

ANTI BULLYING

Statement of Practice



LEES BROOK
COMMUNITY
SCHOOL

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Date Reviewed	28 th September 2021

Introduction

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to:

- promote the well-being of students in school
- develop a policy which encourages good behaviour and respect for others on the part of students and, in particular preventing all forms of bullying amongst students
- establish procedures for dealing with complaints about bullying.

This policy was written in consultation with school staff, the school council, parents and the Academy Advisory Board.

The school has a 'duty of care' towards its students with regard to bullying in that the Principal and staff stand in 'loco parentis' (in place of the parents). This duty of care includes protecting students from harm from bullying.

Related Policies, Statements of Practice and procedures

This policy has been produced with reference to the DfE 'Keeping Children safe in Education' 2021, Derby Children's Safeguarding Board procedures and guidance, the National Healthy Schools Programme theme of Emotional Health and Wellbeing, Preventing & Tackling Bullying 2014 and the DfE Safe to Learn document 2007.

Statement of Practice Anti Bullying

Definition of Bullying

We follow the DCSF Safe to Learn, 2007, guidance which defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". Bullying can be direct or indirect and includes:

Verbal bullying

- name-calling
- taunting
- mocking
- making offensive comments
- teasing

Physical bullying

- kicking, hitting
- punching
- pushing
- pinching

Emotional bullying

- producing offensive graffiti
- excluding people from groups
- spreading hurtful and untrue rumours
- being forced to do things against own will
- taking belongings or money

Racist bullying

An incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play

(Macpherson report 1999)

Sexual bullying

Sexual bullying is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in its most extreme form; sexual assault or rape

Sexual orientation

This can happen even if the students are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance

SEN or disability

These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels

Text/Cyber bullying

This, as we know, is on the increase and can involve students receiving threatening or disturbing messages from possibly anonymous callers. It can also include comments posted on social media.

The school allows students to bring mobile phones to school but they must remain switched off in their bags or handed in to the school office for safekeeping. The school will deal with incidents of text/cyber bullying if the incident is likely to affect the well-being of students in school. However, we strongly encourage parents to take action themselves by contacting the police, mobile phone and website providers.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers

Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality - REGARDS. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups.

School Statement of Intent

The school has a strong no-bullying policy. We will not tolerate bullying behaviour of any kind. Name-calling, racially sensitive incidents, verbal or sexual abuse, threatening behaviour, harassment and bad language are all regarded as bullying behaviour.

Serious incidents of bullying behaviour in which students are physically assaulted, intimidated or verbally abused in some way, may result in an exclusion from school; this may be a fixed term exclusion or, if the offence is serious enough, a permanent exclusion, even for a first offence.

If a student knows that a fight may occur between other students either in school, on the way to or from school or outside school hours, he or she is expected to report this to a senior member of staff so that preventative action may be taken. Lees Brook is a 'telling school' and we expect our students to report any behaviour that they know is inappropriate to a member of staff.

We believe that:

- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength, not weakness
- All members of the school community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.

- Harm can often be repaired using a Restorative Justice Approach. This carefully managed process will involve the victim and offender taking an active role in seeking resolution together to restore relationships and prevent further incidents
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes, as well as their behaviour and understand why it needs to change
- To liaise with students, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

Intended Outcomes

- That all parents and students have received, and had opportunity to comment upon the school anti-bullying policy
- That there are effective listening systems for students and staff within the school
- That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child or young person's educational opportunities and achievement is disadvantaged due to the experience of bullying
- That all staff are equipped with the skills necessary to deal with bullying
- That the wider school community, for example lunchtime staff, is involved in dealing effectively with, reporting, recording, monitoring and if necessary, referring a bullying incident
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, parents meetings and Healthy Schools' Roadshows
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

Specific School Targets

- To ensure all staff are familiar with reporting incidents procedures
- To ensure all incidents of bullying are recorded appropriately on the school's GO4School platform
- To implement systems to collate data on bullying and produce half termly analysis to inform planning
- To continue to implement rigorous and effective anti-bullying procedures to continue to reduce incidents of bullying

Code of Conduct

The Code of Conduct sets out clearly for our students how they should behave. Throughout life, there are rules we all have to live by. Lees Brook's 'rules' are there to support and protect us all and to make our lives in school

easier and more pleasant. Not all rules need to be written down. These 'unwritten' rules are ones we should all know about and take for granted – such as the 'rules' about how we treat each other. Most of our rules are just plain common sense; others are for a good reason. Some rules are not just school rules, but are law. Breaking such rules can lead to police involvement and legal action. Examples of incidents where the police may be involved include bringing drugs or offensive weapons to school, theft, assault, abuse of mobile phones or the internet such as sending unpleasant or threatening messages; filming a fight or assault.

