Anti Bullying Policy

Leytonstone School

Signed by Chair of Governors: Kate Lord

Date Ratified by Governors: 28/3/15

Date to be Reviewed by Governors: 28/3/17

<h1 style="text-align:center">Leytonstone School Anti-Bullying Policy</h1>

1. Introduction

At Leytonstone School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school. Pupils need to understand the issues relating to bullying and should feel confident to seek support from school if they feel unsafe.

We also want parents/carers to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy is being development in conjunction with:

- Members of staff- though staff training program
- Governors – discussions at governors meetings
- Parents/carers - parents have been invited in the spring term to a consultation evening and we will be sending out a link to a Survey so that all parents are able to contribute opinion.
- Young people - pupils will during spring term to the development of the policy through the School Council. The School Council will develop a student friendly version to be displayed on Year Team noticeboards and go in student planners

This policy is available

- Online at www.leytonstoneschool.co.uk
- From the school office
- Student friendly versions will be on display by Summer term 2015

2. Roles and Responsibilities

The Headteacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing a Senior Leader who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: - Andy Smith Assistant Headteacher

The responsibilities of the Anti-Bullying Coordinator 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

3. Definition of Bullying

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

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 hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

4. What does bullying look like?

Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- extorting money or items of value
- 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.
- Repeated banter type behaviour or put downs among peers.

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' or even 'manipulators' and 'coercers' through their interest and interactions.

5. Where does bullying take place?

Bullying is not confined to the school premises. Bullying may also persist outside school, in the local community, on the journey to and from school and at all times via the internet and cyberspace.

6. Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

7. Why are children and young people bullied?

Specific types of bullying include:
- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying.
- Bullying of peers seen as less influential in friendship groups.

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

8. Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

9. Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet (see our e-safety policy and PSHCE curriculum) and encourage good online behaviour. E-safety advice will be delivered in assemblies, PSHCE lessons and through the ICT curriculum. An advice page will be incorporated into student planners with information about how to stay safe on line (see attached).

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

10. Reporting, recording 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)

Level 1: Information and Contacts

- Guidance is provided to all students on bullying, its effect and simple measures to deal with bullies. Students are provided with email address to report incidents of bullying:**studentsupport@leytonstoneschool.org**
- Information posters are displayed throughout the school and in tutor room bases advising students what to do if they feel that they or another student are being bullied.
- KS4 students (Prefects in Year 11, Mentors in Y10) attached to KS3 tutor groups to work with tutors. KS4 students work as mentors to KS3. Year 8 Buddy System to mentor Year 7 students.
- Break and lunchtime supervision provides the opportunity for learners to engage with adults during the recreation periods. Provision is made by the Student Support Centre for vulnerable students at these times.

Level 2: Learning Programmes

- Faculty Curriculum experiences - Faculties should be developing resources through the programmes of study that can promote the school position on bullying and be used to stimulate discussion.
- The Tutoring programme has a strong emphasis on monitoring the conduct of students and encouraging the values of the school.
- Assemblies are used to promote the school attitude to bullying and to ensure information is passed to the student body.
- The Head of PSHCE and Citizenship works with the Year teams on the production of a learning programme to cover a broad range of topics. Bullying features within the PSHCE programmes.

Figure 1: *Posters displayed in classrooms and other areas*

Level 3: School lower level Responses and interventions

- Student on student interventions: Year 11 Prefects, Year 9/10 Mentors.
- Staff who deal with issues of bullying or other activities should do so effectively and efficiently. Concerns should be passed to the appropriate staff (HOYs) for information or action.
- If the concern is considered more serious a serious incident form should be used to convey action and information to the appropriate staff. This should be logged on SIMs. Appropriate sanctions decided according to whole school behaviour policy.
- Year Teams and the Inclusion Faculty work together to support victims and perpetrators.
- We have a RIO officer (Restorative Intervention Officer) who works with the school and families to support and mediate.
- Multi agency support is coordinated through the Inclusion Faculty.

Level 4: Higher Level Responses and Interventions

- Leadership Team will become involved though a direct intervention in a particular situation that may require a higher-level school response such as a fixed term exclusion or Internal Exclusion Unit.

11. Monitoring

Year Teams are the principle teams in the school that monitor behaviours of individual students. HOYs are expected to maintain records of all students within the Year group and respond as appropriate.

Each faculty and department will monitor behaviour in lessons and take appropriate action (see behaviour policy) and maintain records.

12. Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. The steps taken are:

1. Interviewing all parties (refer to Leytonstone bullying assessment flow chart to decide whether this is a case of bullying)
2. Informing parents/carers
3. Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a clear message that bullying is unacceptable
4. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
5. All incident forms, witness statements and details of sanction/intervention to be passed to relevant HOY and recorded on SIMs using correct categories. Assistant Headteacher responsible for anti-bullying to be informed.
6. Follow up - especially keeping in touch with the person who reported the situation, parents/carers. (This includes the complaints procedure for parents who are not satisfied with the schools actions.)
7. A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, counselling, referral to outside agencies if appropriate. These responses can be discussed at the Year Team and Referral Panel meetings and organised in liaison with the Inclusion Faculty.
8. Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying, gang related bullying or hate crime.
9. Using the PSP or CAF process where appropriate to involve other agencies who may be able to support.

13. Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident. Copies of all statements and incident forms should also be passed to the relevant HOY to be kept on student file. These incidents will also be recorded electronically on SIMs using the correct categories for future analysis and monitoring.

The information stored will be used to ensure individuals 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 discussed by staff in regular staff meetings. This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated annually.

14. Strategies for preventing bullying

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

1. Strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.
- Involvement in SEAL including Anti-bullying unit in the PSHCE Curriculum ▪ Involvement in the Healthy Schools Programme ▪ Anti-Bullying week annually in November.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Voice, School Council
- Peer mentoring, mediating schemes and Prefects

2. Reactive programmes for vulnerable groups or groups involved in bullying. ▪ Restorative Justice
- Counselling and/or Mediation schemes
- Work with external agencies

3. Support for parents/carers
- Parent/carer groups consultation
- Parent information events/information

4. Support for all school staff
- Ongoing staff training and development for all staff including those involved in lunchtime and before and after school activities

5. Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
E-safety policy	Cyberbullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

6. Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.
Stonewall – www.stonewall.org.uk
The lesbian, gay and bisexual charity
Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline. **School's Out** – www.schools-out.org.uk
Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

Safe to Learn- DCSF Guidelines
Embedding anti-bullying work in schools – DCSF-00656-2007
Homophobic bullying – DCSF – 00668-2007
Cyberbullying – DCSF – 00658-2007
Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 003722008
Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - **www.education.gov.uk/publications**