



Lode Heath School

Name of Policy	Anti-Bullying Policy
Lead	Mr Nicholas Burke
Governor Committee	BSII Committee
Date Last Reviewed	October 2020
Review Frequency	Annual
Annual Review Date	October 2021

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 those 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 or verbal abuse

Emotional/Social:

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

Racist:

Racial taunts, graffiti, gestures or stereotyping

Sexual:

Unwanted physical contact, abusive comments or 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 students at Lode Heath School have the right to education, free of unwanted fears generated by bullying. Students can only reach their full potential if they feel secure in their learning environment. We abhor bullying as 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 students 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) Key pastoral staff are experienced in responding to bullying incidents.
- (iv) The education of students in relation to bullying is facilitated through the PSHE programme.
- (v) Specific work is conducted to develop emotional and social skills to help develop learning. These are evident throughout schemes of work.
- (vi) 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.
- (vii) Children are surveyed regarding their happiness and feeling of safety.
- (viii) We have developed health and wellbeing through the National Healthy Schools programme and through our Lode Heath Values Work.
- (ix) Provide good role models through prefects, senior prefects, the Head Boy and Head Girl.
- (x) Bullying is a topic reviewed by Student Voice every year and is reviewed during pastoral review meetings – statistics are analysed, survey results discussed, and outcomes fed into action planning.
- (xi) Homophobia is tackled through assemblies; Key pastoral staff will support students regarding sexual orientation and offer support and guidance if they are subjected to bullying.
- (xii) The senior leadership team, along with key pastoral staff, 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 students have a duty to report bullying.
- (iii) Staff have a duty to protect students who supply information. Students who threaten witnesses must be sanctioned.
- (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 student.
- (vii) It may well prove useful to speak to the victims' friends. Again, the statements must be in writing by the student(s).
- (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 a sanction and support;

OR:

- (b) The sanction 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 sanction, then again it is at the teacher's discretion. However, we offer the following list of possible sanctions for those who might find it useful:

POSSIBLE SANCTIONS

- a) Detention
- b) Inform Parents (after appropriate consultation with the Year Head)
- c) Letters of apology
- d) Community service
- e) Loss of privileges
- f) Banned from school trips
- g) Banned from extra-curricular activities
- h) Placed on a home/school contract
- i) Inform the police (if outside school as well)

ASSOCIATE HEADTEACHER

- a) Lunchtime detention
 - b) Internal isolation (Refocus)
 - c) Fixed term exclusion
 - d) Permanent exclusion
- (iii) If the teacher decides on the 'no sanction' 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 sanction 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 sanction approach.
 - h) If the teacher is 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) Facilitate mediation between the students.
- (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 bullying.
- c) Previous parental contact.
- d) Severity of bullying.
- e) Your chosen path - sanction or 'no sanction' approach.

(vii) Informing Parents of the Victim

Again, at the teacher's discretion, 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 counsel by:

- a) Year Leaders
- b) Pastoral Managers
- c) A volunteer member of staff
- d) An external organisation
- e) Referral to the Educational Psychologist
- f) Referral via the GP to the Child and Family Unit

Section Six: Strategies to Deal with Persistent Bullies

Persistent bullies are students 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 students to be dealt with by the Head of Year, Deputy Headteacher or Associate Headteacher. 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, student 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.

Option Three:

Lunchtime exclusion (Associate Headteacher).

Option Four:

Staff to be informed via

- a) Briefing
- b) Staff Meeting
- c) Email notification

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

Section Seven: Curriculum Links

- Audit a departments commitment to anti-bullying within the school and discuss it at an annual review.
- The School always welcomes other offers of curriculum time from interested departments.
- The PSHE curriculum is also committed to devoting time to bullying.

Section Eight: Procedures to inform new Staff and Students

Staff	This policy forms part of the staff handbook.
Students	New Year 7 are informed of the Policy in a Year Assembly a few weeks into the Autumn term. New 'In Year' students 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