



Queen's Croft High School

ANTI-BULLYING POLICY

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Aims

Queen's Croft High School believes that all children and young people should learn and develop in a supportive, caring and safe environment without fear of being bullied. All adults and students should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student-bullying matters.

The aims of the anti-bullying policy are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the student who has experienced bullying and to trigger sources of support for the student
- Apply appropriate disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, through multi-agency support where necessary

This policy should be read in conjunction with the following documents:

- School Safeguarding Policy
- School Behaviour Policy
- *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies*(DfE, July 2017)
- *Cyberbullying: Advice for headteachers and school staff* (DfE, November 2014)

Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name-calling, physical injury, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email in addition to physical bullying.

Three specific types of bullying can be identified:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

Cyber bullying, or bullying using electronic means, can involve indirect bullying or verbal bullying.

The children and young people at Queen's Croft High School have a wide-range of additional needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Queen's Croft will recognise bullying behaviour if they

experience it; equally not all students would recognise their own behaviour as bullying towards another individual.

Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such, the school uses a range of strategies to support students in understanding what bullying is and to identify when bullying may be taking place.

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Roles and Responsibilities

The Governing Body

- Creating the right ethos for the school that ensures it is an inclusive environment
- Ensuring regular review of the anti-bullying policy and practice including analysis of information published under its single equality scheme
- Ensure the school is promoting equality for its whole community

The Head Teacher

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying
- To consider what adjustments may be needed to policy and practice in this area
- Ensure the whole school is promoting equality and inclusion
- To ensure the anti-bullying policy is kept up to date
- To ensure bullying is factored into any analysis of student behaviour

The Senior Leadership Team

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy
- Keep up to date on bullying related data from the school's behaviour analysis and plan appropriate interventions at a whole school level
- Promote anti-bullying week and anti-bullying work in general
- Ensure the curriculum covers anti-bullying

Head of Key Stage

- Keep up to date on bullying related data from the school's behaviour analysis and plan appropriate interventions at an individual level
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise

- To act as a port of call to advise staff on any bullying related matter
- To work with the student prefects on work relating to anti-bullying
- To liaise with external agencies as necessary in partnership to support anti-bullying strategies
- Ensure that behavioural recording systems record any instances of bullying

All school staff

- To constantly monitor the students for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To constantly model high standards of behaviour and to have high expectations for all the students.

The Pupils' Voice

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include through the school council, annual reviews, Education Health Care Plans, everyday communication with school staff and small group consultation. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury or a change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

Reporting Process

In the event that bullying behaviours are reported or observed, the member of staff who has that information should report it to the form teacher or Head of Key Stage for follow up action. The form teacher (or Head of Key Stage) should then investigate to determine the facts behind any arising issue. In the event that bullying appears to be taking place:

- The concern should be recorded in SIMS and MyConcern
- The matter should be reported immediately to the relevant Head of Key Stage who will liaise with senior leaders and the DSL about appropriate actions
- Where appropriate, the parents / carers of the victim and the student who has carried out the bullying behaviour will be contacted
- Appropriate sanctions may be put in place
- Where appropriate, opportunities for repair and resolution will be sought
- All follow up actions should be recorded in SIMS and MyConcern

In the event that bullying behaviour is not successfully changed or prevented and agreed strategies do not show indications of working, the matter should be referred to the Headteacher. All bullying issues will be discussed in weekly Senior Management Team meetings.

The class teacher and senior staff should take any necessary and appropriate action to ensure the immediate and ongoing physical and emotional safety of any child or young person who has experienced bullying behaviour.

Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the relevant Head of Key Stage on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. All such conversations should be recorded in line with standard procedures on SIMS or MyConcern.

Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is experiencing bullying behaviour and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If a parent/carer is concerned about their child/young person being bullied they should contact the school immediately and ask to speak to the appropriate Head of Year or, in their absence, a member of the senior leadership team.