

## JOHN COLET SCHOOL ANTI-BULLYING POLICY

Date policy was agreed	April 2015
Date Equalities impact assessment completed	April 2015
Date policy was reviewed	
Date reviewed by Governor Advisor	March 2015
Date reviewed by the Governors	April 2015
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Assistant Headteacher (Attitudes to Learning and Inclusion)

**Consultants** Senior Leadership Team, Key Stage Managers, Inclusion Unit Manager, Student Body (Bullying ambassadors), Governing Body.

### **Guidance**

Preventing and tackling bullying DFE October 2014; Behaviour and discipline in schools Advice for Headteachers and school staff February 2014; DFE School support for children and young people who are bullied; DFE fact sheet. Cyberbullying: Advice for Headteachers and school staff

### **Linked Policies**

Attitudes to Learning, Safeguarding, Search and Confiscation, Use of Reasonable Force, Drugs, Mobile Phone and Electronic Devices, Uniform.

### **Monitoring and Reviewing**

This policy will be formally reviewed by the Governing Body every 3 years.

Ongoing monitoring of actions and impacts/outcomes will be:

- Feedback via Headteacher's termly report to Governors
- Learning walks by staff and Governors
- Review of incidence data

### **John Colet School Anti – Bullying Policy**

As a school we are committed to, creating a supportive, caring and safe environment in which every child is valued, challenged and fully developed. We promote an ethos of good behaviour where pupils treat one another and the school staff with respect. Pupils can openly discuss bullying without fear of discrimination and pupils are not afraid to challenge and stand up for what they know is right. We promote a safe and calm community that is free from disruption and in which education is the primary focus.

Bullying is anti-social behaviour and can affect both students and staff; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will everybody be able to fully benefit from the opportunities available at John Colet School.

## **Aims and Objectives**

- To operate a **zero tolerance** approach to bullying at John Colet School
- To make it possible for students to experience the school as a caring, supportive, environment, free from bullying behaviour.
- To create an atmosphere of tolerance, mutual respect, co-operation and consideration for others, enabling students to feel safe from fear and threat.
- To accept that it is everyone's responsibility to prevent all forms of bullying.
- To accept that all forms of bullying are serious breaches of the school behaviour policy.
- To counter the belief that informing staff and parents of incidents of bullying is not 'telling tales' but is helping to keep the school a happy and safe place.
- To communicate with parents, students and staff effectively on the subject of bullying
- To evaluate the effectiveness of the policy through questionnaires and student voice.

## **Why is it important to respond to bullying?**

Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. The school recognises that it is its duty of care to respond to reported incidents of bullying both inside and outside of school.

## **What is bullying?**

Bullying is deliberately hurtful behaviour by an individual or a group, repeated over a period of time. This could be over consecutive days/weeks. Usually, there is a power imbalance that makes it hard for the victim to defend themselves.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, gender, sexual orientation or because a child has been adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but it must be recognised that psychological, emotional bullying can be more damaging than physical; teachers have to make their own judgements about each specific case.

## **What are the main types of bullying?**

- Physical (hitting, kicking, any use of violence, theft)
- Verbal (name calling, teasing, racist remark, prejudice based language)
- Indirect (spreading rumours, excluding someone from social groups)
- Sexual (unwanted physical contact or sexually abusive comments)

- Homophobic (focussing on issues of sexuality)
- Cyber (e.g. via e-mail, text messages, the internet, misuse of cameras/videos, social media, chat rooms and web sites) (see appendix 3)

Encouraging other people to engage in any of these types of behaviour is also bullying.

### **Prevent Duty**

In accordance with the government's 2011 Prevent Strategy and the Counter Terrorism Security Bill 2014 we will have due regard to the need to prevent people from being drawn into terrorism and ensure that those of potential concern are referred to the Channel Panel

### **What are possible signs and symptoms of bullying?**

Students who are being bullied may show changes in behaviour, such as;

- Becoming shy and nervous
- Feigning illness
- Being frightened of walking to and from school
- Taking unusual absences
- Truancing from school
- Clinging to adults
- There may be evidence of changes in work patterns
- Lacking concentration
- Becoming aggressive, disruptive or unreasonable

Students are encouraged to report bullying. The school's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school's policy.

### **Which students are particularly vulnerable to bullying?**

Staff need to be aware that some children are more vulnerable to bullying and its impact than others.

