



Aldercar High School

In pursuit of excellence

ANTI-BULLYING POLICY

Approving Body	Governing Body
Date Approved	3 October 2023
Review Date	October 2024
Minute Number	FGB23/10/9.1

Statement of Intent

At Aldercar High School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in and out of school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

'Providing safe and happy places to learn is essential to achieving school improvement raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of all members of the school community.' (DfE, 2007)

Policy Development

This policy was formulated in consultation with the whole school community with input from

Members of staff, governors, parents/carers, children and young people, and other partners (extended schools, visiting external providers in school and external providers off site 14-19 curriculum)

Pupils contribute to the development of the policy through the school council and pupil voice surveys.

The school council will develop a student friendly version to be displayed in school and which will be distributed to all students.

Parents/Carers will be encouraged to contribute by: taking part in written consultations, parent meetings, parent focus groups producing a shorter parent's guide.

Roles and Responsibilities

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is: Gordon Nisbet

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice

- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

Definition of Bullying

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours

- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation – homophobia/not fitting in with gender stereotype
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others:

these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school should report any incident of bullying to a trusted adult in school. This would usually be their Form Tutor or Head of Year. The school will provide appropriate support for the person being bullied-making sure they are not at risk of immediate harm and will involve them in any decision-making as appropriate.
- Parents/carers should contact the child's For Tutor or Head

of Year in the first instance via telephone or request a parental meeting.

Procedures

- All reported incidents will be taken seriously and investigated involving all parties.
- All parties will be interviewed and asked to write a written statement.
- Parents of all parties will always be informed.
- The school will use a range of responses appropriate to the situation: - The school will use a solution focused, restorative approach, circle of friends, and individual work with victim, perpetrator, and referral to outside agencies if appropriate
- Members of staff dealing with bullying incident will refer to the school Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Form Tutors and Heads of Year will follow up with the person who reported the situation, parents/carers
- The Inclusion Team will provide support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Aldercar High School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Include here your strategies both as part of the curriculum and across the whole school for example

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- PSHE/RSE
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Peer mentoring schemes
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes

Links with other policies

References Documents and Related Policy/Guidance

This policy links with several school policies, practices and action plans including:

Behaviour Policy

Complaints Policy

Safeguarding Policy

Online safety and Acceptable Use Policies

Curriculum Policies: PSHE, Citizenship and Computing.

Mobile Phone and Social Media Policy.



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National Documents

Preventing and Tackling Bullying July 2017

Keeping Children Safe in Education 2021

Sexual Violence and Sexual Harassment between children in schools and colleges guidance.