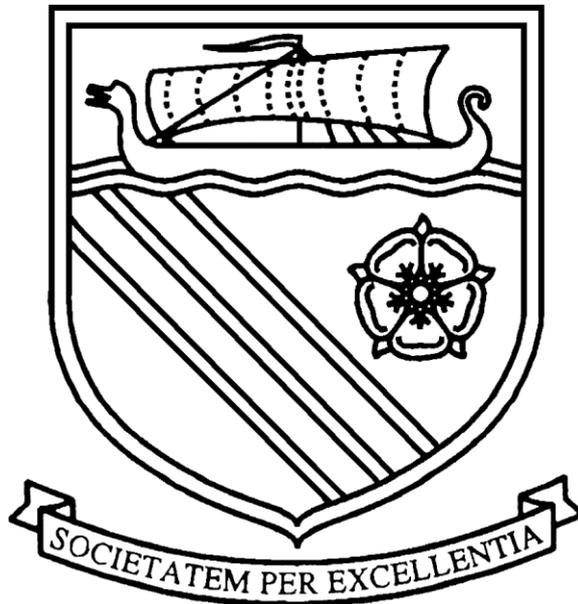


Tottingham High School

Anti-Bullying Policy 2018-19



School Mission Statement

"We pledge, through respectful relationships, to ensure all members of our community are supported in taking responsibility for their own learning, to become 'well-rounded' and caring individuals, with skills, attributes, qualifications and experiences to prepare them for their and our futures."

"Excellence through Partnership"

Rationale

Tottington High School strives to educate all its pupils in a happy school with high expectations, delivering quality education through good teaching and pastoral care, in a stimulating environment. Bullying of any sort prevents this being possible and prevents an equality of opportunity. It is the responsibility of all members of the school community to prevent bullying and to support the ethos of Tottington High School. Consequently the overall aim of this policy is to support everyone within the school community in tackling bullying.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos at Tottington High School.

AIMS OF THIS POLICY

The aims of this policy are:

- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying and protect those who might be bullied;
- To secure the active involvement of all staff, pupils and parents to combat bullying;
- 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.

SPECIFIC OBJECTIVES

The specific objectives are:

- Form tutors and pastoral leaders within school will reinforce on a daily basis the school's ethos and expectations regarding attitude and behaviour;
- The school staff will work pro-actively to establish a positive approach to and encourage confident relationships between staff and pupils and among pupils so that the pupils themselves can make a positive contribution;
- Guidance and training will be provided to raise staff awareness, before re-visiting the policy and strengthening procedures;
- School will continue to take full account of pupils' views via Year and School Councils as well as dedicating curriculum and tutorial time to discussing relationships and matters such as bullying;
- The school will have sound procedures for the reporting and prompt investigation of indications or allegations of bullying, and will spend whatever time is necessary to investigate concerns when they arise, and communicate with parents in this process;
- All instances of bullying reported will be recorded on the SIMS record system so that all staff, but in particular the Headteacher and the designated teacher responsible for child protection, are kept fully informed so that analysis of patterns can inform both policy and practice;
- Follow up action to ensure that the confidence of bullying victims is restored, and hopefully to ensure that the bullying does not re-occur will be comprehensive. As well as providing effective

support for the victims, the behaviour of the bullies will be challenged and modified in line with the ethos and culture of the school;

- There are procedures to punish the bully but also to make sure that the behaviour is not repeated;
- The CWL curriculum includes programmes that build self-esteem, self-confidence and responsible assertiveness;

KEY PERSONNEL

- It is the responsibility of the Headteacher to ensure that policy and procedures are in place in school to deal with bullying, and that a senior member of staff (the designated teacher) is responsible for implementation, monitoring and review.
- It is the responsibility of the designated teacher to ensure that staff are fully conversant with the school's stance on bullying and are putting policy into practice. The designated teacher will also be responsible for the monitoring and review of the anti-bullying policy in the light of consultation with senior colleagues.
- It is the responsibility of the designated governor to liaise with the Headteacher and designated teacher to monitor the incidence of bullying in the school and the effectiveness of the policy, and inform the relevant committee of the governing body as necessary.
- It is the responsibility of the Senior Pastoral staff to work with colleagues both pro-actively and reactively to ensure that instances of bullying in school are kept to a minimum and dealt with in accordance with school policy.
- It is the responsibility of all staff to ensure that every child in school has the right to be able to learn in a safe and stable environment free from physical, verbal, or any other sort of bullying.

