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Anti-Bullying Policy

Policy updated May 2017

To be ratified by Governors at a meeting of
the full Governing Body

Mr M. Aspden



**SIDDAL
MOOR**

Where students *fly high* through the
expectation of *excellence* in *everything* we do

Purpose:

Siddal Moor Sports College is committed to the development of a whole school approach to bullying. This involves the whole school community- pupils, teachers, school support staff, governors, parents and carers. It is based on developing a policy that promotes shared values, beliefs and attitudes that discourage bullying and gives guidance on how to manage and record bullying incidents.

(The importance of everyone being involved and owning the policy is underlined by research)

- Ensure that the whole school community understands what is meant by bullying
- Make it clear that no bullying of any kind will be tolerated
- Create a culture and systems that enable children to report bullying incidents without feeling that they are 'telling tales'
- Ensure that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon, with clearly defined procedures
- Provide a thorough and systematic recording procedure for incidents, which can help with reviewing and evaluating the policy
- Facilitate participation in peer support and education approaches
- Become part of a curricular approach to bullying (Ofsted 2003)

Definition:

Bullying including cyber bullying, is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

Bullying including cyber bullying is an abuse of power- that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying - there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel.

Rationale:

No member of the school should be bullied or caused anxiety by another. Bullying is considered to be any behaviour that repeatedly harms/hurts another person, either physically or emotionally. In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying. The school views bullying as serious anti-social behaviour and will always take firm action against it.

Physical harm constitutes an assault and can be dealt with as such i.e. Police involvement

Aims of Anti-Bullying Policy:

- To minimise and try to end the incidence of bullying in schools
- For all members of the school, including community to recognise that tackling bullying in schools is inextricably linked to the development of a positive ethos
- To develop and maintain a safe, welcoming environment built on positive relationships and mutual respect, under-pinned by shared core values
- To encourage the whole school, including our partners and parents to play an active role in promoting this positive environment and to support anti-bullying initiatives
- For all members of the school community to recognise and take responsibility for reporting any bullying that occurs
- To standardise procedures and provide a consistency of approach in dealing with bullying across the school

Responsibilities:

It is the duty of all members of the school community:

- To be vigilant and recognise bullying behaviour
- To listen carefully, reporting any suspicions of bullying immediately
- To follow the procedures outlined

It is the duty of school management:

- To ensure that this policy and the procedures for dealing with bullying are understood, implemented, monitored and reviewed on a regular basis
- To ensure that all incidents are recorded consistently and in a way that allows the effective monitoring of bullying behaviour
- To make provision to follow up the detection and reporting of incidents so that those being targeted can be supported and protected, and bullies deterred
- To provide necessary support to staff to maintain a safe school environment

It is the duty of staff:

- To ensure that school is a safe environment where learning can take place in a supportive environment
- To ensure that bullying will not be tolerated
- To listen to the pupil(s) and record all incidents
- To offer those being targeted immediate support and following the school's procedure for anti-bullying

It is the duty of pupils:

- To follow the agreed codes of behaviour for the school
- To take action when it is perceived that someone is being bullied or in distress by informing an adult immediately
- Not to tolerate bullies

- Don't keep quiet
- Don't be afraid to tell someone

It is the duty of parents:

- To take an active interest in their child's social life. Discuss friendships and how their time in school is spent
- To watch for signs of distress in their child
- To inform school immediately if they suspect their child is being bullied in school
- To support strategies, that will support the pupil in and out of school

Procedures:

Dealing with an Incident:

Whenever a bullying, including cyber bullying, incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?

All reports will be followed up and the school undertakes to:

- Operate a reporting and recording procedure
- Deal with all reports speedily, fairly and positively
- Take account of the evidence and all views
- Inform parents

The school will implement a range of the following strategies as appropriate:

- After incidents have been investigated, offer advice and support to the victim (restorative approaches, buddy up with allocated Peer Mentors, Pyramid Club, Circle time)
- Offer advice and support to the person responsible (Support Group Approach, restorative justice)
- Peer Forums
- Monitoring of the situation to ensure repeated bullying does not take place.
- Ensure that all involved are kept informed
- Operate a system of sanctions or punishments which reflect the seriousness of the offence
- Where appropriate, offer conciliation between the bully and the victim

