

**DARRICK WOOD SCHOOL
PREVENTION OF BULLYING POLICY**

Reviewed: June 2021

Agreed: June 2021

Next Review Due: June 2023

Person Responsible: The Head Teacher

MISSION STATEMENT:

To deal quickly and fairly with incidents of bullying whilst actively promoting the prevention of bullying.

GOALS:

Customer Goal: To create a safe, happy, friendly, purposeful and secure environment for all pupils, staff and adults (including all visitors).

Curriculum Goal: To convey information about all aspects of bullying and how pupils and staff can help prevent bullying. To educate all pupils who display bullying behaviour in order to change and improve their short and long term choices of behaviour.

Community Goal: To encourage every person at Darrick Wood School to be actively involved in preventing incidents of bullying taking place.

Quality Goal: To increase our understanding of the different types of bullying and reduce the actual incidence of bullying.

1. What is Bullying?

- 1.1 By definition, the very nature of bullying is subjective, meaning that most pupils and adults have different ideas of the behaviours that are considered to be bullying. For the purpose of this policy we will define bullying as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.
- 1.2 Bullying may take the form of verbal, physical and emotional abuse. This may involve name calling, teasing, intimidation or physical assault. This will also include intimidation referred to as cyber bullying through the use of mobile phones, social media and the internet whether directly or through third parties. This may also include taking, damaging or hiding another person's property or starting a rumour about somebody.
- 1.3 Bullying may result from prejudice based on racial, ethnic, religious or sexual grounds. Bullying could also include many other attitudes, for example towards: appearance, interests or hobbies, high or low achievement, attendance, household income, family structure, a disability, culture and gender identity or expression.

1.4 All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other pupils play games a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

1.5 **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

2. **Prevention of Bullying**

2.1 Darrick Wood School is committed to developing strategies which encourage pupils to feel secure and safe at school – strategies pursued by the School are listed in Section 5 of this policy. Relevant Senior Leaders, Pastoral Leaders and the member of staff with responsibility for PSHE will ensure that staff received relevant training in the prevention of bullying as appropriate to their role.

2.2 Pupils should be made aware of the different roles that ~~are~~ can be involved in any bullying incident. These could include; the person or people being bullied, the person or people adopting the bullying behaviours, the bystanders and the audience. They should also be made aware of different forms of bullying and what they can do to prevent it.

2.3 The prevention of bullying and the understanding of the pressures placed upon young people in the school setting will form an integral element of the PSHE programme, assemblies throughout the year and will have a particularly high profile during the annual anti-bullying week in November.

2.4 Where appropriate this will include inputs from the Police School Liaison Officer. It will also be addressed in Citizenship elements across the curriculum.

2.5 Issues arising from cyber-bullying and those which result from the social media will be addressed in the School's PSHE programme.

- 2.6 The School Council will contribute ideas for the development of the school's Prevention of Bullying Policy.
- 2.7 The Prevention of Bullying Policy will be made available on the School website and will be updated and reviewed every two years.
- 2.8 The prevention of bullying flow chart including sanction free strategies that may follow will be an integral component of helping prevent bullying from occurring.

3. The role of stakeholders in the prevention of bullying

3.1 The role of governors

The Governing Body supports the Head Teacher in all attempts to eliminate bullying from the School. The Governing Body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of the School's prevention of bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint which will be dealt with in accordance with the Complaints Policy which can be found on the School's website.

3.2 The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request. Although the headteacher has overall responsibility, they may have nominated a staff member to implement the anti-bullying policy.

It is the Head Teacher (or designated member of staff) who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school.

The Head Teacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with incidents of bullying.

The Head Teacher will set the school climate of mutual support and praise for success, with the aim of making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

3.3 The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the School's prevention of bullying policy.

All members of staff will attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Teachers and support staff will do all they can to support a child who is being bullied. Staff will share concerns about possible incidences of bullying with relevant other staff. Some staff will have responsibility for investigating reported incidences of bullying and they should follow the School's procedures for this.

