Anti-Bullying Policy

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Principal

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William Holland
Chair of Trustees

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The aims of The Emscote School is that we are a caring community in which every individual is held in high esteem: sensitivity, tolerance, self-discipline, respect and good will towards others are encouraged in all and are exemplified in the day to day life of the school.

The policy takes account of government guidance, in particular DfE advice 'Preventing and tackling bullying: advice for school leaders, staff and governing bodies (2011)'. Guidance is designed to ensure students are free from discrimination and harassment in all its forms. The guidance seeks to prevent bullying and it should be read in conjunction with the school's behaviour policy and code of conduct.

The aims are expressed more fully as follows:

1. Everyone in the school is of equal value and has the right to be treated equally and not discriminated against. This policy is applicable to all students, staff, visitors and volunteers. No-one should be discriminated against or bullied in any way. People should treat others as they themselves wish to be treated.

2. No-one should be treated with disrespect because:
   a. they have a special need, disability or an illness
   b. of their socio-economic background, nationality, race, religion, culture or lifestyle choice
   c. they are richer or poorer than others (home circumstances)
   d. of their age, size, gender, sexual orientation or gender reassignment
   e. of the friendship groups with which they socialise or because a child is adopted or has caring responsibilities.

3. People should not be judged by their appearance or ostracised from a group.

4. Name calling and use of discriminatory language will not be tolerated at any time.

Teachers and students should respect each other and seek to establish and build upon positive relationships.

The Principal and staff will ensure the effective implementation of this policy. Bullying will be tackled in many other areas of school life and in other policy documents, such as PSHE, ICT, equality, safeguarding and child protection.

What is Bullying?

There is no particular age group or type of school which is free from the risk of bullying. It is clear that being bullied can have a devastating effect on the victim, resulting in a loss of self-esteem, underachievement and absenteeism, or depression or sometimes even suicide.

"Bullying is an abuse of power by one or more people through repeated, hurtful or aggressive behaviour with the intent to cause emotional or physical harm to another person." (Coventry LA, 2007)

Three factors are implicit in bullying activities:

(i)   It is repetitive, over a period of time.
(ii)   It involves an imbalance of power.
(iii)   It can be verbal, physical and/or psychological.

Bullying can be conducted in various ways, in school, out of school and on line. The school understands that students must be kept safe at all times and that the harmful impact of bullying, cyber-bullying, online grooming and misuse of social media will not be tolerated.

How bullies exercise their illegitimate power depends on who they are, who the victim is, and the context. While all bullying is aggressive, it is a complex issue, ranging from physical violence to bullying in the form of emotional or psychological aggression which while less visible, can be no less painful to the victims.

Any behaviour which is the illegitimate use of power to hurt others is bullying behaviour. The school will also seek to reduce and constantly challenge the following types of connected behaviours:

- Verbal, e.g. telling tales, name calling, racist/sexist comments, homophobic comments, remarks about disabilities, threats.
- Looks, revealing lack of respect and non-cooperation with others.
- Cold shoulder, also revealing non-cooperation and lack of respect.
- Any threatening behaviour or ostracising of individuals.
- Physical, e.g. kicking, scratching, biting, pushing, tripping, punching, fighting and intimidation.
- Interfering with others' schoolwork or possessions.
- Cyber-bullying through the use of modern technologies, i.e. the sending of offensive/hurtful texts/email messages and social media posts
- Either carrying or claiming to carry weapons into school.

Recognising Bullying

"To be seen to act is as important as taking action – silence and secrecy nurture bullying." (Action Against Bullying, Scottish Council) Bullies depend on a code of silence for their success. Breaking that code can be the first step in prevention.

We cannot rely on a stereotype to tell us who is a bully, but both male and female bullies have things in common:
- Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- Bullies tend to lack empathy; they cannot imagine what the victim feels.
- Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

Bullies can come in 'gangs' or groups. This is more visible, but all bully 'gangs' are made up of individuals needing individual responses. Bullies can also work on their own.

