



Anti-bullying Policy

Agreed Full Governors

1. Aims

Allerton High School aims to establish a tolerant, bully-free environment for all its students; if all students are to achieve their true potential they must feel safe at school. However, if bullying and/or intimidation occurs, we will:

- Reassure and support the bullied student
- Record and monitor incidents to avoid re-occurrence
- Deal with the instigator of bullying
- Work with parents/carers and external agencies to help the bullied student and, if necessary, the instigator
- Support staff to ensure that our response to incidents is prompt and consistent
- Investigate ways of making our response to bullying more effective e.g incorporating restorative conversations and involving students themselves in addressing bullying issues.

2. Rationale

Bullying affects everyone. It occurs in most schools and sometimes it appears there is *no easy fix* to the problem. Addressing the issue involves all staff, parents, carers and students. Investigating individual incidents of bullying can take time. However, it is essential that we respond promptly to a student who reports being bullied as the long-term effects of bullying can be devastating e.g. low self-esteem, non-attendance, poor academic achievement, effects on physical and mental health and impact on the family unit.

3. Definition

Bullying is the wilful, deliberate desire to persistently hurt and or intimidate another person and put them under stress.

Bullying can be one or more of the following:

- Emotional – being unfriendly, excluding, tormenting, eg hiding books, threatening gestures, isolating a student or inciting others to be unfriendly to another student.
- Physical – pushing, kicking, damaging/theft of property, hitting, punching or any use of violence, spitting
- Prejudice-based and discriminatory i.e:
 - Racist – racial taunts, graffiti, gestures
 - Gender specific – because of or focusing on gender or gender dysphoria
 - Homophobic – because of or focussing on the issue of sexuality
- Sexual – sexually harmful behaviour i.e. unwanted physical contact and/or sexually abusive comments developmentally inappropriate sexualised behaviour.
- Focussed on appearance – i.e. choice of clothing, hairstyle, body shaming.
- Verbal – name-calling, sarcasm, spreading rumours, teasing, lying to cause trouble
- Cyber –misuse of all aspects of digital media.

4. Anti-bullying Procedures

- 4.1 As bullying can stem from *outside school*, it is obvious that school must work closely with parents/carers and outside agencies in attempting to solve any problems. School will investigate and address bullying incidents to/from school and, as far as possible, incidents which take place out of school hours but impact in school. Often there are incidents of

bullying at primary schools which may re-surface at Allerton High so it is essential that during our liaison work, we receive any necessary information.

- 4.2 Bullying can occur in the classroom and at breaks and lunchtime when students are less directly supervised. It is important that all staff are always vigilant for any issues in classrooms and on break or lunch duty and any concerns about possible bullying are passed to the Behaviour Team or staff on lunchtime duty.
- 4.3 Negative behaviour often targets race, special needs, religion, gender, sexuality, disability and ethnic/national origin. It is therefore important that our curriculum *and* inclusion systems underpin the school's aim to provide a safe environment for all its students. The issue of bullying is dealt with explicitly within the Inclusion system: for example coaching time and assemblies which are obvious opportunities for dealing with aspects of bullying. However, the anti-bullying message is constantly reinforced within PSHE and in all areas of the curriculum.
- 4.4 In investigating any incident of bullying it is important that a member of staff interviews the bullied student, the instigator and any possible witnesses of the bullying. The bullied student must be immediately supported and re-assured that aggressive behaviour is unacceptable. The bullied student should be clear of the action to be taken by the member of staff to inform the Behaviour Team or speak with the instigator of bullying. The bullied student may also need to be supported in adopting "coping" strategies. Finally, it is important that the bullied student knows that the bullying incident[s] is/are recorded and will be investigated. A member of staff will be directed to check that the bullied student is happy with these actions and there have been no further problems.
- 4.5 It is important that *the instigator* is allowed to give her/his version of events. After investigation and if appropriate, the instigator must be given an appropriate sanction and must be informed that the incident is being monitored and recorded.
- 4.6 Incidents of bullying must be *recorded and monitored* to ensure that the issue is appropriately addressed. It is important that the Behaviour Database on Sims and the bullying log are updated and notes are maintained in students' files so that staff can have a complete overview of a student at any given time but it is also necessary to have an overview on the incidence of bullying in school. With Hate Incidents staff should refer to the procedures for dealing with and recording such incidents. Incidents involving sexually harmful behaviour should be referred through CPOMs to the Child Protection Team.
- 4.7 Parents/carers of the victim and the perpetrator will be contacted. Before contacting parents, it is important wherever possible that the incident[s] has been investigated and that the bullied student, instigator and any possible witnesses have been interviewed. If there are serious concerns or if the instigator of bullying refuses to accept s/he has been in the wrong, parents should be invited into school to discuss the matter fully. The school may involve the Safer School Police Officer in the investigation of any incident of bullying.