PROCEDURES

Prevention is better than cure so at Tottington High School we are vigilant for the signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the School that bullying is not tolerated and to help pupils develop strategies to combat bullying type behaviour.

Pupils are told that they must report any incidents of bullying to an adult in school (usually form tutor or Head of Year) and that they must report incidents of bullying if they see them or hear reports of such incidents.

All incidents of bullying will be taken seriously and investigated. At Tottington High School to ensure every allegation of Bullying is investigated and dealt with consistently all staff use the 'Seven Steps' approach (this can be seen Appendix 1) Such investigations will normally be the responsibility of the relevant Head of Year or a senior member of staff. A record of the incidents will be kept and forwarded to the parents/carers of the students involved. If bullying includes racist or homophobic abuse then it should be reported to the Headteacher and recorded as such in line with Local Authority and National guidelines (see appendix 4)

Upon discovery of an incident of bullying we will take appropriate action in order to support the victim and to both support and sanction the bully.

We will employ a variety of strategies OUTLINED ON THE 'SEVEN STEPS FORM' including the 'No Blame' approach AND RESTORATIVE JUSTICE, use of the LA anti-bullying officer and peer support to suit the individual circumstances. At all times all pupils involved will be given the opportunity to talk and discuss the incident and the focus will remain on finding a solution and stopping the problem reoccurring

Prevention – Staying safe

We shall create a supportive climate by declaring that bullying will not be tolerated and that all incidents will be dealt with quickly and thoroughly. Methods of dealing with bullying include:-

- Co-operative group work
- Anti-bullying week
- School Governors
- Circle time
- Befriending and buddies
- Mediation by adults / peers
- Peer counselling
- Year 7 pupils discuss causes, effects and implications of bullying and draw up a behaviour contract with their Form Tutor as part of their CWL lessons.
- Pupils are reminded of our policy regularly through curriculum focus, assemblies and through the display of a summary policy poster at various points around school.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading rumours about somebody.

At Tottington High School we work hard during curriculum time to ensure that all pupils recognise that all forms of bullying are unacceptable, that pupils understand the effects of bullying upon the victims and also that pupils know the difference between bullying and simply 'falling out'.

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms. This can have a destructive effect on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes to and performance in school. For some it can lead to prolonged distress and long-term damage to social and emotional development. All staff, pupils and parents need to be aware of the negative and damaging effect that bullying can have on individuals, and the school in general, and should work towards ensuring that it is eliminated as far as is practicable.

Bullying can be:

- Physical – hitting, kicking, punching, taking belongings
- Verbal – name calling, spreading rumours, sarcasm, insulting
- Emotional – being unfriendly, excluding others, tormenting
- Racist – racial taunts, graffiti
- Homophobic – Homophobic remarks and negative use of words such as ‘Gay’
- Sexual – unwanted physical contact, sexually abusive comments, focusing on sexuality
- Cyber-bullying - defined as the use of Information and Communications Technology (ICT), particularly mobile devices and the Internet, deliberately to upset someone else. Because cyber-bullying differs in several significant ways from other kinds of bullying, and the potential for its increase will grow with the development and use of technology, our treatment of it is explained in a specific section of this policy (see appendix 2)

Signs and Symptoms of bullying

A student may indicate by signs or behaviour that he or she is being bullied. We should be aware of these signs and investigate if a student shows or a parent reports any of the following signs:-

- Is unwilling to go to school
- Changes their routine
- Begins truanting
- Becomes withdrawn
- Runs away
- Cries themselves to sleep
- Has nightmares
- Starts stammering
- Feels ill in the morning
- Does poorly at school
- Damaged or missing possessions
- Comes home starving
- Bullies siblings
- Becomes aggressive or unreasonable
- Asks for money
- Bed wetting
- Stops eating
- Gives implausible excuses for any of the these signs / symptom

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has been taken. Parents will be expected to support strategies proposed to deal with the problem. The bully will be made clearly aware of the consequences of repeated bullying and the sanctions, which may include exclusion from school, will be explained to them.

