



**LODE HEATH SCHOOL**



**ARDEN**

## **ACADEMY TRUST**

**Lode Heath school is an academy maintained by Arden Multi Academy Trust**

<b>Name of Policy</b>	<b>Anti-Bullying Policy</b>	
<b>Lead</b>		
<b>Governor Committee</b>	Behaviour, Safety, Inclusion & Intervention Committee	
<b>Policy Status</b>	Originally drafted	July 2012
	Governor Approved	YES
	Date Governor Approved	
<b>Review Frequency</b>	1 year	
<b>Next Review</b>	Summer Term 2018	
<b>Reviewed</b>	On 20 <sup>th</sup> June 2014 – no changes necessary	
	On 16 <sup>th</sup> June 2015 – minor changes to wording	
	26 <sup>th</sup> May 2016 – minor changes	
	24 <sup>th</sup> May 2017 – minor changes	
<b>Version No.</b>	2	

## **Section One:     What is Bullying?**

Bullying is unwanted, possibly aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Both those that bully and who are bullied may have serious lasting problems.

Bullying usually includes:

- deliberate hostility and aggression
- a victim who is weaker and less powerful than the bully or bullies
- an outcome which is always painful and/or distressing

Bullying can be:

### **Physical:**

Pushing, kicking hitting, pinching, and any other forms of violence

### **Verbal:**

Name-calling, spreading rumours, threats, verbal abuse

### **Emotional/Social:**

Excluding (ie. sending to Coventry), tormenting (ie. hiding books, threatening gestures), ridicule, humiliation, lying, spreading rumours, damaging social reputation, encouraging others to exclude someone

### **Racist:**

Racial taunts, graffiti, gestures, stereo-typing

### **Sexual:**

Unwanted physical contact, abusive comments, homophobic abuse

### **Online/cyber:**

Setting up 'hate websites', posting pictures and malicious communications, sending text messages, emails or posting hurtful comments and abusing the victims via their mobile phones, or social networking sites.

### **Homophobia:**

Name-calling intimidation or making a person feel uncomfortable as a result of their sexual orientation.

**\*We believe all forms of bullying are unacceptable\***

## **Section Two: Why Bullying is unacceptable**

All pupils at Lode Heath school have the right to education free of unwanted fears generated by bullying. Pupils can only reach their full potential if they feel secure in their learning environment. We abhor bullying because of its ill effects can last a person's whole lifetime and it is never justified.

## **Section Three: Ways of Preventing Bullying:**

- (i) It is important to mention bullying at Primary Information Meetings as pupils need to know, before they start Lode Heath school, that bullying is not acceptable.

The following points should be covered briefly:

- (a) Bullying is not tolerated
- (b) We have very little bullying
- (c) How to report bullying

We should not overstate bullying when talking to Primary children and never make them anxious prior to them joining the school.

- (ii) Our Anti Bullying Policy is on our website
- (iii) A voluntary scheme of staff counsellors has been instituted.
- (iv) The education of pupils in relation to bullying is facilitated through the PSHE programme.
- (v) Peer mediators have been trained to promote pupil-led resolution.
- (vi) Specific work is conducted to develop emotional and social skills to help develop learning. These are evident throughout schemes of work
- (vii) Bullying as an issue and our anti-bullying work is tackled in assemblies which cover all aspects of bullying providing strategies and instigating preventative pro-active work.
- (viii) Children are surveyed regarding their happiness and feeling of safety.
- (ix) Children write their own bullying charter.
- (x) We have developed health and wellbeing through National Healthy Schools programme and our through our Lode Heath Values Work.
- (xi) Provide good role models through peer mediators, peer mentors, senior pupils, leadership pupils and form captains.

- (xii) Bullying is a topic reviewed by Pupil Voice every year and at least one Head of Year meeting per year – statistics are analysed, survey results discussed and outcomes fed into action planning.
- (xiii) Homophobia is tackled through assemblies, staff are identified who will support students regarding sexual orientation and offer support and guidance if they are subjected to bullying.
- (xiv) An annual committee meets to review the Anti-Bullying Policy and provide ideas and strategy for the school.

#### **Section Four: Procedures for Investigating Incidents**

- (i) Staff should investigate all alleged cases of bullying and/or refer to a Head of Year where appropriate.
- (ii) All pupils have a duty to report bullying
- (iii) Staff have a duty to protect pupils who supply information. Pupils who threaten witnesses must be punished.
- (iv) All investigations should begin by believing that the victim is upset and needs to be treated sensitively and listened to.
- (v) Unless there is evidence to the contrary all victims should be taken seriously.
- (vi) Information needs to be gathered and facts sorted. Statements must be in writing and by the pupil.
- (vii) It may well prove useful to interview the victims' friends. Again the statements must be in writing by the pupil.
- (viii) Once the case against the bully is assembled and requires answering, a decision must be made as to the appropriate way forward.

EITHER:

- (a) The bully requires punishing and support

OR:

- (b) The punishment can be waived if an end to the bullying can be agreed between both bully and victim. The bully may or may not require additional support.