Playing Their Part

Good schools like Lees Brook don't happen by accident. They are the result of people in the school working together and doing their best in every area of school life. This includes the students, because, without them, there would be no school. The part each student plays is vital. If Lees Brook is a good school, it is one because of the students. They make Lees Brook Community School a good place by:

- Caring about everyone in it;
- Behaving well and setting a good example
- Being welcoming and friendly to visitors
- Taking care of the buildings and the grounds;
- Never doing anything which lets themselves – or Lees Brook – down.

We recognise that all adults in the school are in effect, role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- separate the behaviour from the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- actively seek to develop a praise culture within the school

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support, and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school's anti-bullying policy
- take responsibility for their own behaviour

Recording of Incidents

It is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- keep a record of individual incidents of bullying. An incident recording sheet can be found in the appendix to this policy
- ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the Academy Advisory Board.

The school also records individually incidents of a racially sensitive nature.

Procedures and Dealing with Incidents – A Whole School Approach

Role of students and staff in reporting and recording a bullying incident involving young people

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents. See Appendix 1 for Anti-Bullying Immediate Response Chart.

Guidance for students

If you are being bullied:

- remember it is not your fault
- try to stay calm and look as confident as you can
- be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- all bullying is wrong and you do not have to stay silent about it
- tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- if you are scared to tell a teacher or adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you experience bullying by mobile phone, text messages or the internet:

- don't retaliate or reply
- save the evidence do not delete anything
- make sure you tell an adult who you trust
- contact your service provider or look at their website to see where to report incidents
- be careful who you give your mobile phone number or e-mail address to
- make a note of exactly when a threatening message was sent

For contacts and details of where to seek help outside school please see appendix.

Guidance for parents/carers

If your child has been bullied:

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened

- reassure your child that he/she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Contact the school. They will arrange a meeting with you where appropriate to discuss your concerns
- Try to explain calmly the problems your child is experiencing. You may feel angry or upset about an incident involving your child so it is better not to ring the school immediately. Take some time to find out the facts about the incident before ringing and remember that the school will have to investigate all sides to the story before deciding on the course of action to take
- They will contact you again when they have investigated the incident further

When talking with members of staff about bullying:

- try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- check with the school's anti-bullying policy to see if agreed procedures are being followed
- make an appointment to discuss the matter with the Principal and keep a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening

If your child is displaying bullying behaviour towards others:

- talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- make an appointment to see your child's Form Tutor, or Year Leader. Explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

- ensure your child is careful whom they give their mobile phone number and e-mail address to
- check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- if the bullying involves a student from school contact the school to report this
- contact the service provider to report the incidents
- if the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted or in particularly serious cases this may lead to exclusion.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Section 17, states:

‘In cases where a headteacher has permanently excluded a pupil for persistent and defiant misbehaviour, which would include racist or homophobic bullying..., the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil’.

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour. Our sanctions include:

- Loss of social time
- After school detentions
- Change of start/finish time
- Move of teaching/tutor group
- Restorative Justice task, such as writing a letter of apology
- Withdrawal from lessons to work in the Internal Learning Unit (ILU)
- Pre- exclusion warnings and contracts
- Withdrawal from lessons to work in the on-site exclusion facility
- Off site seclusion to another school
- A ‘Fresh Start’ to another school
- Fixed term exclusion
- Appearance before the Academy Advisory Board Discipline Committee
- Permanent exclusion from school

Strategies to Reduce Bullying

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Peer mentors
- LORIC Lessons (Year 7)
- Citizenship lessons
- Self-esteem group work
- Involvement with multi-agency teams to offer bespoke group packages
- Restorative justice
- Key workers and mentoring programmes (Student Support Mentors)

Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of students, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

The Senior Leadership Team and governors will, on an annual basis, analyse the school’s anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

Lees Brook School Monitoring of Racist Incidents Form

PUPIL NAMES. Indicate (v) victim or (w) witness	V/W	Year Group	Gender	Ethnicity

Indicate type of incident – please tick

Racist comment in lesson		Religious abuse	
Ridicule of cultural differences		Graffiti	
Inappropriate form of address		Racist Materials	
Attempt to recruit to racist organisations		Derogatory name calling	
Inappropriate gestures		Provocative behaviour	
Physical assault		Verbal abuse/threats	
Other (Please specify)		Damage to property	

Brief description of incident

See School Behaviour Database

Action taken

See School Behaviour Database

Did the racist incident lead to the perpetrator(s) being excluded? Yes No

If yes, was the exclusion FEX PEX

Have you had contact with the victim’s parent/carer? Yes No

Have you had contact with the perpetrator’s parent/carer? Yes No

Have you reported this incident to any other agencies? Yes No
 If ‘yes’ which agencies?

Signed _____ Date _____