Anti Bullying Policy

2017-2018

This policy was adopted at the meeting of the Governing Body at Flint High School.
**Context**
Governors and staff aim to create a positive learning environment at Flint High School by recognising that the school has a duty to comply with the following:

- The Equality Act 2010 – Chapter 1 of part 6 of the Act prohibits discrimination, harassment and victimisation in schools.
- Education and Inspections Act 2006 – requires schools to establish policies to promote good behaviour, and in particular, prevent all forms of bullying among pupils. It also gives head teachers the power to impose disciplinary sanctions for inappropriate behaviour.
- Children Act 2004 – requires a local authority to promote co-operation between itself and various other bodies and persons with a view to improving the well-being of children in its area so far as it relates to education, training and recreation.
- Education Act 2002 – requires schools to have a complaints procedure. This is particularly important for parents and carers who feel that their school has not adequately dealt with a case of bullying.
- Human Rights Act 1998 – requires schools to have policies that comply with the Act, in particular, Part 1 of Schedule 1 to the Act which provides that no one must be subjected to torture or to inhuman or degrading treatment or punishment.

**Principles:**

- All teachers, all support staff and student representatives will be fully involved in the implementation of this policy. On-going training, together with the opportunity to evaluate the effectiveness of this policy, will promote an understanding and commitment to combat bullying at Flint High School.
- All classroom teachers have an important role to play in reinforcing positive messages about acceptable behaviour.
- The pastoral system will refer to the school’s behaviour and discipline policy to sanction bullying.
- Bullying does not only happen at school. It is part of the wider community and can take the form of cyber bullying. This policy will need to be publicised to all parents and the wider community.

**Definitions - What is Bullying?**

Bullying can take many forms, but three main types are:
- physical – hitting, kicking, taking belongings, sexual harassment or aggression
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones
Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales. Name-calling can also occur where a pupil has a different dialect or accent from the majority in the class or school.

**Why Does Bullying Occur?**
Bullying most often happens when actual or perceived differences between groups and individuals are highlighted, for example.

- physical and academic ability or performance
- race, creed, gender, sexual orientation and social class.
- friendship groups and club or team membership

No matter how mild the act of bullying it is important that all acts of bullying are recognised and dealt with immediately. Any form of bullying will have a corrupting influence on the other pupils that witness what is happening.

**Who are the Victims?**
It is difficult to judge in advance who might be seen to be vulnerable to bullying. Victims may be pupils who:

- are new to school
- are different in appearance
- speak differently
- are from different backgrounds than other pupils
- suffer from low self-esteem
- react strongly when bullied
- are more nervous or anxious than most pupils
- are isolated from friendship groups
- are different academically.

**What are the Symptoms of Bullying?**
Most victims of bullying will elect to stay silent and live with the bullying in the hope that it will go away. All staff should be observant and look for the following signs that may indicate that an individual is a victim of bullying:

- avoiding social areas at break/lunch times
- losing dinner money
- buying friendship with sweets/money etc
- being frequently absent from school
- being ill with stomach aches/ headaches/feeling sick
• sudden lack of interest in schoolwork

**Procedures for Dealing with Incidents of Bullying**

All incidents of bullying will be dealt with through the pastoral system. All members of staff are responsible for reporting and dealing with incidents of bullying.

**Subject Teachers/Form Tutors**

A class teacher will be watchful, observe the social relationships between pupils in the class and act upon any concerns arising from the behaviours, or reports made by pupils, in their teaching/tutor group.

Where a teacher comes across bullying he/she must;

1. Remain calm; take charge of the situation. Reacting emotionally may add to the bully's fun and give the bully control of the situation;
2. Take the incident or report seriously;
3. Take action as quickly as possible;
4. Think hard about whether action needs to be private or public and which pupils are involved;
5. Reassure the victim(s) and not make them feel inadequate or foolish;
6. Offer concrete help, advice and support to the victim(s);
7. Make it plain to the bully that you disapprove;
8. Encourage the bully to see the victim's point of view;
9. Use the ‘No Blame Approach’ to help defuse the situation and educate the bully about the consequences of their behaviour and how they can help the victim;
10. Punish the bully if necessary, but with extreme caution. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power;
11. Explain clearly the punishment and why it is being given;
12. Inform the appropriate Learning Manager of the incident that occurred and what action you took; inform colleagues if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets.