Although the bullied student may need support, it is important wherever appropriate, that the instigator and bullied student are brought together so that reassurances can be given by the instigator that no further incidents will occur. However, this should first be discussed with the bullied student and preferably also discussed with their parent/carers to ensure the bullied student is comfortable with this strategy.

- 4.8 It is usual that the instigator of bullying is initially warned about his/her behaviour; if bullying occurs again to the same 'bullied student' or any other student, social time will be removed and parents will be informed of the reason for the detention. It should be made clear to the **perpetrator** that a repetition of such behaviour will lead to a short period in the Inclusion Unit then a warning from our Safer Schools Police Officer, followed by a short, fixed term exclusion, then to a further fixed term exclusion or placement in an alternative provision, which will lead to a meeting with governors; the ultimate sanction is permanent exclusion depending on the severity of the incident.

- 4.9 The emphasis in dealing with a bullying incident must be on working with the instigator so that it is made obvious why his/her behaviour is offensive. It may be necessary to consult others; the Special Educational Needs Co-ordinator (SENCO), Attendance Team, Behaviour Team or Achievement Coaches for help, as the reasons why someone bullies can be complex – a **perpetrator** may be jealous, attention seeking, unhappy, bored or s/he may lack self-esteem. External agencies may be contacted to provide the appropriate support.
- 4.10 Possible student involvement in resolving incidents of bullying are always considered as employing different strategies may help us tackle the issue of bullying more effectively e.g. students as Mentors.
- 4.11 Bullied students can approach any member of staff with concerns: Coach, Behaviour Support Team, Achievement Teams and naturally, any member of the Senior Leadership Team. In addition, a student may prefer to email the Behaviour Support Team directly so they can choose a quiet time to approach the student to discuss concerns especially if a student feels reluctant to refer in person to the Behaviour Support Team.

5. Roles and Responsibilities

5.1 Role of member of staff

Immediately pass on the concern to the Behaviour Support Team/ Achievement Team via a pink slip outlining what the concerns are. Where appropriate, the Coach will monitor that a bullied student feels the problem has been addressed.

5.2 Behaviour Support Team

Referrals from staff will go to the Behaviour Support Team in order to establish the facts. The Behaviour Support Team/Achievement Team will deal with the incident in line with the Policy.

5.3 Achievement Leader and Coach

The Achievement Leader will be aware of all incidents relating to their students once a bullying incident has been resolved and recorded and will liaise with the Coach over checking/monitoring the bullied student.

5.4 Role of the Special Educational Needs Coordinator/Attendance Team

The Special Educational Needs Coordinator/Attendance Improvement Officer/Achievement Coach will advise in individual cases of bullying as appropriate e.g. organise some support for the bullied student in the way of coping strategies or work with the instigator of bullying to modify anti-social behaviour.

5.5 Role of the Assistant Headteacher i/c Inclusion

The Assistant Headteacher i/c Inclusion will work with the Achievement Leaders on cases of bullying.