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Therefore counselling and education on e-safety can help.

### **Students**

If you are being bullied in school:

- Do not listen to the bully when they say that you will be in trouble if you talk to someone.
- You are not doing anything wrong — they are.
- Remember that your silence is the bully's greatest weapon!
- Stay with a group of friends/people. There is safety in numbers.
- Fighting back may make things worse, talk to your form teacher, a teacher, anti-bullying ambassador or parent/guardian first.
- Keep a diary or a positive/negative log.
- Talk to an adult that you trust, and take a friend with you if it helps.
- What you say will be passed to your Head of Year. You will be taken seriously.
- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. your Form Tutor and/or Head of Year can organise this for you.

If you see someone being bullied in school:

- The best thing you can do to help is to talk to someone.
- *Take action!* Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- if you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with people who bully without getting you into trouble.

### **Staff**

- All staff should be alert to any incidences of bullying in classrooms and around school.
- Anyone who suspects bullying may be happening must inform the anti-bullying coordinator or Head of Year.
- All staff should take any incidents of bullying reported to them seriously and be sensitive to the feelings of the student(s) reporting issues of bullying. Make it clear that they have made the right decision to tell.
- All staff should deal promptly with any issues of bullying in the classroom and offer the support of a safe room/area or student reception if it is necessary.
- All staff should record suspected bullying incidents on Sims. (appendix 10)

### **Parents**

If you suspect that your child is being bullied or is bullying in school:

- Inform the school immediately. Your complaint will be taken seriously and appropriate action will follow
- Advise your child not to fight back
- Make sure that your child is fully aware of the school policy concerning bullying, and that they need not be afraid to ask for help.

### **The Role of the Bystander**

The whole school community, including students, teachers and other members of staff have a responsibility to report any incident of bullying if they witness or know of its existence.

### **The Role of Governors**

The Governing Body will:

- Ensure the school has an Anti-bullying Policy that is regularly monitored and reviewed to ensure effectiveness and promote the wellbeing of pupils at John Colet
- Work with the school to ensure we are meeting our statutory duties with regard to behaviour, safety and bullying
- Respond to emerging forms of bullying
- Ensure there is a named governor with responsibility for Anti-bullying
- Work with Headteacher to take a whole-school approach to preventing and responding to all forms of bullying, while promoting positive interactions, mutual respect and inclusive values.
- Supports the Headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that do occur will be taken seriously and dealt with appropriately
- Require the Headteacher, for monitoring purposes, to keep accurate records and report all incidents of bullying that do occur termly through the Headteacher's report to Governors and to report the effectiveness of the school anti-bullying strategy on request.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Chair of Governors and the Headteacher together will decide how to proceed with an investigation.

### **Monitoring, evaluation and review**

The policy will be promoted and implemented throughout the school. The Heads of Year and the Assistant Headteacher (pupil support) will monitor bullying incidents involving students. The Headteacher will monitor bullying incidents involving staff.

The Anti-Bullying Coordinator is Angela Knowlton

The e safety Coordinator is Julia Adair

The Safeguarding and Anti-Bullying Link Governor is Cathryn Roche

## Appendix 1

### Dealing with incidents

#### Appendix 1 a Reporting:

Pupils- the school has a variety of reporting systems so they are reassured that they will be listened to and incidents acted on. These include: Form Tutor, SSO, Incident Witness Statements, Head of Year office manned at lunchtime, Inclusion Unit Manager, School Counsellor, School Nurse Drop-in, Matron, Anti-Bullying Ambassadors (students)

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This will be recorded on Sims and reported straight away to the Anti-Bullying Coordinator and copied to Form Tutor and Head of Year.
- A clear account of the incident will be recorded and sent to the Form Tutor of the student, student's Head of Year and Anti-bullying coordinator.
- The member of staff (usually a student support officer) dealing with the incident will interview all concerned and will record the investigation. This will be reported to the Head of Year.
- A student who reports bullying will be encouraged to keep a diary or a positive/negative log.
- Parents/carers will be informed if this is felt to be appropriate. This will be actioned by the Head of Year, Anti-Bullying Co-ordinator will be informed.
- If there is a need to inform members of staff of information about an incident during the school day the Anti-Bullying Co-ordinator will communicate this.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- Restorative Justice may be offered.
- The situation will be monitored by the Form Tutor under the direction of the Head of Year.
- Persistent bullying will be dealt with by the Key Stage Manager, Assistant Headteacher (Behaviour/Inclusion) SLT, Deputy Headteacher, Headteacher.

