

Policy and Guidance:	Date approved	May 2018
	Date for review	May 2020
	Anti-Bullying	

1. Principles and Values

1.1. As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of the ID Programme fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

2. Objectives of this Policy

2.1. The aim of this policy is to ensure that the school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not and to ensure that:

- all governors, teaching and non-teaching staff, students and parents have an understanding of what bullying is
- all governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- all students and parents know what the school policy is on bullying, and what they should do if bullying arises

3. What Is Bullying?

3.1. The DfE describes bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, 'lots of times, on purpose'.

3.2. Bullying can take on many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

3.3. Bullying can be short term or continuous over long periods of time.

3.4. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racial - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality

- Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing
 - Cyber bullying - all areas of internet, such as email & internet chat room misuse
 - Mobile threats- by text messaging & calls
 - Misuse of associated technology , i.e. camera & video facilities
- 3.5. Bullying may be related to:
- Race
 - Religion
 - Culture
 - Special educational needs (SEN) or disability
 - Appearance or health condition
 - Home circumstances
 - Sexual orientation, sexism, or sexual bullying
- 3.6. Bullying can take place in the classroom, in the toilets or in the corridor, on the journey to and from school, on residential and school trips and cyberspace. It can take place during the school day or during out of school hours, whilst on residential visits, day visits, in group activities and between families in the local community.

4. **Bullies and Victims**

- 4.1. Bullying takes place where there is an imbalance of power of bully over the victim. This can be achieved by:
- The size of the individual
 - The strength of the individual
 - The numbers or group size involved
 - Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.
- 4.2. Research shows that children whose parents are over-protective may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.
- 4.3. Staff must remain vigilant about the signs and acts of bullying and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns and deal directly with the matter. Children may not be aware that they are being bullied; they may, for example, have SEN.
- 4.4. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.
- 4.5. Provocative Victim – research shows that some children are provocative victims – this means that they actively seek responses from others, often using their own behaviours to incite a reaction from others to either bring attention to themselves or to get others into trouble.

5. **Why is it Important to Respond to Bullying?**

- 5.1. Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

6. **Signs and Symptoms**

- 6.1. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has money continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

- 6.2. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Students must be encouraged to report bullying to the school staff.

7. **Outcomes**

- 7.1. All known/reported incidences of bullying will be investigated by the Head of School.
- 7.2. Parents of the victim may also be questioned about the incident or about their general concerns.
- 7.3. Involved parties will take part in a restorative justice process.
- 7.4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc.
- 7.5. In serious cases, suspension or even exclusion will be considered.
- 7.6. If possible, the students will be reconciled.
- 7.7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

8. **Disciplinary Action**

- 8.1. The following disciplinary steps can be taken:
 - 8.1.1. Official warnings to cease offending
 - 8.1.2. A meeting with parent or carer (where other professionals may also be invited)
 - 8.1.3. Being placed on behaviour monitoring, with targets being set for review
 - 8.1.4. Changes to the student's timetable, for example, 1:1 session or a change in the timetable offer
 - 8.1.5. Change to the student's placement, for example working offsite or at another provision
 - 8.1.6. detention
 - 8.1.7. Exclusion from certain areas of Inspire!'s premises
 - 8.1.8. Minor fixed-term exclusion
 - 8.1.9. Major fixed-term exclusion
 - 8.1.10. Permanent exclusion

9. **Prevention**

- 9.1. Inspire! use a variety of methods for helping children to prevent bullying through programme induction, signing of the student agreement, the behaviour and rewards system, collectively established classroom rules, 1:1 mentoring, PSD curriculum, student council, student satisfaction surveys and complaints procedures.
- 9.2. The ethos of the ID Programme means that all staff actively encourage children to have respect for each other and for other people's property.

- 9.3. Positive behaviour is regularly acknowledged and rewarded (See Behaviour Policy).
- 9.4. Staff will regularly discuss bullying. This will inform children that we are serious about dealing with bullying and lead to open conversations, increasing children's confidence in discussing bullying.
- 9.5. Children are involved in the prevention of bullying as and when appropriate. This may include:
 - writing a set of school or class rules
 - signing the student agreement
 - writing stories or poems or drawing pictures about bullying
 - reading stories about bullying or having them read to a class or assembly
 - making up role-plays about what to do through scenarios of bullying
 - having discussions about bullying and why it matters that bullies are dealt with quickly
- 9.6. If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)
 - Tell a friend
 - Tell the student council
 - Tell a teacher or adult whom you feel you can trust
 - Write your concern and post it to the Head of School
 - Tell a parent or adult at home whom you feel you can trust
 - Ring Childline and follow the advice given

10. Recording of Bullying Incidents

- 10.1. When an incident of bullying has taken place, staff must record and report each incident.
- 10.2. In the case of racist bullying or bullying based around sexual orientation, this must be reported to the Head of School.
- 10.3. Confirmed cases of bullying must be recorded using the incident form.
- 10.4. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

11. Advice to Parents and Carers

As the parent/carer of a child whom you suspect is being bullied:

- 11.1. Report bullying incidents to the Head of School.
- 11.2. In cases of serious bullying, the incidents will be recorded by staff and the Head of School notified.
- 11.3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

11.4. If necessary and appropriate, police will be consulted.

11.5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

12. **Do Not:**

12.1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.

12.2. Encourage your child to be 'a bully' back.