Bullies generally pick on vulnerable people, but vulnerability is not always visible to adults. The reason for bullying may be a notional one used to justify the bullying, to claim that bullying is in some way deserved or self-inflicted. Again, there is no stereotype, but victims may be students who:

- are new to the class or school.
- are different in appearance, speech or background from other pupils
- suffer from low self-esteem (but it's not clear whether this is a cause or effect of bullying)
- demonstrate entertaining' reactions when bullied, e.g. tantrums, loss of control.
- are more nervous or anxious (but witnesses who are not bullied are found to be just as anxious)
- have belonged to former friendship groups who have moved on / split up
- have learning difficulties or caring responsibilities.

Staff will be trained to recognise bullying and take appropriate action to address it effectively. Staff must recognise that the victims of bullying may not fit neatly into these categories. Students who are withdrawn or exhibit behaviours such as reluctance to work in groups, lateness, get quickly upset or whose behaviour is suddenly changeable all may be potential victims. If staff have any suspicions, then they are to use their judgment and either tackle the issue themselves or report to those staff with designated responsibilities.

With the increased use of social media and technologies such as smartphones it is likely that bullying will increasingly move towards 'cyber bullying'. All staff need to acknowledge the challenges identifying such abuse and dealing with it effectively given that there is an increased potential for images and words to be sent / received / spread to a wider circle of students. Therefore, mobile phones should not be used school.

While this document concentrates on approaches taken regarding students in our care, it is recognised that bullying can involve adults too.
This could involve:
- staff or associate staff
- parents and carers
- members of the local community.

Bullying could potentially have the same causes and range of expression as students. Any incidents should be dealt with in a confidential but documented manner by the appropriate member of the senior leadership team (SLT) of the complainant in the first instance and then, if judged necessary, be quickly referred to the Principal for guidance or further action.

Process

The following process has been devised to ensure that where possible bullying issues are dealt with quickly and effectively and, where possible, in a consistent and coherent way. Students:

- **First offence:** Name reported to Principal, incident form completed (see Appendix 2); meeting with Vice Principal; peer meeting and parental contact. If an immediate

consequence is needed, it will be based on the nature Bullying contract is completed (Appendix 1).

- **Second offence:** Name reported to the Principal. Incident form completed; meeting with vice principal or equivalent 1-day exclusion, with mandatory parent meeting.
- **Third offence:** Permanent exclusion from the school

Staff:

- Name of the bully will be passed to Principal, human resources (Peninsula Business Services) will be contacted and a full investigation will begin. The named bully will be subject to the schools disciplinary process.

Whilst this is an ideal conflict resolution, we recognise that not all situations can be dealt with in the same manner.

Prevention

Staff, as professionals, are expected to work proactively to prevent the occurrence of bullying and to limit the potential for incidents as part of their ongoing professional conduct and expectations.
Staff behaviours which will assist in a positive ethos and a vigilant but friendly atmosphere will:
- seek to model positive behaviours in how we speak to others and in how we manage our relationships with others
- seek to maintain and praise successful positive student interactions
- when on duty, seek to actively monitor student interaction and intervene and challenge if necessary, e.g. "it's not just banter"
- when on duty in communal areas, actively monitor student interaction
- monitor areas of high student movement such as corridors and at movement time between lessons
- continue to provide duty staff at lunchtimes, and before and after school – movement around gates
- to be vigilant at all times within classrooms, and to think carefully about seating plans and how you will move in a classroom (not being desk-bound).

Cyber-bullying

It is recognised that a large proportion of bullying occurrences may be the results of texts/messages through social media. This 'cyber-bullying' can affect our students both inside school and outside school. How this is dealt with is the same as in any other kind of bullying, as detailed below; however, e-safety is an increasingly important facet of the education we provide and as such:
- Cyber-bullying will be part of anti–bullying lessons.
- Cyber-bullying to be given attention in standalone lessons.

- We will develop an approach which constantly revisits our line regarding the use of tablets and mobile devices in school and modify it as appropriate.
- Students will be encouraged to always report cyber-bullying and to keep all evidence of it.

Taking Action

Dealing with all instances of bullying is vitally important to the school's ethos, and to the individual students or staff involved.