APPENDIX 1

ANTI – BULLYING INCIDENT SHEET - ‘SEVEN – STEPS’

1. Details of Incident											
2. Details of Harmed pupil <i>All Statements attached</i>											
3. Details of wrong doer(s) <i>All Statements attached</i>											
4. Contact With Parents /G /C											
5. Agreed Sanctions <i>Bullying Red Point recorded on wrong doer(s)' behaviour log</i>											
6. Date of meeting with pupils involved											
7. Final review meeting											
Any Independent witnesses <i>All Statements attached</i>											
Outcomes: <i>Please circle relevant choice</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Harmed Person:</td> <td>GOOD – SATISFACTORY - NOT RESOLVED</td> </tr> <tr> <td>Wrong doer (s):</td> <td>GOOD – SATISFACTORY - NOT RESOLVED</td> </tr> <tr> <td>Reporter:</td> <td>GOOD – SATISFACTORY - NOT RESOLVED</td> </tr> <tr> <td>P/G/C:</td> <td>GOOD – SATISFACTORY - NOT RESOLVED</td> </tr> <tr> <td>School:</td> <td>GOOD – SATISFACTORY - NOT RESOLVED</td> </tr> </table>	Harmed Person:	GOOD – SATISFACTORY - NOT RESOLVED	Wrong doer (s):	GOOD – SATISFACTORY - NOT RESOLVED	Reporter:	GOOD – SATISFACTORY - NOT RESOLVED	P/G/C:	GOOD – SATISFACTORY - NOT RESOLVED	School:	GOOD – SATISFACTORY - NOT RESOLVED
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P/G/C:	GOOD – SATISFACTORY - NOT RESOLVED										
School:	GOOD – SATISFACTORY - NOT RESOLVED										
Signed: HOY/PYM: _____ SLT: _____											

Appendix 2

CYBER-BULLYING

Cyber-bullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyber-bullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyber-bullying is designed to cause distress and harm.

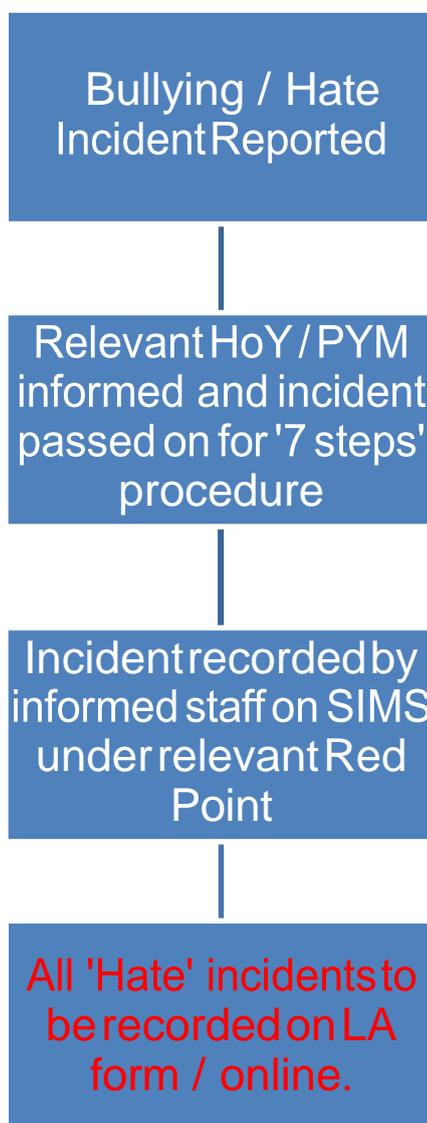
It differs significantly from other forms of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target. Our policy applies equally to the cyber-bullying of school staff as to pupils.

