



North Leamington
School

Anti-bullying Policy

NOVEMBER 2013

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; and
 - To encourage all NLS students to develop an 'emotionally literate' 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; and
 - 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 ***any deliberately hurtful action by an individual or group against another individual or group***. We would consider such actions to be particularly serious when repeated over a period of time or when it is difficult for a 'victim' to protect her/himself. It is important to distinguish between those forms of 'teasing' that are simply harmless aspects of group behaviour and those forms that clearly amount to bullying.

Code of Conduct

8. In the context of Anti-bullying, the School's **CORE Vision**, with its emphasis on 'Respect', 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:** 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; and
 - **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.

Anti-Bullying Strategies at NLS

10. NLS staff should ensure that the culture and ethos of the school is one that openly encourages positive social relations and clearly discourages bullying. In addition, 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;
 - Restorative Practices;
 - Daily availability of the school's Learning Managers, full-time members of the support staff, i.e. with no teaching timetable;
 - Daily 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 courses (e.g. PSHE, R.E., Citizenship, Drama, Dance, English);
 - Mentoring by older students: Year 10 'Students Offering Support' Group (the 'SOS' scheme operates specifically for Year 7 students);
 - Extensive 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 (Head, Deputies, SAHT, AHT) on local roads and car parks after school each day;
 - Lunchtime Clubs (safe, supervised games);
 - 'Quiet Areas': Library, Memorial Garden, pack lunch rooms and nurture room;
 - Continuous, close liaison with all local Police Officers; and

- Close liaison with an established network of senior staff at all local schools and senior staff in other key local agencies, e.g. Social Services, Transport Companies, 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 measure to deal with persistent bullying. A broad range of sanctions will include the following:
 - removal from the group (VT group or teaching group);
 - withdrawal of lunchtime/breaktime privileges;
 - intervention courses (anger management, social skills etc)
 - limiting movement to specific areas on school grounds;
 - detention;
 - withholding participation in school trips/visits or sports events; and
 - 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 will immediately 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 Pastoral Team will monitor the NLS Anti-bullying Policy. All College Leaders should keep a record of incidents involving students within their own College including incidents of homophobic behaviour. Racial abuse will be recorded on the appropriate forms and given to the Headteacher. **(Annex 1)**
15. Monitoring of performance against expected outcomes will be done through:
 - recording the number and types of bullying incidents (College leader tracking); and
 - a direct survey of both student and parent/carer opinion regarding the effectiveness of the Policy (ECM questionnaire and Parent evening questionnaire).
16. Reporting the outcomes of the consultation will be to the People and Premises Committee.
17. The effectiveness of the NLS Anti-bullying Policy will be reviewed annually by the People and Premises sub-committee. In exceptional circumstances the policy may be reviewed after a shorter time interval.

Procedures

Working with Students

18. NLS students should feel able to go to 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.
19. Student can also report incidents or concerns by texting the school mobile phone. A senior member of staff is responsible for following up on any concerns raised to ensure they are dealt with immediately.
20. N.B. 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', including involvement of parents/carers.
21. 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.
22. Information gathered by any member of staff should be recorded on SIMS/email and passed as soon as possible to relevant College Leader, the Headteacher and the Deputy Headteacher. 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.
23. 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.
24. The opportunity to receive 1-to-1 counselling 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.
25. 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.

Working with Parents/Carers

26. 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.
27. 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.
28. When parents/carers contact the school to report a bullying incident, they will be given a timescale indicating when a named member of staff will get back to them to discuss the

incident, and a note should be made of the time the call was received. They should also be encouraged to put their concerns in writing, as this can often speed up the process of dealing with an incident.

29. All parents/carers will be offered the opportunity to attend workshops at the school in relation to bullying issues and to modifying the behaviour of the students concerned. Some students may be selected, because of their vulnerability and low self-esteem, for work with our Personal Adviser from the Connexions Service or equivalent.

Working with Staff

30. These issues are in addition to those set out above.
31. A member of SLT will lead and coordinate the School's Anti-bullying Policy within the school. They will raise and address the key aspects of the school's Anti-bullying Strategy with all newly-appointed Learning Mentors at the school and with all those staff promoted to other roles within the school's pastoral system as part of the induction procedures within the school.
32. The school's College Managers and 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.
33. INSET: all staff will receive regular and specific In-Service Training regarding the school's Anti-bullying Policy, to be led and coordinated by a senior member of staff.