How to act:
- any incidents of bullying which take place in the class are the responsibility of the teacher or student support workers in that class. They may choose to deal with the incident within the classroom, and/or refer it to senior staff.
- any incidents of bullying which take place in communal areas e.g. outside, corridors or dining rooms, are the responsibility of student support workers on duty, or any senior staff.
- **All** incidents will be reported through the incident form process and highlighted as urgent. As all incidents are different, student support workers and senior staff must use their professional judgement as to how to proceed.
- Bullying must be recorded; paper copies of incidents, statements should be filed in the locked cabined in the office.
- Staff should use their professional judgment as to whether they deal with incidents themselves and seek appropriate action, or whether incidents are passed on. This said, they will need to check if the incident is the first offence or not as this will affect next steps. Serious incidents, or repeated issues, should always be feedback to senior leadership team, and parents.

The following measures are good pieces of advice:

First steps:

Do
- remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- take the incident or report seriously
- take action as quickly as possible in line with school procedures
- think hard about whether your action needs to be private or public; who are the staff/students involved?
- reassure the victim(s); don't make them feel inadequate or foolish
- offer concrete help, advice and support to the victim(s)
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- explain clearly the punishment or procedure to be followed, and why it is being given
- be sensitive in how you may deal with students with special needs and those who are particularly vulnerable

- treat all incidents on an individual basis. There is NO hard and fast rule for every situation.

Involving others:
Do
- inform senior staff if necessary, in line with school policy, and/or other appropriate persons if necessary, e.g. pastoral lead, senior leadership team, designated safeguarding leads. If senior staff do not need to be involved, communicate your actions afterwards, to ensure all parties are aware. Ensure all incidents are properly recorded and filed in line with school procedures
- inform colleagues if the incident arose out of a situation where everyone should have been vigilant, e.g. toilets, or with certain classes.
- inform others if incidents may have been triggered through issues such as family issues, medical complaints, bereavement etc.

Final steps:
Do
- make sure the incident doesn't live on through reminders from you. Don't keep talking about it to the victim– unless necessary; however, check that bullying is not ongoing.
- try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor.

 If you have to deal with bullying, what should you avoid?

Don't
- be over-protective; allow the victim to help him/herself if they can
- assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully
- keep the whole incident a secret from the parents of the victim or of the bully
- try to hide the incident from the parents of the victim or the bully
- call the parents without having a constructive plan to offer either side

The school is committed to continuously:

1. Raising awareness amongst staff and students of about the content of this policy guidance and the importance that bullying is **NOT** acceptable behaviour since it goes against the positive ethos which we all have in school. We will look to constantly encourage positive social values and relationships at all times and provide the opportunities and rewards to encourage these positive behaviours in our students.

2. Remove silence and secrecy from the bullying agenda. The most effective deterrent to bullying is their peers. The victim needs to be allowed to help her/himself and helped to become more socially skilled and assertive and all students should be encouraged to develop self-confidence, improve their self-esteem and learn to take control in difficult situations. The aim must also be to instil in student's values which result in bullying being seen as increasingly worthless and anti-social; for the body of

students themselves to underline their lack of acceptance towards ongoing bullying. We will seek to embed and develop these student – led approaches.

3. We need to continue to effectively use PSHE, Citizenship, and subject activities as part of an anti-bullying prevention programme. Co-operative work and non-aggressive behaviour can be praised. Empathy can be created through role play, or exposure to relevant stories and scenarios. Language can be used really positively in all sessions, to ensure that bullying/banter language becomes understood by students so it is not used. The whole curriculum should support the school's aims and help support where possible the anti-bullying message.

4. Regular reminders in sessions and break times of what we are about to reinforce the aims and vision of the school.

5. To explore methods for students and their parents to be able to communicate their anxieties as effectively as possible – i.e. email, text and reinforcing the use of the SHARP system.

6. Raise the status of all student support workers as people who can be approached and people who will get something done quickly so bullying is not long lasting. Positive relationships between all people are a very important school priority.

7. Be aware of what is happening around us especially in unstructured, non-timetabled time.

8. Keep careful records of all incidents to build up accurate pictures of bullying. This is done through the collation of data through incident reports. This data is then shared and used by the:

    a. senior leadership team to inform new practice, raise concerns and successes and to monitor bullying incidents so patterns are identified and action to reduce incidents and perpetrators occurs
    b. staff in a sensitive way to raise awareness and develop positive relationships through assemblies and lessons, to instil positive values and challenge negative ones.

9. To consult with staff, students and parents on a regular basis so that the school can respond quickly and appropriately to the changing patterns of bullying within school, in order to modify our responses to bullying and seek innovative approaches to its reduction.

10. To respond to all the challenges of cyber-bullying quickly and decisively. Students should be encouraged to keep all evidence of any cyber-bullying, and to ensure that they are aware of the need for vigilance regarding their privacy on social networking sites such as Facebook and Twitter. The school needs to be proactive, and reactive (i.e. restricting access to ICT areas) if we suspect cyber-bullying is taking place.

Reports of bullying should always be taken seriously.

Bullying which is unchecked, or which ANY STAFF MEMBER seems to condone by ignoring, affects not only those immediately involved but the school in general. Without a positive and caring ethos, standards fall, learning cannot take place and students will not be kept safe from harm

Critical Incidents: the school retains the right to not follow procedures when there is a serious incident of bullying. Police can be informed of bullying incidences at any time.

Cyber-bullying: with the growth of social networking, cyber-bullying will become an issue for all schools. We will not condone this misuse of technology. Students should be aware this could be regarded as a critical incident.

Harassment

Harassment is expressly outlawed in discrimination law on grounds of race, sex, disability, gender reassignment, sexual orientation, religion and belief, age, civil partnership, pregnancy and maternity.

Harassment occurs, where, on grounds of race, sex, disability, gender reassignment, sexual orientation, religion and belief, age, civil partnership, pregnancy and maternity, a person is subjected to unwanted conduct that has the purpose (intentional) or effect (unintentional) of either:

- violating that person's dignity or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

People can also be subjected to harassment on the following grounds:

- membership (or non-membership) of a protected group or trade union
- employment status (e.g. part-time, temporary etc.)
- criminal record
- health (e.g. people suffering from, or believed to be suffering from Aids/HIV)
- physical characteristics (e.g. being overweight, short, or having red hair etc.)

Harassment is normally characterised by more than one incident of unacceptable behaviour, particularly if it recurs once it has been made clear that it is regarded by the recipient as offensive. However, just one incident may constitute harassment if it is sufficiently serious.

Silence is not necessarily acceptance of one individual's behaviour towards another. In many instances' victims can be reluctant to complain because of the seniority of the harasser, fear of the consequences in terms of job security, or because they fear that nobody would believe them.

Forms of Harassment can take a wide variety, including those listed below.

- Physical contact ranging from unnecessary touching to assault and physical coercion.
- Verbal and written forms of harassment including jokes, offensive language, gossip, slander, offensive songs and letters, threatening or demeaning electronic/mobile communications.
- Display of posters or pornographic material, obscene gestures, graffiti and offensive objects.
- Coercion ranging from pressure for sexual favours, to pressure to participate in political, religious or trade union groups.
- Intrusion by leering, following, pestering, spying, voice mail messages etc.

Victimisation is when an individual is treated detrimentally because they have made a complaint or intend to make a complaint about discrimination or harassment or have given evidence or intend to give evidence relating to a complaint about discrimination or harassment.

Post-employment harassment arises when discrimination, harassment or victimisation occurs following the end of a working relationship. This could cover issues such as references, either written or verbal.

Bullying/harassment can be both a civil and criminal offence under the **Equality Act 2010**. The Act states that a person must not pursue a course of conduct which amounts to the harassment of another, and which they know or ought to know amounts to such. Employers can be held vicariously liable for incidents of harassment by an employee.

Bullying or Harassment?

The Department for Work and Pensions Equality Team have developed a framework to make clear distinctions between the two management styles (see table below).

Firm / Fair Manager	Bullying or Harassment
Consistent and fair.	Aggressive, inconsistent and unfair.
Determined to achieve the best results, but reasonable and flexible.	Unreasonable and inflexible.
Knows their own mind and is clear about their own ideas, but willing to consult with colleagues and staff before drawing up proposals.	Believes that they are always right, has fixed opinions, believes they know best and not prepared to value other people's opinions.

Insists upon high standards of service in quality of and behaviour in the team.	Insists upon high standards of service and behaviour but blames others if things go wrong.
Will discuss in private any perceived deterioration before forming views or taking action and does not apportion blame on others when things go wrong.	Loses temper, regularly degrades people in front of others, threatens official warning without listening to any explanation.
Asks for people's views, listens and assimilates feedback.	Tells people what is happening, does not listen.