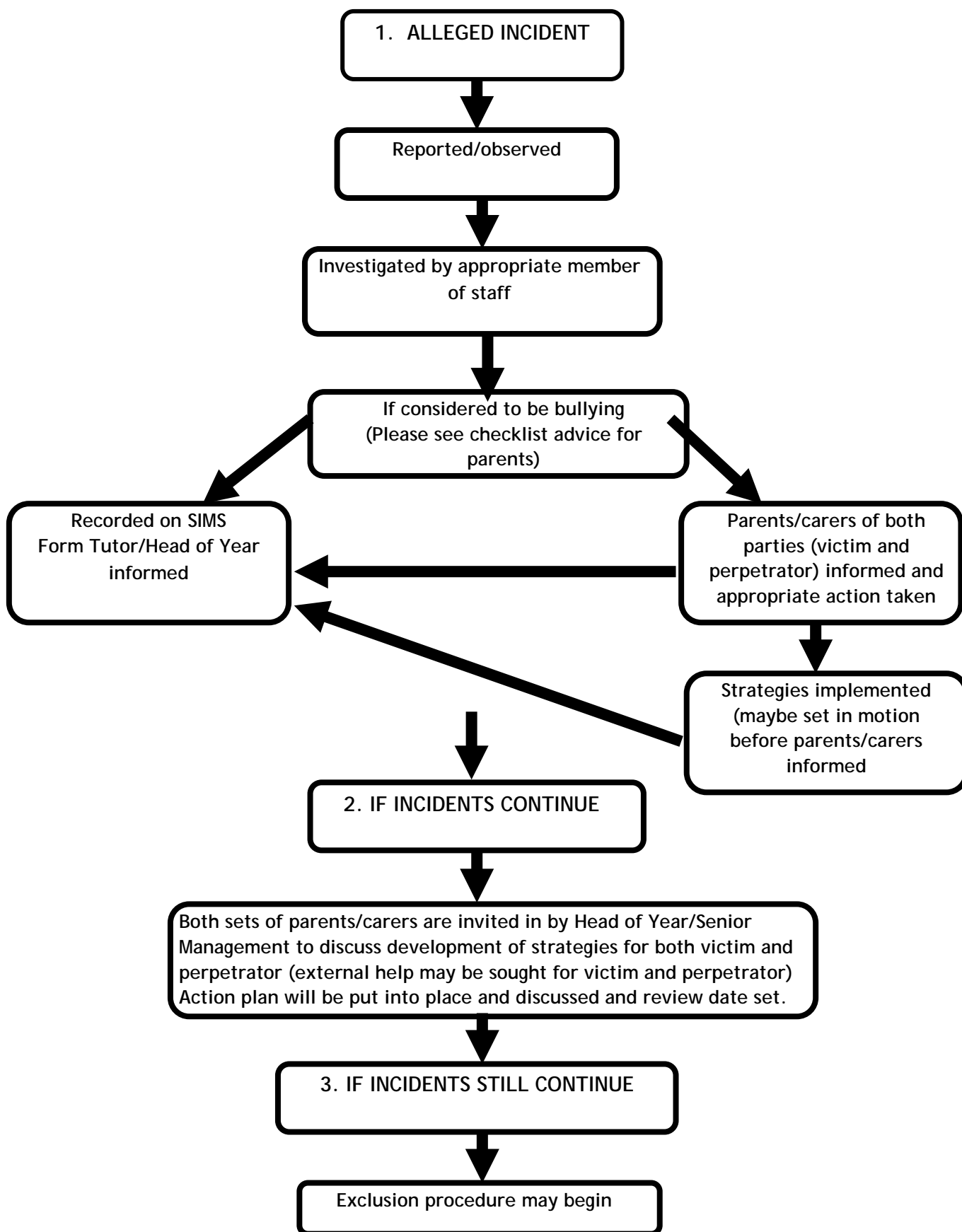
Where appropriate, offer a range of strategies that include:

Sanctions/ punishments

Measures will be in line with the school's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff member/head teacher expressing concerns
- Time out from the classroom (LSCN / Isolation room)
- Detention after school
- After School Exclusion
- Fixed term exclusion
- Permanent exclusion

Safeguarding procedures will be followed when child protection concerns arise.



NB. Severity of incident/s may result in exclusion proceedings overruling the above.

(For Students)

Aim: The principal aim is to foster a safe, caring and supportive environment, where all students can learn and achieve in an atmosphere free from the worry of bullying.