- In cases of persistent bullying an action plan will be put together by the Head of Year /Key Stage Manager in consultation with the Parents and Student. (appendix 5)
- A member of staff who feels bullied can report this to a member of the staff well-being committee or a senior member of staff including the Headteacher or SLT.
- Discrimination incidents once investigated are formally logged using the local authority's online system. Reported incidents are monitored for patterns by the SLT and the Equalities Governor.

## Appendix 1b

### What support will students who have been bullied will be offered ?

- An opportunity to discuss the experience with a Form Tutor, Student Support Officer (SSO), Anti-Bullying Ambassador or member of staff of their choice.
- An opportunity to discuss the experience with the School Counsellor (students can also self-refer); to use the school 'Drop In' facility which is run by the School Health nurse, Youth Centre Courses (eg: 'Are you worth it?') etc.
- The offer of continuing support in cases of persistent bullying an action plan of support may be put in place by the Head of Year in consultation with parents and student. (see appendix 5)
- Help with the restoration of self-esteem and confidence for example, Youth Centre Courses e.g. 'Are You Worth it?', referral to outside agencies.
- The opportunity to have a 'buddy'. This will be an older student who will provide support.
- Peer mentoring.
- Provision of a safe area for the student at breaks and lunchtimes. SSO to provide monitoring for some students when seen as necessary.
- A reassurance that the matter will be dealt with.
- As a school we acknowledge that a Child's education can be affected by bullying and will work to provide support as necessary.

## Appendix 1c

### Students who have bullied will be helped by

- Discussing what happened (with individuals, groups as listed above)
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Informing parents or carers to help change the attitude of the student

## Appendix 1d

### The following disciplinary steps may be taken:

- Official warnings to cease offending
- A genuine apology to the victim (Restorative-Justice) (Appendix 4)
- Involvement of parents/carers
- Detention
- Internal exclusion
- Exclusion from certain areas of school premises
- Fixed-term exclusion
- Permanent exclusion
- Involvement of the community police

## Appendix 2

### Raising Awareness

In an attempt to eradicate bullying behaviour, the school will raise the awareness of the nature of bullying by;

- Proactively seeking to celebrate success to create a positive school culture
- E-Safety Assemblies to include safe practice involving the use of: on-line chat rooms /social networking sites and mobile phones
- PSHE
- Form tutorial time
- Assemblies are recognised as an important forum to raise awareness and restate expectations of behaviour and to promote 'Anti-Bullying Week'
- Subject areas, as appropriate
- Participation in anti-bullying week
- Articles in the school newsletter asking parents to be vigilant about cyber bullying
- Training and appointment of Anti-Bullying Ambassadors in school (students)
- Anti-Bullying Charter in all classrooms and planners.
- Staff training
- Promoting Help organisations such as Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk) or Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Appendix 3a

### Cyberbullying from DFE Factsheet

**‘Cyberbullying’** is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

The advent of cyberbullying adds a new and worrying dimension to the problem of bullying – there’s no safe haven for the person being bullied. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen.

Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyberbullying:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

**Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

**The wider search powers** included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying (search and confiscation policy).

### Appendix 3 b

**Hate Crime:** The Association of Chief Police Officers defines hate crime as a crime where the perpetrators prejudice against any identifiable group is a factor in determining who is victimised.

### Appendix 4

#### **Restorative Justice**

Restorative Justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

## Appendix 5

Action Plan – Meeting with parent/carer / Date
<b>Student:</b> Name and Form <b>Present:</b> Staff
<b><u>Concerns:</u></b>  E.g Bullying / relationships with other students
<b><u>Strategies in place to support</u></b> <ul style="list-style-type: none"><li>- Pastoral team (SSO, FT, HOY, Unit) all aware of above concerns and communicate effectively</li><li>- xxxx meets daily with one of the SSO to check on any problems / worries /concerns</li><li>- xxxx has an area of the school, near staff, where he feels safer; the older students do not enter that area</li><li>- It is appreciated when parents contact school to warn that xxxx is feeling anxious or there has been a problem of which we need to be aware.</li><li>- School will always contact parents asap if an incident has occurred so they can support xxxx at home.</li><li>- xxxxx can meet with the SSO immediately on arrival in school if he feels anxious about the day ahead</li></ul>
<b><u>Historic incidents</u></b> Add a brief overview of incidents that have led to the action plan being set up (take from bullying log or SIMS)
<b><u>TARGETS</u></b> E.G: <ol style="list-style-type: none"><li>1. xxxxx must ensure he is open and honest with the SSO when they meet with him so we can best support him</li><li>2. xxxxx should ensure he remains in the areas he has been designated</li><li>3. xxxx should ensure he does not provoke older students in any way</li></ol>
<b>Review date:</b>
<b>Outcome:</b>