3.4 The role of parents/carers

Parents/carers who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Tutor or Achievement Coordinator immediately in a calm manner and share information that will allow the School to take action. Parents/carers have a responsibility to support the School's Prevention of Bullying Policy by actively encouraging their child to be a positive member of the School. This expectation of support is outlined in the home/school agreement. A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident- can make a complaint which will be dealt with in accordance with the Complaints Policy which can be found on the School's website.

3.5 The role of pupils

Pupils are encouraged to tell somebody they trust such as a teacher, Achievement Coordinator, member of the Senior Leadership Team etc. if they are being bullied, and if the bullying continues, they must keep on letting people know-

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

4. Procedures for Dealing with Incidents of Bullying

4.1 Pupils are expected to report bullying to a teacher, a prefect or tell someone at home (who will then inform the School). Pupils who observe bullying behaviours are encouraged to report their concerns in the same way.

4.2 Any incident of bullying should be clearly recorded on Class Charts and referred to the relevant Achievement Coordinator. Where appropriate this will also be recorded in the 'notes' section on Class Charts.

4.3 An incident of bullying that has been reported will be investigated by the relevant Achievement Coordinator or other staff under their direction. When the investigation has been completed and the evidence examined (e.g. witness statements, statements from victim and alleged bully, CCTV where available), those investigating will decide whether the incident warrants an immediate sanction or whether a sanction free approach would be more appropriate.

4.4 It has often been considered and argued (through pieces of academic research including 'Ditch the label', one of UK's leading anti-bullying charities) that sanctioning a young person who has been bullying does not always illicit the best results (in eradicating that bullying behaviour). In fact, a sanction can sometimes initially risk acting as an inflammatory tool in situations of bullying.

4.5 However, sanctions will apply when there has been a serious breach of the School's Behaviour Policy including bullying based on the victim's ethnic or national origin, culture, religion, gender, disability or sexuality. Sanctions may include an internal exclusion, a fixed-term or permanent exclusion as appropriate to the severity and frequency of the behaviour breach.

4.6 Sanctions will also apply when an intensive structure of support and intervention has been provided and bullying behaviour continues. Repeated bullying is considered to be a serious breach of the School's Behaviour Policy the level of sanction applied will reflect this. Sanctions may include an internal exclusion, fixed or permanent exclusion as appropriate to the severity and frequency of the behaviour breach.

- 4.7 The anti-bullying flow chart should be followed where this approach is considered likely to have the most successful outcome.
- 4.8 This approach requires the agreement of the relevant pupils and their parents/carers. Achievement Coordinators can liaise with the School's Behaviour Support Manager to organise and run restorative meetings with relevant pupils as part of the sanction free approach. All actions taken will be recorded in ClassCharts for all involved pupils
- 4.9 Where appropriate the help of the School Counsellor and outside agencies may be sought to provide help and guidance to both the person being bullied and the person adopting bullying behaviours.
- 4.10 Incidences of bullying should be monitored and a robust process of follow-up put into place.
- 4.11 In extreme or persistent cases, the School will also refer the issue to the Youth Policing Team linked to the School.
- 4.12 Where bullying takes place outside school hours or during weekends and holidays parents will be advised to also contact the police. However, there may be occasions where the School may also wish to take action especially if the bullying outside School has an impact on the welfare or education of those in School.

5. Strategies to reduce bullying

Darrick Wood School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the School's Code of Conduct and core values of respect, responsibility and honesty
- consultation with the Student Leadership Team
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on prevention of bullying policy and strategy
- the supervision by school staff at lunch times and breaks
- providing information to parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied through the information in this policy
- a clear policy of mobile phones being banned from the school site for pupils in Years 7 to 11
- the celebration of all students' backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are identified and action taken
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the pupil being bullied and the pupil displaying bullying behaviour

This policy should be read in conjunction with:

Appendix 1: Anti-bullying flowchart
Behaviour Policy