Note: It is acknowledged that the 'No Blame Approach' may not be relevant to situations of serious unprovoked aggression which will be dealt with as serious offences through the school's Behaviour and Discipline Policy. The 'No Blame Approach' should nevertheless
provide the cornerstone of our dealings with situations here, as most of these could be regarded as lower level incidents if spotted and acted upon early.

**Learning Manager**

The Learning Manager has an important role to play in co-ordinating the efforts of all to reduce bullying in the school. They must:

- work with parents who report incidents of bullying to resolve the situation;
- follow up all incidents of bullying;
- encourage both the victim and the aggressor to record the events in writing;
- interview all parties and record the discussions in writing;
- contact the parents/guardians of the pupils concerned and seek their support;
- place any written reports in the respective pupils’ files for an agreed period of time;
- deal with friends’ involvement to prevent escalation.

**General Advice to Staff**

1. Make sure the incident does not live on through reminders from you;

2. Try to think ahead to prevent a recurrence of the incident if you uncover the trigger factor;

3. If you have to deal with bullying, what should you avoid?  
   Do not:
   - be over-protective and refuse to allow the victim to help him/herself;
   - assume that the bully is bad through and through;
   - try to look objectively at the behaviour, with the bully;
   - keep the whole incident a secret because you have dealt with it;
   - try to hide the incident from the parents of the victim or of the bully;
   - call in the parents without having a constructive plan to offer either side.

4. Teachers should write down details of incidents.

**Curriculum Support**

1. The issue of bullying will be addressed through PSE, form time and assemblies.

2. The school's pastoral programme will include lessons/drama/role play that looks at strategies to avoid bullying including:

   - ways of avoiding being an attraction to bullies;
   - ways of dealing with different forms of bullying;
   - ways of not giving in to bully gratification;
   - using the peer group for support and to keep safe;
• developing confidence to tell an adult about problems;
• engaging pupils in discussing and helping develop systems for reporting bullies;
• encouraging creative work - video presentation, poster campaigns, assemblies that tackle the issue of bullying;
• encouraging the student council to examine the school environment, highlighting areas that need regular supervision or would benefit from improvement by minor alterations.

The Role of Parents
The school recognises the important role that parents play in supporting an anti-bullying policy. Parents can support this policy by:

1. Recognising the signs where a child might be the victim of bullying, e.g. a pattern of headaches or stomach aches in the morning, lethargy and an unwillingness to attend school, asking for more pocket money, damaged clothing or bruising missing belongings, any sudden change in moods.
2. Taking an active interest in the child's social life, discussing friendships, how lunchtimes are spent and the journey to and from school;
3. Informing the school immediately if bullying is suspected and asking for an interview with the Learning Manager.
4. Working with school to devise strategies to help the child and providing him/her with support inside and outside school;
5. Reassuring the child that there is nothing wrong with him/her.

The Role of Governors
1. To formally approve the school's policy.
2. Review the implementation of the policy on an annual basis.
3. Publicise the policy to parents and members of the community whenever possible.
4. Bring to the notice of Headteacher any incidents of bullying which have come to their attention.

Restorative Justice
Where it is deemed desirable and useful, ‘Restorative Justice’ will take place at the appropriate time. This may be led by our Police Liaison Officer or a member of the Pastoral Team. ‘Restorative Justice’ is a victim focused resolution to a crime or a non-crime incident. The victim is given an opportunity to meet face to face with the bully in a safe and supervised setting to talk through the impact that the bullying has had, or is having, on them. Victims need to know that an offender fully appreciates the harm they have caused. An apology or some kind of reparation are the likely outcomes which help the victim move on and put the incident behind them.
‘Restorative Justice’ is designed to empower the victim and to help the perpetrators understand the consequences of their behaviour. The offender must accept responsibility for what they have done. Their participation is voluntary.