#### **Section Five: Procedures for dealing with the Bully, Victim and Parents**

- (i) The discretion for the way forward must lie with the member of staff. They are encouraged to consult with a Head of Year prior to making a decision.
- (ii) If they decide the bully requires a punishment then again it is at the teacher's discretion. However we offer the following list of possible punishments for those who might find it useful.

#### **POSSIBLE PUNISHMENTS**

- 1 Detention
- 2 Inform Parents (after appropriate consultation with the Year Head)
- 3 Letters of apology
- 4 Community Service
- 5 Loss of Privileges (Upper School)
- 6 Banned from school trips
- 7 Banned from extra curricular activities
- 8 Placed on a Home/School contract
- 9 Inform the police (if outside school as well)

#### **Headteacher**

- 1 Lunchtime detention
- 2 Internal isolation
- 2 Fixed term exclusion
- 3 Permanent exclusion

- (iii) If the teacher decides on the 'no punishment' approach then the following action is suggested:
  - (a) Gain the victim's agreement to mediation.
  - (b) Try to avoid involving the victims' and bullies' friends.
  - (c) Teacher to always chair the meeting.
  - (d) Begin by outlining the victim's case yourself.
  - (e) Explain that the victim wants the 'no punishment approach'.
  - (f) Explain that a full and frank admission followed by an apology and guarantee of no further bullying is required.

- (g) If point (f) cannot be satisfied revert to the punishment model.
- (h) If you are satisfied with the outcome arrange a number of short meetings (30 seconds) throughout a week or so in order to monitor the situation.

In all cases please inform the Head of Year of all the facts in writing and record the incident by email.

- (iv) Refer to Peer Mediation for resolution focused discussion work undertaken and led by pupils.
- (v) If you feel there is no substance in the accusation or for any reason you cannot successfully resolve the situation please do the following:
  - (a) Inform the Head of Year
  - (b) Monitor the situation for a reasonable period of time - perhaps by enlisting the help of the possible victim's friends.
  - (c) Possibly enlist the help of a staff counsellor.
- (vi) Informing parents of the alleged aggressor

This is also at the discretion of the teacher in consultation with the Year Head.

However the following points should be considered before a decision is made.

- (a) Is this the first offence?
- (b) Previous behaviour record of bully.
- (c) Previous parental contact.
- (d) Severity of bullying.
- (e) Your chosen path - punishment or 'no punishment' approach.

- (vii) Informing Parents of the Victim

Again at the teacher's discretion but the following points to be noted:

- (a) Victim's wish.
- (b) Severity of bullying.
- (c) Timescale of bullying.
- (d) Victim's previous school record.
- (e) Is this child often a victim?
- (f) Previous parental contact.
- (g) Is the telephone a better option than writing?

### **Support For The Aggressor**

The type of support most appropriate will be determined by the Pastoral Staff at the time or by a meeting of professionals at a later date. Support will usually be a package of measures but could include:

- (a) **Counsel by :**
  - Year Leaders
  - Pastoral Managers
  - A volunteer member of staff
  - An external organisation
- (b) Referral to the Educational Psychologist
- (c) Referral via the GP to the Child and Family Unit

### **Section Six: Strategies to deal with persistent Bullies**

- Persistent bullies are pupils who fail to respond to a reasonable number of attempts to reform them.
- They may have a primary school record of bullying.
- If they have a record of these offences they will probably have sampled a number of our suggested sanctions.
- One would normally expect these pupils to be dealt with by the Head of Year, the Head of Pastoral Care, the Vice-Principal or the Principal.
- These experienced staff will have their own ways of dealing with persistent bullies but the following options may prove useful:

#### **OPTION ONE**

Signing a home-school Contract. Teacher, pupil and parent to sign. Breaking the agreement is deemed very serious.

#### **OPTION TWO**

The loss of break and lunchtimes over a long period of time. Lunch to be always eaten at the last sitting.

#### **OPTION THREE**

Lunchtime exclusion (Headteacher)

#### **OPTION FOUR**

Staff to be informed via

- (a) Briefing
- (b) Staff Meeting
- (c) Memo

#### **OPTION FIVE**

The Special Needs Register via the SENCO, if it is considered to be a major issue linked to social, emotional and/or mental health concerns, requiring external support. This will enable outside help - in particular the Educational Psychologist.

#### **OPTION SIX**

Extensive detentions that involve responding to Bullying material.

#### **OPTION SEVEN**

The Headteacher will always reserve the right to temporarily or permanently exclude a persistent bully.

### **Section Seven: Curriculum Links**

- (a) Audits departments' commitment to anti-bullying within the school and discuss it at an annual review. This is then shared with pupils during assemblies.
- (b) The School always welcomes other offers of curriculum time from interested departments.
- (c) The PSHE Department is also committed to devoting curriculum time in the Lower School to bullying.

### **Section Eight Procedures to inform new Staff and Pupils**

<b>Staff</b>	This policy forms part of the staff handbook. All new staff access staff handbook
<b>Pupils</b>	New Year 7 are informed of the Policy in a <u>Year</u> Assembly a few weeks into the Autumn term. New 'In Year' pupils are informed by the Head of Year or Form Tutor upon arrival.

This policy runs in conjunction/is linked to the Use of the Internet Policy and Behaviour Policy; and is disseminated in the Staff Handbook and through assemblies and parent talks.