



**North Leamington School**

**Anti-bullying Policy**

**NOVEMBER 2017**

## Introduction

### Core Purpose

1. **Committed:** We are committed to providing a friendly, caring and safe environment for all our students and for all those adults who work in our school.
2. **Opportunity:** All our students have the right to learn in a relaxed and secure atmosphere, and the staff have the right to go about their professional duties without intimidation or undue pressure.
3. **Respect:** Bullying of any kind is unacceptable in our school. If bullying does occur, however, all students and parents/carers should be able to report this freely and to know that incidents will be dealt with promptly and effectively.
4. **Excellence:** We actively discourage students from being passive 'bystanders' in this context: any student who knows that bullying is taking place is expected to act responsibly by informing staff.

### Aims

5. Our aims are:
  - to reduce the incidence of all forms of bullying at NLS
  - to encourage all NLS students to develop a respectful approach to social relationships.

### Objectives and Desired Outcomes

6. Our objectives and desired outcomes are:
  - All NLS governors, staff, students and parents/carers should share a clear understanding of what constitutes 'bullying'
  - All NLS governors, staff, students and parents/carers should be fully aware of the school's Anti-bullying Policy
  - All NLS staff, students and parents/carers should follow the school's Anti-bullying Policy closely and consistently when bullying is reported
  - All NLS students and parents/carers should be able to have confidence in the school's Anti-bullying Policy and should be assured that they will be fully supported when bullying is reported.

### Bullying

7. At NLS we define bullying ***as a behaviour by an individual 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, difference or perceived differences and may result in an imbalance of power. It can result in the intimidation of a person or persons through the threat of violence or by isolating them physically, verbally or online.

## Code of Conduct

8. In the context of Anti-bullying, the School's Engagement for Learning Policy, with its emphasis on 'Respect for others', provides all students with a helpful framework on which to base their social relationships.
9. Different Forms of Bullying:
  - **Physical:** any form of physical intimidation or assault, such as pushing, hitting, kicking, extortion or theft of property
  - **Verbal:** spreading rumours, name-calling, 'put-downs', humiliation, abusive or menacing messages
  - **Psychological:** being unfriendly (e.g. excluding from group), tormenting (e.g. hiding belongings), making threatening gestures
  - **Sexual:** unwanted physical attention or contact (i.e. harassment), sexually abusive or explicit comments
  - **Homophobic, transphobic or biphobic:** verbal or physical abuse focussing on the issue of a person's sexuality
  - **Racist:** verbal or physical abuse focussing on a person's colour, ethnic heritage, culture, nationality or religious identity
  - **Online/Cyber:** any form of abuse or intimidation made by means of computer technology, e.g. mobile phone messages, video clips of actual bullying, MSN messaging, text-messaging, internet abuse.
  - **Disabilism:** verbal or physical abuse which is as a result of an individual's physical or mental disability.
  - **Other:** any form of abuse or intimidation which may not be specifically cited above, such as social class.

## Anti-Bullying Strategies at NLS

10. The school employs a wide variety of direct and specific anti-bullying strategies, as follows:
  - Direct Responsibility for, and Coordination of, the NLS Anti-Bullying Policy by a senior member of staff
  - A curriculum which involves talking to students about issues of difference through dedicated events, projects and assemblies
  - NLS will commit to creating an ethos of good behaviour where students treat one another and school staff with respect
  - Provide effective staff training whereby staff understand the principles of the school's policy and where to seek support
  - Involve parents to ensure that they are clear that the school does not tolerate bullying and that they are aware of the procedures to follow if they feel that their child is being bullied
  - Restorative Practices
  - Daily availability of the school's Student Support & Engagement Team, full-time members of the support staff, i.e. with no teaching timetable
  - Regular availability of the school's Police Community Support Officer
  - Reinforcement of NLS Anti-bullying Policy by College Leaders and Learning Mentors in Assemblies, VT curriculum, 'Circle Time' etc

- Reinforcement of positive social relationships in all lessons (e.g. by encouragement of group/team work) and exploration of relevant issues in specific curriculum areas (e.g. PSHE, R.E., Citizenship, Drama, Dance, English)
- Staff Duty system, involving all teaching staff and teaching assistants, ensuring staff and student visibility in all parts of the school at all times; Senior Staff duty (Headteacher, Deputies, SAHT, AHT) on local roads and car parks before and after school each day
- Lunchtime Clubs (safe, supervised games)
- 'Quiet Areas': Library, Learning Support room and Nurture room
- Continuous, close liaison with the Safer Neighbourhood Team and, where appropriate, the Police and Community Support Officers
- Close liaison with an established network of senior staff at all local schools and senior staff in other key local agencies, e.g. Children's Services, PCSO.