Statement

Bullying including cyber bullying, is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

In some circumstances, for example, when the protagonist is older, stronger or bigger than the victim, an isolated incident may also be considered bullying.

Physical:

Any form of contact with aggressive intent to a person or their belongings. For example - hitting, kicking.

Verbal:

Words which can emotionally, hurt, upset and/or humiliate a person which makes someone feel inferior and intimidated.

Cyber bullying:

Can take the form of malicious texting, MSN, E-mail, intentionally leaving out of friendship groups and/or spreading rumours.

Bullying Examples:

Physical Hitting, kicking, pushing, theft

Emotional Name calling and insults

Indirect Spreading rumours, excluding someone from social groups

Racial Bullying motivated by race, including racial taunts, gestures and insults

Homophobic (extends into LGBT)

Bullying focussing upon issues of sexuality and gender

Cyber All areas of the internet and email including chat room misuse
Threats by mobile phone and text messaging, including misuse of associated technology, i.e. phone, camera & video facilities

What to do if you are being bullied?

Tell someone you trust, because they will help to stop the bullying.

This could be anybody in school, friends, teachers, form tutors, head of house, peer mentors, dinner time supervisors, prefects, office staff.

If you tell no-one the problem will not go away.

What happens next?

- The incident will be investigated by the person you told and or by the appropriate person
- Parents will be notified
- Parents may be invited in
- An action plan may be put in place
- The perpetrator will receive appropriate sanctions
- You will receive feedback on the outcome
- Help will be offered to make you feel safe and confident again

(For Staff)

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What to do if bullying is reported to you?

- Identify the incident as bullying
- Bullied student/s record the events in writing
- Record the incident on IRIS ensuring that all details are logged including information on the victim, perpetrator and any witnesses
- Forward recorded incident to form tutor and Head of Year, detailing action taken and/or seeking further assistance/support

What happens next?

- You report back to the student what action you have taken and if the information has been passed on, to whom
- Head of year will inform parents
- Head of year may invite parents in
- Action Plan may be put into place
- Follow-up - check on the victim to ensure they are feeling safe and the situation has been resolved
- To adopt a whole school approach the following strategies have/will be adopted:

Anti-Bullying Policy:

- School Council day - Student voice
- Steering Group – staff and students to write policy

Curricular approaches:

The school curriculum can be used to tackle issues associated with bullying.

- *PSHE – Intolerance, conflict resolution*
- *Drama – Role play*
- *English –reading materials*

Encouraging and developing pupils with social skills that enable them to manage their relationships with others constructively and to respond to bullying.

Assemblies:

Topic of the assembly based on the bullying themes.

Peer Mentor and Prefect Support:

- ***Peer Education*** – buddy reading and maths
Involves pupils sharing their skills and experience individually and in groups. Used to promote understanding and knowledge of life skills.

- **Peer Listening** – One to One
Gives pupils access to a friendly ear and allows problems to be shared. It can be particularly effective where there is a reluctance to share with an adult.
- **Peer Mentoring** – Mentors and Prefects in forms
A supportive relationship between pupils where the mentor provides friendship combined with guidance, advice and encouragement.
- **Pyramid Club** – After School Club
Designed to help pupils become independent, confident, communication and resilient. Will include circle time.
- **Restorative Approaches RA Ambassadors**
- **Circle of Friends**
- **Support Group Approach (No blame approach)**

Recording, Monitoring and Evaluation:

Supply quantitative data for comparison, and action will be taken through the following strategies:-

- **Bullying Questionnaire**
Conducted on yearly basis across all years.
- **Strength and weaknesses questionnaire**
This is completed in Year 6. The purpose is to identify pupils who would benefit from invitation to Pyramid Club.
- **Transition Questionnaire**
Completed by Year 7, conducted six weeks after commencement of autumn term.

SIMS

The behaviour management system will be used to record incidents, and actions taken, on allegations of bullying. We will be able to analyse the different types of bullying to include; racist, homophobic, cyber as well as general types of bullying. Incidents can be recorded on the victim's and perpetrator's record. Head of House/ Year and Form Tutor are also electronically notified. Reports can then be generated on the various type of bullying.

This policy links to:

Education and Inspection Act 2006

The Equality Act 2010

DCSF Improving behaviour and attendance

Child Protection Rochdale Borough Safeguarding Procedures

Review of policy

In line with all policies, this policy will be reviewed annually.

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers and governors.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors.

Note. Racism policy is separate.