

Anti-bullying and Prejudice Policy

Rationale:

Glebelands is a school where every child matters and to that end we take the utmost care of all our students. The school aims to be a learning community where all members work together to achieve their personal best and where individuals value and respect each other's differences and diversity. For this reason, bullying will not be tolerated.

Purpose:

- To take measures to prevent all types of bullying occurring
- To provide procedures to identify and protect those who may be being bullied
- To provide procedures and support for students who bully other students in order to help them change their attitudes and behaviour

What is Bullying?

Bullying can take many forms and is often motivated by prejudice against a particular individual or group. It is important to distinguish between general incidents of conflict and "falling out" and bullying.

The school has adopted the following definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace"

Examples of Bullying can include:

- **Physical** e.g. repeatedly hitting, pushing, gestures, taking or damaging belongings, unwanted physical contact.
- **Verbal** e.g. repeated name calling, sarcasm, racist taunts, sexually abusive comments, teasing about a person's sexuality or using any other discriminatory or disablist language.
- **Emotional** e.g. repeatedly ignoring someone, glaring, isolating a person, graffiti, rumour spreading.
- **Cyber** e.g. repeated email and internet chat room abuse, mobile phone threats by text, calls, social websites.
- **Sexual** e.g. repeated use of words that refer to someone's sexuality as a general put down, gossiping about someone's sex life, touching someone in a way that makes them feel uncomfortable, making threats or jokes about serious and frightening subjects.

Prevention:

The school encourages an atmosphere in the school where bullying is felt and seen to be unacceptable. Glebelands has various ways of ensuring that appreciation for others is "taught" and encouraged. Our school code is based on "Respect" and valuing each other is at the heart of each and every interaction and in all subjects. Tolerance and appreciation of each other is taught explicitly through Learning for Life lessons, Religious Education, Tutor Time, through a themed assembly programme, "Thought for the Week" and through guidelines in the school journal. We aim to model corrective language and use restorative approaches when dealing with poor behaviour. There is supervision during break and lunchtime, a culture of encouraging students to report incidents and the school carries out surveys to monitor opinions and outcomes.

Responsibilities of Stakeholders

Form Tutor

The Form Tutor is the focal point for the student. The Form Tutor is often the first staff member to see the students in the morning and will normally have two points of contact with them on a daily basis. Any change of behaviour and/or appearance should be noted and followed up in discussion with the student. Any concerns or disclosures made known to the Form Tutor should be passed on to the HoA.

Head of Achievement

The Head of Achievement (HoA) has the responsibility for the pastoral care and wellbeing of the students in their year group. They may receive reports on cases of bullying, either potential or actual, from staff, students, victims or parents. The HoA will then meet with the student(s) involved and identify the exact nature of the incident and take the appropriate action. If the incident is deemed to have involved bullying, action should be taken to put into place support strategies for the victim and the bully (to change their behaviour). Sanctions against the perpetrator(s) will vary according to severity and circumstance. See section on "Procedures for dealing with incidents of bullying".

All Staff

All staff give serious consideration and attention to any form of reported bullying.

- Students are encouraged to disclose any form of relationship conflict or bullying at the earliest opportunity. They should feel secure in the knowledge that they will be taken seriously and the matter dealt with promptly.
- Staff should be punctual to lessons and registration.
- Duty staff should arrive promptly in their areas and be vigilant in pre-empting possible problem situations.

Students

All students should show respect for each other and their teachers as defined in the school journal. Students should support each other by reporting all instances of bullying.

There is clear guidance in the student journal about bullying. This includes:

- Tell someone they trust if they are a victim of bullying.
- Try to remember what happened, when it happened, where it happened and who was involved.
- Never attack the people who are upsetting you.
- Students' actions if they witness bullying
 - Report it yourself
 - Try to stop it yourself
 - Get other students to help stop it
 - Offer the person who has been upset sympathy and support

Parents

We ask our parents to support their children and the school by:

- Supporting the Vision and School Code of Glebelands School to ensure that every student can be educated in a safe and caring environment.
- Informing the school of any domestic factors which may influence the behaviour of their child at school.
- Watching for signs of distress and unusual behaviour in their children.
- Reporting at an early stage any cause for concern they might have with regard to any form of relationship conflict or suspected bullying of their son or daughter (including cyberbullying).
- Advise their children to report to their Form Tutor or Head of Achievement any potential conflicts.

- Advise their children not to retaliate violently to any form of bullying.
- Co-operate with the school, if their child is accused of bullying.

Procedures for dealing with incidents of bullying or prejudice

- Bullying concerns are recorded on CPOMs under ‘Child-on-child; Bullying related’ linked to the perpetrator as the first name and the victim tagged.
- Bullying related concerns are then investigated by the HOA who decides whether or not this needs to be escalated to ‘Child-on-Child – Formal bullying log’
- Action tends to follow a three-staged approach:
 1. ‘Education’
 2. IR
 3. Suspension
- With parents involved at each point

Potential support for victim:

- Listen to the student and ascertain what has happened.
- Counsel and reassure the victim. Praise them for reporting the bullying.
- Contact and inform parents.
- Inform the victim of the decision made.
- After taking action, monitor at regular intervals for specific durations (e.g. every day for two weeks, once a week for a term, etc)
- Inform other teachers so that they can be watchful and also take positive action.

Potential sanctions for student:

- Restorative justice
- School Detention
- Loss of social time
- Internal Exclusion
- Fixed Term Exclusion
- Placing the student on an Individual Behaviour Plan or Pastoral Support Plan
- In a case of serious, repeated bullying, the Headteacher will consider Permanent Exclusion

Review

The policy is reviewed every three years or sooner in response to legislation.