

**DARRICK WOOD SCHOOL
PREVENTION OF BULLYING POLICY**

Reviewed: June 2019

Agreed: June 2019

Next Review Due: June 2021

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 interpret bullying as a one off (depending on the details surrounding the incident) or a series of actions with the intention to upset, cause a reaction, hurt, threaten, exclude or intimidate another person or group of people.
- 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.

2. Prevention of Bullying

- 2.1** It is recognised that Darrick Wood School is committed to developing strategies which encourage pupils to feel secure and safe at school. The Assistant Head Teacher and Deputy Head Teacher with responsibility for PSHE and the Prevention of Bullying Policy will endeavour that staff receive relevant training in the prevention of bullying where and when appropriate.
- 2.2** Pupils should be made aware regularly of the different roles that are involved in any bullying incident. These 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 annually.
- 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. Procedures for Dealing with Incidents of Bullying

- 3.1** Pupils are expected to report bullying to a teacher, a prefect or tell someone at home (who will then inform the School). It should be emphasised by all members of the School community that the bystander and the audience have a key role to play.
- 3.2** Pupils and staff have an obligation of reporting (and recording) any behaviour that may be considered as bullying.
- 3.3** 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.
- 3.4** Each incident will be fully investigated by pastoral teams. 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.
- 3.5** 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.

- 3.6** 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 time in the Inclusion Centre, a fixed-term or permanent exclusion as appropriate to the severity and frequency of the behaviour breach.
- 3.7** 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 time in the School's Inclusion Centre, fixed or permanent exclusion as appropriate to the severity and frequency of the behaviour breach.
- 3.8** The anti-bullying flow chart should be followed where this approach is considered likely to have the most successful outcome. This includes a sanction free collaborative project. This will be led by the Achievement Coordinator and supported by the Assistant Head Teacher and Deputy Head Teacher when necessary in conjunction with the pupil and parents involved.
- 3.9** It will be the responsibility of the Achievement Coordinator to meet with the parents of the pupil being bullied and in a separate meeting, with the main pupil/s adopting the bullying behaviour.
- 3.10** It will be the responsibility of the Achievement Coordinator to contact the parents of any pupils that they wish to use as positive role models and support for the sanction free collaboration project.
- 3.11** All the details should be recorded comprehensively in the notes section on Class Charts of the relevant pupils.
- 3.12** 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.
- 3.13** Incidences of bullying should be monitored and a robust process of follow-up put into place.
- 3.14** In extreme or persistent cases, the School will also refer the issue to the Youth Policing Team linked to the School.
- 3.15** 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.

This policy should be read in conjunction with:

Appendix 1: Anti-bullying flowchart
Behaviour Policy