

Holly Lodge College of Science



**Anti-Bullying
Policy January
2015**

Holly Lodge 11-19 Science College

ANTI-BULLYING POLICY JANUARY 2015

Statement of Intent

Holly Lodge High School is committed to creating a learning environment that is caring, friendly and safe. This will ensure that all learners feel secure and can therefore maximise every opportunity to learn and make progress.

In line with addressing the key elements of 'Keeping Children Safe In Education'– DfE and 'Preventing and tackling Bullying' - DfE, Holly Lodge High School does not tolerate any form of bullying in our school.

We are committed to preventing and tackling all forms of bullying and harassment; this includes cyber-bullying and prejudiced based bullying relating to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

Objectives of this policy

- To demonstrate to all that bullying will not be tolerated in our school and ultimately eradicate all forms of bullying.
- To ensure that all teaching and support staff, learners, parents and governors have a clear understanding of what bullying is
- To enable all the above stakeholders to know what the school policy is and so ensure that they follow it if bullying occurs or is reported

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can't motivated by prejudice against particular groups, for example on grounds of race, religion, gender take many forms (for instance, cyber-bullying via text messages or the internet), and is often , sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the

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intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. (Preventing and Tackling Bullying – DfE 2014)

Examples of bullying may be:

Teasing	Put-downs	Taunts	Ignoring
Threatening	Spreading rumours and lies	Damaging possessions	Inappropriate e- mails and texting
Theft	Obscene gestures	Coercion	Stalking
Sexual harassment	Assault		

Home symptoms of Bullying

Some young people may be unwilling to talk about being bullied for fear of making the situation worse or not being understood. Parents, families and carers may notice some of the below signs especially when their child did not previously behave in this way:

- Sudden reluctance to go to school
- Increased frequency of headache and tummy ache or onset of bedwetting
- Changing established times and routes to school or asking to be picked up
- Coming home with clothes or other possessions damaged or missing
- Stealing money from home or constantly asking for more

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- Coming home more hungry than previously or conversely eating less than they normally do
- Disturbed sleep patterns
- Becoming withdrawn and lacking confidence
- Bullying siblings
- Being increasingly distressed, short tempered and anxious.

Symptoms in School

Staff gets to know their learners well and where there is a sudden change in behaviours it is important to know why. These may include:

- A significant fall in work standards
- Big change in punctuality record
- Truancy with no previous record of doing so
- Falling out with longstanding good friends
- Frequently reporting sick
- Having unexplained injuries
- Becoming aggressive and unreasonable
- Reluctance to go outside at break of lunchtime
- Finding excuses to hang back in class/school.

Preventing Bullying

Our preventative strategies will include:

- Establishing and maintaining a school ethos that promotes tolerance, mutual respect and equality of opportunity
- Setting out clear standards of acceptable behaviour through our Behaviour Policy
- Having clear procedures for staff and learners to report any inappropriate behaviour and bullying
- Involving learners in policy formulation
- Taking opportunities in lessons, through the PSHE programme and via assemblies to reinforce good behaviour and deter that which is inappropriate including bullying
- Reinforcing with staff that they must always be available and willing to listen to learners where there are difficulties
- Utilising Anti-Bullying Week to raise awareness of bullying issues
- Monitoring instances of bullying to inform action
- Ensuring that there is always adequate staff supervision of the school site especially at break, lunchtime and after school
- Providing opportunities for learners to cooperate together and support each other through clubs and peer support
- Ensure that there is a learner voice on bullying issues through surveys and the School Council
- Encouraging all learners to avoid contributing to disputes and bullying opportunities through being interested bystanders and 'hangers on'
- Using whole school display to give out appropriate messages about bullying.

Responding to alleged Bullying

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The school will enlist the following strategies to ensure that all bullying and alleged bullying is effectively addressed:

- Investigation will take place without delay
- Confidentiality will be maintained wherever possible
- Victims will be listened to with empathy and will be encouraged to write down what has occurred. They will also be re-assured that being bullied is not their fault
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- One or more members of staff will take responsibility for effectively addressing the issue and will seek advice as appropriate
- All aspects of the issue will be recorded to enable monitoring
- Parents of both parties will be contacted and involved
- Victims of bullying will be supported through follow up work and be made aware of action taken to protect them from bullying
- Bullies will be required to account for their actions and will be offered support to change their behaviour
- Where possible staff will get both parties together for reconciliation including apologies and to state the consequences of any repeated bullying
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- If necessary the police will be informed/involved
- Exclusion and/or Isolation Room will be used as appropriate

Referral Procedures

Ideally all learners should initially report all allegations of bullying to their form tutor. In some circumstances another adult may be more appropriate. The form tutor may deal with it if it involves other members of the form group. Also the Student Support Managers and Key Stage Directors should be kept informed and information should be recorded on SIMs.

Where learners other than those in the form group are involved, the member of staff who has become aware of the alleged bullying should communicate with the relevant Student Support Manager or Key Stage Director to enable an investigation and solution.

In all instances, wherever needed the support and advice of the Senior Management Team should be enlisted.

It is vital that all proven cases of bullying are recorded via SIMs.

It is important that all learners have a right to fully engage in all the educational experiences that the school provides. Learners who are being adversely affected by bullying may not be able to take full advantage of these experiences due to absence, lateness or constant worry that affects concentration and focus. The stress on victims also often has far reaching effects on personal and social development. Clearly then, to maintain the school as a learning organization where young people can grow and develop, it is imperative that all learners, staff and parents fully cooperate with each other to ensure that we eradicate bullying in all its various forms.

Adopted by governors