## Sanctions

11. The primary aim of punitive sanctions must be to put a stop to the bullying and to prevent any continuation of it. Punishment must be tempered with the determination to keep the emphasis on a cooperative, problem-solving approach and to reinforce parental ownership and responsibility with regard to modifying the bully's behaviour. Initially, therefore, the school's approach will be to counsel both the bully and her/his parents and to reinforce the school's expectations regarding positive social relations and respect for others (Restorative Practices).
12. If students do not respond to preventative strategies to combat bullying, the school will take stronger measures to deal with persistent bullying. A broad range of sanctions will include the following:
  - change of seating within a classroom
  - temporary or permanent removal from the group (VT group or teaching group)
  - withdrawal of lunchtime/breaktime privileges
  - intervention courses (managing emotions, social skills etc)
  - allocation of a key worker within school to support students
  - assessment and/or support from our our SEND / IEN team including the SENDCO
  - limiting movement to specific areas on school grounds
  - detention
  - withholding participation in school trips/visits or sports events
  - Engaging the support of other schools' Learning Support Units
  - Meeting with parents and carers as necessary
  - Arranging a Governing Panel to address continued concerns about behaviours
  - Any other strategies as outlined in the school's Engagement for Learning policy
  - Engagement of our school PCSO or other outside agencies as appropriate
  - fixed-term exclusion; permanent exclusion
13. In severe cases of bullying, e.g. serious physical assault or the repeated 'targeting' of an individual, the Headteacher or Deputy Headteacher may exclude the perpetrator and inform the Chair of Governors, prior to consideration by a meeting of the Governors' Disciplinary Sub-Committee.

## **Monitoring and Evaluation**

14. Monitoring: The Senior Assistant Headteacher with the overview of safeguarding will monitor the NLS Anti-bullying Policy. The Senior Assistant Headteacher will have the overview of a central record of incidents which have been recorded and investigated. Prejudice related incidents will be recorded on the appropriate forms and notifications to Warwickshire Local Authority will be provided in accordance with their procedures.
15. Monitoring of performance against expected outcomes will be done through:
  - recording the number and types of bullying incidents
  - a direct survey of both student and parent/carer opinion regarding the effectiveness of the Policy.
16. The effectiveness of the NLS Anti-bullying Policy will be reviewed annually by the Headteacher in liaison with School Governors. In exceptional circumstances the policy may be reviewed after a shorter time interval.

## **Procedures**

### **Working with Students**

16. NLS students should feel able to approach any member of staff in order to report a bullying incident and should feel confident that the member of staff will deal with the issue as a matter of priority, either by investigating the incident her/himself or by informing a more appropriate member of staff, depending on the circumstances.
17. It is vital that all staff involved in following up a bullying situation in this way act with real urgency: the aim is to achieve a 24-hour 'turn-around' (depending on the situation), including involvement of parents/carers.
18. When a student goes to a member of staff to report a bullying incident, that member of staff should not make any assumptions about the incident being reported to them: s/he should listen carefully and take note of the precise details involved and of the specific behaviour causing distress. Where possible, students should be encouraged to give a written account of events, and the member of staff should attempt to corroborate this by seeking appropriate witnesses. (Note – this may take time to complete.)
19. Information gathered by any member of staff should be recorded accordingly and passed as soon as possible to relevant College Leader. It is essential that one of the senior staff then takes direct responsibility for ensuring that the bullying behaviour does not continue during that school day and that the student(s) concerned are able to go home safely.
20. The senior member of staff taking responsibility should contact home to inform all parents/carers of the relevant events and of the steps being taken to investigate them and to follow up. Follow-up should include further contact after an agreed period of time with the parents/carers of both the victim and the perpetrator in a bullying incident, for instance to check that the bullying has not resumed.
21. The opportunity to receive 1-to-1 support from the available professional staff at NLS can be offered to any student involved in a bullying incident, should it be felt necessary or useful by the senior member of staff overseeing the follow-up to the incident. This might apply, for instance, to students who are seen to have very low self-esteem or to be particularly vulnerable.

22. It also needs to be said that the very small minority of students who show little respect for staff and who regularly disrupt particular lessons cause a great deal of stress to both staff and students. If a student refuses to cooperate with reasonable staff requests and/or is aggressive with staff, this should also be construed as bullying and dealt with in accordance with the procedures above, as appropriate.
23. Any incidents which are reported to staff which raise a safeguarding concern will be addressed in line with the school's Child Protection Policy. The School's Designated Safeguarding Lead is Ms H Jones.

