and share knowledge relating to expectations and the school's intolerance of bullying. This will, in turn, increase learners' understanding and make them more likely to feel comfortable to report incidents.