1. We recognise that engagement with technology is a social activity of great importance to young people, so our policy is designed to support a sense of e- safety and e-responsibility that gives students the confidence to deal with any problems that may arise, whether in or out of school.
2. We recognise that cyber-bullying can take many forms:
 - threats and intimidation;
 - harassment or stalking;
 - vilification or defamation;
 - ostracising/peer rejection/exclusion
 - identity theft, unauthorised access and impersonation
 - publicly posting, sending or forwarding personal or private information or images
 - manipulation
3. The impact of cyber-bullying can be greater than other forms because a larger audience can be reached rapidly, so a single incident may have long-term consequences.
4. Bystanders to cyber-bullying can easily become perpetrators – by passing on the harmful material deliberately or unintentionally. We take seriously the responsibility of these 'accessories' to bullying and will apply sanctions for such behaviour.
5. Cyber-bullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal. Schools have powers to discipline and regulate the behaviour of pupils, even when they are off the school site, and we will take measures to protect students whose education or wellbeing may be affected by cyber-bullying, irrespective of the location of the bully at the time of the action.
6. We will ensure that young people understand the value of preserving evidence of cyber-bullying so that they have the confidence to report it, and information on which we and other agencies might act to deal with it.
7. We will continue to promote students' understanding of e-safety and e-responsibility through the school's Acceptable Use Policy, and through the curriculum in IT and PSHCE. Students will be made aware that cyber-bullying may constitute a criminal offence.
8. Staff and peer mentors will receive specific training to deal with cases of cyber-bullying.
9. Incidents of cyber-bullying will be recorded on SIMS.
10. We will provide support for victims of cyber-bullying by:
 - Giving advice on online empowerment
 - Trying to contain the incident
 - Providing support to prevent recurrence

We will investigate incidents of cyber-bullying to identify the perpetrator(s), then apply sanctions described above in the anti-bullying policy, and in line with our behaviour policy.

Appendix 3

Summary - Guidance model for dealing with Bullying Incidents



Low Level / Indirect / One off Incident

1. Restorative Justice completed
2. First offence Phone call and Letter home 60min Pastoral Detention. Restorative meeting with victim chaired by staff/student
3. Repeat offence – This now becomes High Level / repeated bullying

High Level / Direct / Sustained incidents

1. Restorative Justice Completed
2. First offence Phone Call & Letter home with suitable time spent in isolation / fixed term exclusion (consult SLT link).
3. Second offence - Meeting with parent and SLT. Follow up Letter home, pastoral contract / agreement and day(s) Internal Exclusion in Isolation Room/ fixed term exclusion (consult SLT link).
4. *Continued bullying may result in Permanent Exclusion*

Appendix 4

Homophobic / Racial Incident Report Form				
Staff Name		Any additional details		
Position				
Form Tutor				
Class Teacher				
External Agency				
Governor				
Head of Year				
SLT				
Incident Date				
Reporter		Other Staff Informed		External Agency Informed
Parent		Class Teacher		Police
Pupil		Form Tutor		Social Services
Staff		Head of Year		PLC
Other		Governor		Other
		Carer		
		Other		
Distress Caused				
Distress				
Greatly Distressed				
Mildly Upset				
Very Upset				
None				

Harmed Person Details				
Name		Gender		Year / Form
Ethnicity		CYPIC		FSM
Strategies		Any additional details		
Adult/Mentor Monitoring				
Adult/Mentor Support				
Medical Treatment				
Other Agencies Involved				
Peer Support				
Restorative Approach				
Support Group Approach				
Wrongdoer Person Details				
Name		Gender		Year / Form
Ethnicity		CYPIC		FSM
Strategies		Any additional details		
Counselling				
Detention				
Internal exclusion				
FT Exclusion - number of days?				
Perm Exclusion				
Medical Treatment				
Parental involvement				
Referral to outside agency				
Restorative methods				
Incident Details				
Mode		Time of Day		Staff Dealing
Cyber		Before/After School		Form Tutor
Emotional		Break/Lunch		Class Teacher
Physical		Transition		External Agency
Verbal		Lesson Time		Head of Year
Other		Out of School		SLT

Nature	Type	Context
Calling family	Disability	Classroom
Demanding/Taking Money	Dress/Appearance	Corridor
Demanding/Taking Property	Home Circumstances	Dining Room
Isolating/Excluding	Homophobic	Home Environs
Name Calling	Racial/Cultural	Out of School Activity
Physical Violence	Sexist	Free Time/Yard
Racial	Sexual	School Transport
Spreading Rumour	Cyber - Email	Toilets
Taunting/Mocking	Cyber - Facebook	Travel
Threatening Violence	Cyber - MSN	Other
Other	Cyber - Messaging	
	Cyber - Texting	
	Cyber - Website	
	Other	
OUTCOME		
Harmed Person	Wrongdoer	Reporter
Good	Good	Good
Satisfactory	Satisfactory	Satisfactory
Poor	Poor	Poor
Unresolved	Unresolved	Unresolved

**Further
Comments -
Incident/Outcome**