### **Working with Parents/Carers**

24. All parents/carers will be made aware of the school's Anti-bullying Policy as part of their induction as new NLS parents/carer and will be signposted to the school website to read a fully copy of this document.
25. All NLS parents/carers will be given reminders of the school's advice regarding how to deal with bullying situations, particularly how to recognize the 'symptoms' of such a situation and who to inform at the school.
26. All parents/carers will be offered the opportunity to attend meetings at the school in relation to bullying issues and to modifying the behaviour of the students concerned.
27. Parents/Carers will be offered support in addressing incidences of bullying at regular opportunities such as Parents' Evening, Open Evening and Rewards Evenings where a College Leader will be available to offer advice and support.

### **Working with Staff**

28. These issues are in addition to those set out above.
29. The school's Student Support & Engagement Team and the PCSO are readily accessible to all students as a 'listening ear' for students reluctant to inform a teacher of a bullying issue or incident. They will also follow up with direct support for both the victim and the bully in cases where it emerges that the students caught up in such incidents would benefit from some help engaging with such issues as self-esteem, social skills, peer pressure and the emotional challenges of life.
30. All staff will receive regular and specific training regarding the school's Anti-bullying Policy, to be led and coordinated by a senior member of staff.

### **Links with other policies**

31. This policy must be used in conjunction with the following policies:
  - Engagement for Learning
  - Online Safety
  - Equality & Diversity Policy
  - Child Protection Policy

**Approval and Review**

This Policy is reviewed in discussion with staff and governors.

**Effective from:** November 2017

**Approved by:**

**Review Date:** November 2018

**Review Leader:** Ms Helen Jones, Senior Assistant Headteacher

**Prejudice Related Incident Form**  
**North Leamington School**



**Name of alleged victim:** \_\_\_\_\_

**Date of incident:** \_\_\_\_\_

**Time of incident:** *(Please circle)* Break    Lunchtime    Time/Lesson:    Outside of school hours

Other \_\_\_\_\_

**Gender:**        Male                          Female

**Is the alleged victim's gender identity the same as what they were assigned with at birth?**

Yes    No    Prefer not to say

**Year Group:**    Year 7    Year 8    Year 9    Year 10    Year 11    6th Form

**Is the victim a child or adult?**        Child                          Adult

**Does the alleged victim have a disability or SEN?**    Yes        No

**Ethnicity:** White British        White Irish    Other White Background

White & Black Caribbean        White & Black African    White & Asian

Other Mixed Background        Indian    Pakistani    Bangladeshi    Other Asian Background

Caribbean    African    Other Black Background    Chinese

Does not wish to disclose their ethnicity

**Religion or Belief of the victim:** No religion or belief    Buddhist    Christian    Hindu

Jewish    Muslim    Sikh    Prefer not to say

**Name of alleged perpetrator:** \_\_\_\_\_

**Gender:**        Male                          Female

**Is the alleged perpetrator's gender identity the same as what they were assigned with at birth?**        Yes    No    Prefer not to say

**Year Group:**    Year 7    Year 8    Year 9    Year 10    Year 11    6<sup>th</sup> Form

**Does the alleged perpetrator have a disability or SEN?**    Yes        No

**Ethnicity:** White British        White Irish    Other White Background

White & Black Caribbean        White & Black African    White & Asian

Other Mixed Background        Indian    Pakistani    Bangladeshi    Other Asian Background

Caribbean    African    Other Black Background    Chinese

Does not wish to disclose their ethnicity

**Religion or Belief of the perpetrator:** No religion or belief    Buddhist    Christian    Hindu  
Jewish    Muslim    Sikh    Prefer not to say

**Category of incident:** Race    Religion/Belief    Sexual Orientation    Sexism    Transphobia  
Disability    Individual characteristic that makes someone appear different

**Please give a brief description of the incident:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please describe any action/support for alleged victim:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parental Involvement:**        Yes                      No

**Have you made other agencies aware of the incident?**    Yes              No

**If so, please detail here:** \_\_\_\_\_  
\_\_\_\_\_

**Have you contacted your local PCSO to advise them of the incident that has taken place?**

Yes                      No

**What actions have been taken against the alleged perpetrator?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Would the school like any additional support to combat such incidents? If so, what type of support, e.g. teacher training?** \_\_\_\_\_

**Has this incident resulted in exclusion?**    Yes              No

**Is this incident a repeat for either the alleged victim or perpetrator?**    Yes              No

**Outcome for the alleged victim:**    Good    Satisfactory    Unsatisfactory

**Outcome for the alleged perpetrator:**    Good    Satisfactory    Unsatisfactory

**Name of person reporting the incident:** \_\_\_\_\_

**Job title of person reporting the incident:** \_\_\_\_\_

*School's DFE number: 937/4237*