The Assistant Headteacher (Inclusion) will have an overview of the incidence of bullying and will evaluate the policy through meetings with the Inclusion Team.

The Assistant Headteacher (Inclusion) will direct anti-bullying themed assemblies in conjunction with the Achievement Leader/Behaviour Support Team and Attendance Team.

Safeguarding Lead

Potentially all incidents of bullying may be referred to the DSL (Designated Safeguarding Lead). However, bullying incidents involving sexually harmful behaviour must be referred on through CPOMs for the immediate attention of the Safeguarding Team.

6. Evaluation

The Assistant Headteacher (Inclusion) will monitor the number of bullying incidents, reporting to staff, the Senior Leadership Team and governors on a termly basis. This policy will be evaluated periodically by the Inclusion Committee of the Governing Body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

7. **PARENTS/CARERS: WHAT CAN THEY DO TO HELP?**

The following advice will be communicated to parent/carers in the Personal Organiser and Head's Newsletter and on the website.

- a) Look for unusual behaviour in your children. For example, a bullied student may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c) If you feel your child is being bullied inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow. Your child may well prefer you not to contact school but it is extremely important that you do so, without delay.
- d) It is important that you advise your child not to deal with this on their own as it could make matters worse and to seek help from a member of staff.
- e) Tell your child/children there is nothing wrong with them. It is not their fault that they are being bullied.
- f) Make sure your children are fully aware of the school policy concerning bullying, and make them feel that they are able to ask for help.

Appendix 1

Procedures to be followed when dealing with an incident of bullying

Report

1. a. A member of staff is informed that a student is being bullied.
- b. The member of staff must report the incident to the BST on a pink slip or CPOMs if it involves sexually harmful behaviour.

Establishing the facts

2. The bullied student is counselled and reassured. Check the bullying log and records following the investigation. The instigator is spoken to and given a warning or a consequence dependent on the severity of the incident.

Communicate

3. Contact is made with parents or carers of the victim and the instigator to inform them what has happened.

Restorative work

4. Facilitate restorative work between investigator and bullied student.

Record and Report

5. The member of staff should lead on the recording and reporting to other colleges what has happened and the action taken.

Monitoring

6. The Achievement Team is alerted to bullying, monitor the situation and checks with the bullied student that there are no further problems. Achievement Team and BST are to be informed of any further incidents.

Escalation

7. If a student comes back to you saying the problem continues 'PASS IT UP!'

Support

8. The bullied student and/or instigator may need to be referred for support. BST to organise. It may be necessary to consult the Special Educational Needs Co-ordinator / Attendance Team for help working with the instigator on strategies

Sanctions

9. See 4.8 – Permanent exclusion must be the ultimate sanction but Alternative Provision will always be investigated as a preventative step.

Appendix 2

Bullying Log

The Bullying Log is used to record a staged response to bullying. Details are entered on the log for every incident a student is involved in. The stage students reach on the bullying log at the end of the academic year is recorded on the log for the following year.

At each stage, there is an increase in the sanction and greater involvement of senior staff. The stages are used as a guide depending on the severity of each incident.

Stages

Stage	Action
1	<ul style="list-style-type: none">• Member of staff issues warning• Student is clear a warning has been recorded for unpleasant behaviour• Restorative work
2	<ul style="list-style-type: none">• Member of staff issues warning• P/c informed• Detention is issued and/or social time is removed• Restorative work
3	<ul style="list-style-type: none">• Achievement Team Leader/Behaviour Leader issues warning.• P/c meeting• Unit, removal of social time and/or SSPO involvement.• Check support for perpetrator is in place – Anti-bullying Pack• Restorative work
4	<ul style="list-style-type: none">• SLT member issues warning• Parent/carer meeting• Unit, removal of social time and/or short-term exclusion• Restorative work
5	<ul style="list-style-type: none">• Headteacher issues final warning.• P/c meeting (governor if available)• Exclusion and/or Alternative Provision.• Longer term placement off site and/or potential managed move discussed.• Restorative work