

Gladesmore Community School



ANTI-BULLYING POLICY [OP5]

Last updated : December 2016	Review : every 3 years	
Governing Body :		
Status : Statutory	Index : Operational	Website : N

Gladesmore Community School

ANTI-BULLYING POLICY [OP5]

The school consider bullying to be deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- Indirect (spreading rumours, cyber communication, excluding from social groups).

Schools have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils. This policy *meets the requirements of the Haringey Local Safeguarding Children Board Anti- Bullying and Discriminatory Policy Framework*.

Our essential stance is to endeavour for pupils to have equality of opportunity and the right to enjoy his or her education. To this end we aim to sensitise our pupils to the whole subject of bullying, so that they can recognise it and develop techniques for dealing with it both individually and collectively. We also believe that wherever possible our aim is to modify the behaviour of perpetrators. Procedures aim to encourage the reporting of incidents of bullying and strongly promote an anti-bullying culture.

Awareness

We aim to raise the awareness of bullying and its effects. This is done by using Blue Day (Anti-Bullying Day) assemblies, displays, tutorials, staff training, parents' events and newsletters to:

- Sensitise the community to the signs of bullying:
 - changes in behaviour, such as becoming shy and nervous
 - feigning illness, taking unusual absences or clinging to adults
 - changes in work patterns
 - lacking concentration
 - truanting
- Make it straightforward to report bullying
- Demonstrate that bullying can be confronted and stopped

Reporting & Recording

We aim to follow up incidents of bullying, or suspected bullying:

- the incident will be dealt with or passed on to staff to investigate
- Peer listeners (older pupils who have undergone a training course for the purpose) will provide support and trigger follow-up if they detect bullying or have it reported to them
- accounts of incidents will be collected
- in serious matters the appropriate HoY or senior leader will interview those concerned and will record the outcome
- Form tutors will be kept informed and, if appropriate, will arrange for staff to monitor victims and perpetrators

Rights and Responsibilities

Those involved in an incident of bullying should be appropriately involved in efforts to address the matter.

The victim should be guided:

- s/he can go to her/his form tutor or other staff member for help. The pupil(s) may also see a Peer Listener;
- s/he will have the opportunity to discuss the incident and their feelings with an adult: her/his form tutor; a counsellor or appropriate member staff;
- that the bully/bullies will be dealt with;
- the bully's parents/carers may be called into school to discuss the matter;

The person who has been accused should:

- be listened to as well as spoken to about their behaviour;
- understand that their behaviour might lead to sanctions being considered;
- have access to another adult who will offer guidance, especially if s/he feels the accusation made is untrue/unfounded;

Actions

Guidance for supporting the victim:

- will be reassured;
- given advice to re-establish self-esteem and confidence;

Guidance for working with the perpetrator:

- must discuss what happened and confront the behaviour;
- must be given guidance on changing behaviour;

As a consequence:

It is often helpful when the victim is:

- monitored over an appropriate period

It is often helpful when the perpetrator is involved in:

- a session/meeting that provides guidance the educates the perpetrator and deals with the whole notion of bullying and its effects on the victim.
- guided to repair the hurt and damage caused;
- sanctions as appropriate to the situation are implemented:
 - receive an official warnings to cease offending;
 - an appropriate punishment such as:
 - detention
 - exclusion from certain areas or aspects of school
 - suspension
 - fixed-term exclusion

Organisational Measures

Peer Listeners are selected and trained to act as confidants. They are trained pupils and perform a key role in supporting and educating other pupils in the Anti-Bullying.

The school has an interest in the behaviour and welfare of its pupils outside school hours and will take action over concerns.

Throughout, the main emphasis will be to change the offending behaviour rather than punish it.

Curriculum

All staff are asked to look out for, and challenge, indicators of bullying within their lessons and about the school. Pupils are also asked to play a positive role in combating bullying and reporting issues.

Within some subject schemes of work aim to develop understanding, skills and awareness of bullying issues. Risks associated with internet use and cyber- bullying are covered within assemblies and in the curriculum. Tutorials and Assemblies will methodically address the subject of bullying and will be the main public means to raise awareness.

Staff

Central to the success of this policy are day-to-day interactions so that pupils feel they can approach and discuss matters with staff. The modelling of respectful interactions and good practice are part of the Gladesmore Ethos.

Any accusations by pupils against staff will be investigated by an appropriate senior member of staff as will accusations by staff against their fellows. In these instances, those accused should be given access to a senior member of staff, supportive colleague or representative.