

Hanson School

Anti-Bullying Policy

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Prepared by (member of staff):	Date:
Teresa Butler	May 2016

ANTI-BULLYING POLICY

Statement of Intent

We believe that an ethos of good behaviour, mutual respect, where students treat one another and the academy staff with care instils the right values for a friendly and safe environment for all our students.

Any persistent behaviour by an individual or group, which intimidates, threatens or has an upsetting or harmful impact on another child or group, is bullying and will not be tolerated.

When others behave in this way, we will investigate and deal with it in timely and appropriate way. We will also seek to find out about issues between students which might provoke conflict and places where conflicts are most likely to occur. We will ensure that measures are in place to encourage good behaviour and prevent all forms of bullying amongst students.

Staff and students will all be taught to be aware of what constitutes bullying, what school will do to tackle bullying concerns and who can support them in doing this.

Anti bullying policy objectives:

- Bullying will not be tolerated
- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying involves
- All governors and teaching and non-teaching staff should know what the Academy policy is on bullying, and follow it when bullying is reported
- All students and parents should know what the academy policy is on bullying, and what they should do if bullying arises
- As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported and that we will draw on a range of external services to support the student experiencing bullying where necessary
- Bullying outside the Academy will be investigated by staff. If this behaviour is deemed criminal or poses a serious threat, the police will be informed.

Bullying has a negative affect on:

- Self esteem
- Mental health
- Social skills
- Academic progress

Students who are bullied miss out on opportunities to:

- Learn
- Make friends
- Socialise
- Play

Students with Special Educational Needs and disabilities (SEND) are particularly vulnerable to being bullied because of:

- Negative perceptions of difference
- Greater difficulty in resisting bullies because of SEND
- Difficulty in understanding what constitutes being bullied
- Increased isolation because of SEND
- Problems reporting that they are being bullied (perhaps as a result of weak literacy skills or poor speech and language skills)
- Poor memory of incident at a later date

ANTI-BULLYING POLICY

What we see as bullying:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, continual threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of physical force or violence
- Racist racial taunts, graffiti or gestures, including comments regarding refugees and religious intolerance
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of, sexuality
- Verbal repeated name-calling, spreading rumours, continual teasing
- Body image repeated unkind comments about any aspect of a student's appearance designed specifically to cause upset
- Cyber All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, unwanted persuasion to post images and misuse of associated technology

Procedures

Staff will:

- encourage students to report all incidents of bullying to staff
- respond quickly and effectively to incidents of bullying and complete a Cause for Concern
- listen to students and take effective action
- take parents'/carers' concerns seriously and respond in a timely and effective way
- ensure that all relevant staff and external agencies, where appropriate, are informed
- in cases of serious bullying, ensure the incidents are recorded by PBMs on CPOMS
- In serious cases, ensure parents/carers are informed
- if necessary, consult the police
- ensure all parties involved in any bullying are interviewed and asked to write or provide reports
- ensure a full evidence trail is collated and placed on CPOMS or in the student's file

Students are advised to:

- tell their form teacher, a friend, parent/carer or other adult that they trust
- report incidents of bullying immediately

Ways in which we will address bullying incidents:

- Through restorative justice – wherever possible students will be reconciled
- Through internal sanctions
- In serious cases, isolation or even exclusion will be considered
- Through discussion with parents/carers
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- Racist/homophobic incidents will be reported to the LA

Hanson Anti-Bullying Charter

At the start of the year, all forms will complete anti bullying awareness training in Enrichment time. As part of this, each student will sign an anti-bullying pledge which will be displayed in their form room.

Listening to students forms a whole academy approach to tackling bullying which includes staff and student training, recording of incidents and taking action at various levels, including the development of a positive academy ethos and a regular review of anti-bullying strategies.

ANTI-BULLYING POLICY

Guidance for staff and parents/carers on the signs and symptoms of bullying

A child may indicate by signs, behaviour or through direct communication that he or she is being bullied. All staff must be receptive to a student who wants to disclose bullying, be aware of possible signs of bullying and investigate or initiate an investigation by staff if a child. Some indicators to be aware of include where a student:

- doesn't want to go on the school/public bus
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) or asks to change school
- begins to truant, internally or externally
- regularly wants to use the toilet out of break times
- 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 the bully/bullies)
- has dinner or other monies 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 or loses weight
- 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

Please note this is not a definitive list and these symptoms will not always mean that a student is being bullied. These signs and behaviours could indicate other problems; but bullying should be considered a possibility and should be investigated. Listening and responding to students' and parents'/carers' concerns quickly and effectively is crucial.

Vulnerable Groups

While we acknowledge that all students can be a victim of bullying, the following groups of students are often more vulnerable:

- SEND
- Looked after children
- Children and young people in need of protection
- Gifted and talented
- Children and young people from an Ethnic minority group
- Gypsy/Roma/Traveller
- Young carers
- Children and young people at risk of exclusion
- Lesbian, gay, bisexual, transgender (LGBT)
- Pregnant school girls/young parents
- Children missing in education
- Children and young people at risk of offending
- Children and young people at risk of radicalisation