Links with other policies

34. This policy must be used in conjunction with the following policies:
- I. Anti-bullying
 - II. Behaviour policy
 - III. E-safety policy
 - IV. Mobile phone policy

Annex 1

Racial and Religious Incident Form



1. School: _____ Date: _____

2. Complainant(s)

Name: _____ Gender: _____ NC Yr: _____

Ethnic Origin: (please tick as appropriate):

<p>White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Any other white background</p>	<p>Mixed</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other mixed background</p>	<p>Asian or Asian British</p> <p><input type="checkbox"/> India</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Any other Asian background</p>
<p>Ethnic Group</p> <p><input type="checkbox"/> Traveller</p> <p><input type="checkbox"/> Gypsy / Romany</p> <p><input type="checkbox"/> Refugee</p> <p><input type="checkbox"/> Asylum Seeker</p>	<p>Chinese or Chinese British</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Chinese background</p>	<p>Black or Black British</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Any other Black background</p>

Other (other specify) _____

3. Alleged victim (if different from the complainant):

Name: _____ Gender: _____ NC Yr: _____

Ethnic Origin: (please tick as appropriate):

<p>White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Any other white background</p>	<p>Mixed</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other mixed background</p>	<p>Asian or Asian British</p> <p><input type="checkbox"/> India</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Any other Asian background</p>
<p>Ethnic Group</p> <p><input type="checkbox"/> Traveller</p> <p><input type="checkbox"/> Gypsy / Romany</p> <p><input type="checkbox"/> Refugee</p> <p><input type="checkbox"/> Asylum Seeker</p>	<p>Chinese or Chinese British</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Chinese background</p>	<p>Black or Black British</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Any other Black background</p>

Other (other specify) _____

4. Alleged person(s) responsible:

Name: _____ Gender: _____ NC Yr: _____

Ethnic Origin: (please tick as appropriate):

<p>White</p> <p><input type="checkbox"/> British</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Any other white background</p>	<p>Mixed</p> <p><input type="checkbox"/> White and Black Caribbean</p> <p><input type="checkbox"/> White and Black African</p> <p><input type="checkbox"/> White and Asian</p> <p><input type="checkbox"/> Any other mixed background</p>	<p>Asian or Asian British</p> <p><input type="checkbox"/> India</p> <p><input type="checkbox"/> Pakistani</p> <p><input type="checkbox"/> Bangladeshi</p> <p><input type="checkbox"/> Any other Asian background</p>
<p>Ethnic Group</p> <p><input type="checkbox"/> Traveller</p> <p><input type="checkbox"/> Gypsy / Romany</p> <p><input type="checkbox"/> Refugee</p> <p><input type="checkbox"/> Asylum Seeker</p>	<p>Chinese or Chinese British</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Any other Chinese background</p>	<p>Black or Black British</p> <p><input type="checkbox"/> Caribbean</p> <p><input type="checkbox"/> African</p> <p><input type="checkbox"/> Any other Black background</p>

Other (other specify) _____

Working for Warwickshire

Racial and Religious Incident Form



5. Type of incident: (please tick the appropriate box)				
<input type="checkbox"/> Physical Assault (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)				
<input type="checkbox"/> Derogatory Name Calling Insults and Racist and Religious Jokes (includes racist comments/statements/jokes, ridiculing for cultural differences, verbal abuse, mimicry with an intent to mock)				
<input type="checkbox"/> Provocative Behaviour (includes inciting others to behave in a threatening/racist way, abuse of personal property, vicious, threatening behaviour, racist propaganda, bringing into school racist literature, racist graffiti, wearing racist insignia)				
<input type="checkbox"/> Alienation/Refusal to co-operate or work with a Pupil of a different Ethnic Origin (includes refusal to sit next to/talk to/work with/help others, parental objections)				
<input type="checkbox"/> Other (please specify): _____				
Brief description of the incident: _____				

6. Time of incident: (please tick the appropriate box)				
<input type="checkbox"/> Lesson Time	<input type="checkbox"/> Break or lunchtime	<input type="checkbox"/> Other times during the school day		
<input type="checkbox"/> Out of hours	<input type="checkbox"/> Other (please specify) _____			
7. Action/Support for Victim/Complainant: (please tick the appropriate box)				
<input type="checkbox"/> Discussion of the incident with peers/class				
<input type="checkbox"/> Medical treatment				
<input type="checkbox"/> Defined on-going support/monitoring from staff				
<input type="checkbox"/> Parental involvement (please specify) _____				
<input type="checkbox"/> Referral to other agencies (please specify) _____				
<input type="checkbox"/> Other (please specify) _____				
8. Action taken against the alleged person(s) responsible: (please tick the appropriate box)				
<input type="checkbox"/> Discussion of the incident with peers/class				
<input type="checkbox"/> Medical treatment				
<input type="checkbox"/> Fixed Exclusion				
<input type="checkbox"/> Permanent Exclusion				
<input type="checkbox"/> Defined on-going support/monitoring from staff				
<input type="checkbox"/> Parental involvement (please specify) _____				
<input type="checkbox"/> Referral to other agencies (please specify) _____				
<input type="checkbox"/> Other (please specify) _____				
9. Outcome (level of satisfaction)				
Victim	<input type="checkbox"/> Good	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Poor	<input type="checkbox"/> Unresolved
Reporter of Incident	<input type="checkbox"/> Good	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Poor	<input type="checkbox"/> Unresolved
Name and designation of the teacher completing the form:				

Signed: _____ Date: _____				

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