## Appendix 6

### John Colet School Anti-Bullying Charter

We are working together with the whole school community to create an environment where bullying behaviour will not be tolerated.

#### **Students must always:**

Respect others and consider how their actions might affect others

Co-operate and work together to make the school a safer place

Report incidents of bullying to an adult that they trust

Support each other by taking bullying seriously

Accept help to reach solutions

Accept and respect each other's differences

#### **Staff will always:**

Respect others and consider how their actions might affect others

Co-operate and work together to promote an anti-bullying culture

Listen to concerns and consider points of view

Investigate and take appropriate action to resolve problems using strategies from the school anti-bullying policy

Provide support for students and help them resolve concerns and feel safe.

Everyone should always cooperate with each other to resolve bullying incidents fairly

#### **Help and contact details**

Anti-bullying Alliance: [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

Child Line: Helpline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: 0808 800 2222 [www.familylives.org.uk](http://www.familylives.org.uk)

Beat bullying: [www.beatbullying.org](http://www.beatbullying.org)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

Childnet International: [www.childnet.com](http://www.childnet.com)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Think You Know: [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

Cyber bullying: [www.cyberbullying.com](http://www.cyberbullying.com)

[www.Internetmatters.org](http://www.Internetmatters.org)

[www.getsafeonline.org](http://www.getsafeonline.org)

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

Ceop <http://www.ceop.police.uk/>

NSPCC <http://www.nspcc.org.uk>

### **Help in School:**

If you are being bullied in school or know someone who is the best thing you can do to help is to talk to someone. Speak to your Form Tutor, Head of Year, Student Support Officers, Anti-Bullying ambassadors (students) or any adult that you trust, and take a friend with you if it helps.

The Anti-Bullying Coordinator is Mrs Knowlton

The e-safety Coordinator is Mrs Adair

The Safeguarding and Anti-Bullying Link Governor is Mrs Roche

The Student Support Officers are always available to listen to you and you can ask them if you would like to speak to an Anti- Bullying Ambassador.

## Appendix 7

### **STEP BY STEP instructions ADDING BULLYING TO SIMS**

Click Focus

Click Behaviour Management

Click Maintain Behaviour Incidents

Click New

Type: choose bullying from drop down menu

Type of incident: choose most appropriate from drop down list

Activity: not required

Location: choose subject/area from drop down list

Date: this should be the date the incident occurred – choose from calendar by double clicking appropriate date

Time: choose from drop down list

Comments: fill in details

Recorded: choose date you raise the slip, SIMS auto-fills this with today's date

Status: pick from drop down list

Recorded by: choose yourself (this might auto fill, I can't tell)

Other Staff: add other staff by clicking new button, clicking search button and finding other staff involved to add (**Copy bullying incidents to Form Tutor, Head of Year, Bullying Co-ordinator**)

Add students involved: click new, enter student surname & search, highlight correct student and click OK

You will now get a box with a selection of drop downs, complete as follows:

Role: choose from drop downs – participant/target/aggressor etc. Parents Informed: pick from drop downs, Action Taken: pick from drop downs, Date Of Action: complete, Actioned by: Click on the Actioned By button, find staff member, add them and click OK.

Click OK

Click save.

This is now on SIMS as a behaviour incident. You can add more kids if necessary. You can amend outcomes, actions, etc. We can run a report that will show it.

One other thing, if you click Focus, Behaviour Management, Maintain Behaviour Incidents, this enables you to pick a behaviour type and look at all the incidents of that type, if they have been logged in the correct way (ie. recorded as incidents with students added to them, rather than just added to the student via their details or register).

## Appendix 8

### Confidentiality

As data controllers, all schools are subject to the Data Protection Act 1998.

- Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities when dealing with bullying incidents. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis.
- Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment.