



NEWLAND SCHOOL FOR GIRLS

Specialists in Mathematics and Computing

ANTI-BULLYING POLICY

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Review	October 2015



NEWLAND SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

OUR VISION is to be recognised for our *positive learning environment*, where *high expectations* and *mutual respect* lead to the very best *personal and academic achievement for all*.

We at Newland School for Girls believe that everyone is entitled to feel safe and happy in their everyday life. This is equally true for students, and staff who work at the school. For everyone to learn effectively, we all need a stable, secure and safe environment where everyone is treated with equal respect.

Bullying is intentional behaviour, usually repeated, which makes other people feel uncomfortable, unhappy or threatened, whether this is intended or not. Being bullied can have a serious effect on those exhibiting bullying behaviours and can cause underachievement, absenteeism and low self-esteem in addition to the emotional strain.

Bullying at Newland School for Girls in any form is unacceptable. The school has a responsibility to “safeguard and promote the welfare of all pupils” (*Education Act 2002*) and to put policy and procedure in place to “prevent all forms of bullying” (*Education and Inspections Act 2006*)

A common understanding of bullying has been developed in the school through working with parents, staff and pupils and all understand what is bullying and what each individual’s role is in preventing bullying within the school. This policy is designed to ensure that all students, staff, parents/carers, governors and visitors are aware of our commitment to being an anti-bullying school.

This policy should be read in conjunction with the e-safety policy, the Climate for Learning policy, the Child Protection and Safeguarding policy and the GOLD scheme of work.

Definitions of Bullying

Bullying is “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally” *DfE – “Safe to Learn”*

There are many interpretations of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take place within the following relationships:

- Pupil on pupil
- Pupil on staff
- Staff/adult on pupil
- Adult on adult.

Bullying can take many forms, but the main types are:

a) Direct

- Physical – hitting, kicking, spitting, displaying negative facial expressions taking or hiding belongings including money.
- Verbal – name calling, teasing, insulting, unkind written or spoken words, notes or graffiti, intimidation, homophobia.
- Non – Verbal – spreading nasty stories about someone (including homophobic comments), being unfriendly or excluding someone from a social group, being made subject of malicious rumours.

B) Indirect

- Cyber bullying – sending malicious e –mails, texts messages on mobile phones, using social networking and websites or other forms of electronic communication. (See e-safety policy)

We at Newland School for Girls aim to:

- **Prevent Bullying**
- **Respond effectively to all reported concerns regarding bullying. We will meet our aims with the following actions:**
 1. By promoting the concepts of respect, relationships and responsibility as fundamental principles to secure an effective learning environment. We expect everyone to show:
 - Respect for themselves
 - Respect for others
 - Respect for the environment
 2. By developing pupil's responsibilities, for themselves, for others and for the school environment, the student senate will be involved in initiatives through consultation.
 3. By encouraging collaboration and good relationships, everyday practice will expect that pupils work in a variety of groups and therefore tolerance and respect are evident. Our vertical tutoring system allows pupils to work across age groups fostering a confidence that younger pupils are 'looked after' by the older girls.

4. By developing the self-esteem of all students through our tutorial programme, we actively promote self-esteem, cultural awareness and citizenship skills. When appropriate we shall work with individual and groups who are involved in bullying. Other agencies may be involved.
5. By ensuring that all members of the school community behave in a respectful way towards one another. Teachers will comply with the Code of Conduct, the Climate for Learning policy and when necessary consistently adhere to the Consequence Route.
6. By encouraging pupils to report any problems they may have. Pupils may talk to their Year leaders, tutors, peer mentors, Head of House or any member of staff with whom they feel comfortable. They can also report bullying through the two Bother Boxes in the school. Staff should ensure that feedback is given to inform the pupils what action has been taken.
7. By encouraging parents to present any problems they feel their daughter may have. All parents are informed what to do and who they can go to. Staff should ensure that feedback is given on all matters connected with the concern.
8. By applying fair and consistent sanctions to those who offend against the rights of others. The school will have a range of responses depending on the severity of the incident. For example: After school detention, Restorative Practice, report to Head of House, Inclusion or Exclusion. It is essential that all parties involved work together for a satisfactory outcome.
9. By careful monitoring of the effectiveness of this policy, pupils, parents and carers will have the opportunity to inform us that our aims are being met. Parents and carers have a direct link between home and school, in the form of planners, so that they can check and inform the school regarding their child's well-being and progress.

Roles and Responsibilities

The School

It is the responsibility of the school to safeguard and promote the welfare of all pupils and in doing so to prevent bullying. In doing so it is the responsibility of the school to determine the consequences of bullying. These responses will be in line with the school's Climate for Learning.

The School Governors

The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed (Premises, H&S and Safeguarding committee).

The Headteacher and SLT

The Headteacher and SLT are responsible for implementing the Anti-Bullying Policy.

The Staff

Staff have a vital role to play to support children's sense of personal safety and wellbeing in school. They have a working knowledge of the children in their care. It is crucial for staff to build up relationships based on mutual support, trust and respect.

Parents

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and they will support the school's actions. We want parents/carers to feel confident in our ability to deal with incidents whether that is as perpetrator or victim. Parents are asked to sign an agreement in pupil planners agreeing to our anti-bullying policy.

Pupil

Without the support of our pupils we will not be able to prevent bullying. We will consult our pupils in the reviewing of this policy and its development. We want pupils to feel confident in our ability to deal with incidents whether that is action taken against perpetrators or/and supporting victims. Students are asked to sign an agreement in their planners agreeing to adhere to our anti-bullying policy.

Strategies to Combat Bullying

The following range of strategies are employed at Newland School For Girls to prevent bullying. These included:

- Information is given to pupils regularly in assemblies and by personal tutors to explain the nature of bullying and how to seek help.
- Peer mentors are around during break and lunch times. (Trained each school year).
- Staff are on duty at break and lunch
- Lunchtime sessions every day for SEN/EAL students of 15-20 minutes. Also, on Monday, Wednesday and Friday, Homework Clubs for those pupils.
- Pastoral mentor sessions for victims and bullies.
- Bullying studied across the curriculum where it is relevant.
- Yr 7 transition week and summer school for vulnerable pupils.
- Tutor time to have an anti-bullying theme during anti-bullying week.
- Teaching focus on group work allowing pupils to develop social skills and build relationships with their peers.
- Emotional Literacy sessions and anger management classes for pupils experiencing difficulties.
- Restorative Practises have been developed across the school.
- Pupil voice is sought at regular periods to help identify areas of pupils concern.
- Policy and practice reviewed regularly.

Procedures

- All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying.

- It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.
- We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour.

The school has developed procedures for responding to bullying. These are:

1. Who to inform

- Students can inform any member of staff in the school about a bullying incident. The incident will then be investigated by the appropriate Pastoral Mentor.
- Pupils are able to complete a bullying form. These are located outside of pupil reception and in the library and the box is checked daily.
- Provision will be made for the victim to ensure safety, whilst the investigation has been conducted.
- On completion of the investigation, the victim will be informed of any outcome. Both parties will be closely monitored to ensure that there is no reoccurrence of the bullying.

2. Sanctions

- The school will follow sanctions as per the Consequence Route as outlined in the Climate for Learning policy.
- The school will be responsible for applying sanctions.

Monitoring and Evaluation

Monitoring and Evaluation will be done by the following methods:

- Analysis of the bullying record log (**Appendix 2**)
- Meeting of Anti-bullying focus group once a half term.
- Analysis of anti-bullying plans with individual Pastoral Mentors.
- Observations of lessons.
- Discussion in Link meetings between SLT and Heads of subject.
- Sampling of pupils views through questionnaire and interviews.

Date of Policy: **October 2014**
Review Date: **October 2015**

[Appendix 1]

Monitoring, Recording and Reporting

All claims and reports will be taken seriously and dealt with in line with the policy and this document. It is important that any perception of bullying by the victim is regarded as bullying by the victim is regarded as bullying by the school and dealt with appropriately.

The role of the Classroom Teacher

- To be vigilant in the classroom and watch for any cases of name calling or behaviour that can be viewed as potential bullying.
- To deal with such incidents using the Consequence Route or counselling pupils during or at the end of the lesson.
- To record any incident on SIMS as bullying or verbal assault.
- To report any concern about the behaviour and safety of pupils to the Pastoral Mentor.

The role of Head of Subject

- When monitoring behaviour incidents in subject area – to be conscious of any bullying and ensure they have been followed up by liaising with relevant Pastoral Mentor.
- Support classroom teacher if incidents are occurring at department level only.

The role of the Personal Tutor

- To monitor both potential victims and perpetrators within the tutor group.
- Be vigilant for changes in behaviour, appearance, attitude or attendance that would indicate issues. This should be done during personal mentoring sessions.
- Record incidents on to SIMS.
- To report any concern about the behaviour and safety of pupils to the Pastoral Mentor.

The role of the Pastoral Mentor

- To monitor SIMS regularly to establish where bullying is taking place.
- To have regular conversations with personal tutors to identify bullying issues and when low level bullying is becoming more serious.
- To liaise with home and field concerns from parents regarding bullying.
- To be available for pupils who are experiencing bullying.
- To keep parents informed at all times, including the parents of the victim and perpetrator.
- To keep the bullying log up to date with incidents, actions and outcomes.

The role of the Anti-Bullying Coordinator

- To keep an electronic register of bullying incidents. (**Appendix 2**)
- To maintain a file for holding and monitoring all closed cases.
- To liaise with parents and pupils regarding bullying when necessary.

- To ensure that pupil voice is sought regularly.
- To keep up to date with current government guidelines.
- To review and amend policy and practice when appropriate.
- To ensure all staff are following the agreed Bullying response Flow chart (**Appendix 3**)

BULLYING RESPONSE FLOWCHART