Senior leadership team responsibility where harassment or bullying is alleged or suspected

The Principal and senior leaders have a responsibility to ensure that employees are aware of this process and how to access it if they feel that they have been the victim of harassment or bullying

Awareness of the process (see employee handbook) should be addressed as part of induction for new employees and kept alive by appropriate publicity. Notice boards offer a good opportunity to remind employees of the process and should specify the names of other employees responsible for offering informal and confidential advice to those who feel that they have been bullied or harassed.

Senior Leadership Team need to be aware that where they see unacceptable behaviour, whether a complaint is made, they need to treat the matter seriously and take appropriate action to eliminate the particular behaviour.

Senior Leadership Team also have a particular responsibility for ensuring that working environments remain free of racist, sexist or any other form of discriminatory or intimidating behaviour, and that their own conduct sets a high example in this respect.

Monitoring;

The senior leadership team will monitor termly any reported incidents of bullying. They will identify if there are bullying patterns; identify perpetrators and the impact of actions taken to prevent bullying behaviour. External quality assurance will check that bullying procedures are effective. Parent, staff and pupil surveys will indicate the effectiveness of school procedures. Any reported issues of bullying will be added to the website and reported to the board of trustees.

Emscote School, Anti-Bullying Contract

Student and Parent/Guardian Agreement

Everyone has the right to feel physically and emotionally safe at our school. I will do everything I can personally, as a student of the Emscote School, to create and preserve a physically and emotionally safe environment. Bullying is not tolerated at The Emscote School.

Bullying refers to verbal acts, physical acts, or other acts of harassment by using electronic devices.

Some examples of specific behaviours that constitute bullying include:

- Spreading rumours or posting degrading, harmful, or explicit pictures, messages, or information using social media or other forms of electronic communication (also known as "cyber-bullying").
- Taunting or making sexual slurs about a person's gender orientation or sexual status.
- So called "Banter - the playful and friendly exchange of teasing remarks" behaviours that can cause upset to another person or persons.
- Name-calling, joking, or making offensive remarks about a person's religion, gender, ethnicity, or socioeconomic status.
- Threats or aggression towards others.
- Physical acts of bullying, such as punching, slapping, tripping or ostracising someone or any act of violence or threatening/aggressive behaviour.

We understand that bullying, whether it is cyberbullying, physical, or verbal acts that disrupt the learning environment, will result in the following disciplinary actions:

- **1st Offence:** Name reported to Headteacher, incident form completed; meeting with senior staff; peer meeting and parental contact. If an immediate consequence is needed, it will be based on severity.
- **2nd Offence:** Name reported to Headteacher. Incident form completed; meeting with senor staff 1-day exclusion, with mandatory parent meeting.
- **3rd Offence:** Permanent Exclusion

Student's responsibility:

I commit that I will not bully my peers. When I witness bullying, I will report it to an adult. I understand the anti-bullying policy and procedures.

_____   _____

Signature of student   Date

_____   _____

Signature of Senior Leadership Team   Date

Parent/Guardian's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to staff. I understand the anti-bullying policy and procedures.

_____   _____

Signature of Parent/Guardian   Date

Emscote School Incident Form

Please complete one form per student

Incident Details	
Student Name:	
Year:	
Date & Time of Incident:	
Place of Incident:	

Type of Action (please tick only 1 box)			
Safeguarding Concern		Action Needed	

Type of Incident (please tick more than one of the boxes below if relevant)

Absconding from Provision	Accessing Inappropriate Material	Aggressive Behaviour	Allegation of Assault	Allegation of Sexual Assault	Social Media Misuse
Suspected Drug Use	Concerns re Sexual Exploitation	Long Term Absence	Presenting as Homeless	Self-Harm Related	Weapon Related Incident

Youth Justice Involvement	Was anyone else involved?	Name of Student also involved:	Verbal aggression, refusal to comply/ Other

Brief Details of Incident:
Actions taken (including what has been done to support the learner and Intervention that has taken place)

Has the commissioning school been informed: Yes/No	**Has the parents or carers been informed:** **Yes/No**

Date:	**Staff Name:** **Position:** **Signed:**
SLT Actions:	**SLT Name:** **Position:** **Signed:**