



'Safe to Learn at Bankfield'
Anti - Bullying Policy

Status: Statutory

Aims:

- To uphold the principle that 'every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported'¹
- To establish and embed a 'Safe to Learn' ethos
- To ensure good attendance and punctuality at school
- To raise attainment
- To further promote equality
- To protect the well-being of the most vulnerable learners
- To promote a strong community in which diversity is valued and the weak protected

Definition of Bullying:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Roles and responsibilities

The Head teacher and staff will:

- Promote The Bankfield School's Anti-Bullying Charter
- Establish and maintain an effective anti-bullying 'prevention and response' strategy
- Celebrate the anti-bullying work of the school
- Prevent, de-escalate and / or stop any continuation of harmful behaviour
- Establish a culture and environment in which all students feel safe to report incidents of bullying
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard any student or groups who have experienced bullying and trigger sources of support for the pupil
- Apply disciplinary sanctions to the student or students causing the bullying and ensure they learn from the experience
- Record all incidents of bullying, including by type, in a central log
- Engage and inform multi-agency teams as necessary
- Manage individual cases effectively
- Raise awareness of the negative consequences of bullying throughout the school year
- Take into account the needs of vulnerable children
- Engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or doing the bullying
- Develop the roles pupils can play by establishing trained 'Peer Mentors' throughout the student body of the school

¹ The Rt Hon Ed Balls (Secretary of State for Children, Schools and Families), 2007
DTR: P/Senior Leadership/Policies/PoliciesAwaitingAdoption/Anti-Bullying2009

- Use restorative justice approaches which hold students to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused
- Monitor and evaluate the effectiveness of the policy and strategy
- Ensure staff training reflects the anti-bullying policy and practice of the school
- Ensure that identified staff have access to the advice, training and development opportunities appropriate to their needs
- Reinforce E-Safety guidance in school to reduce or eliminate incidents of 'cyber-bullying'
- Ensure mobile phones are not used in school
- Ensure curriculum opportunities are used to address bullying, including through the delivery of SEAL and PSHCE
- Ensure that staff are safe from bullying by any members of the Bankfield community
- Establish strong and collaborative partnership with the Police to promote safety in the wider community

Further Definitions:

Methods of bullying:

Bullying includes name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Pupils are bullied for a variety of reasons.

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of 'young carers' or 'children in care' or otherwise related to home circumstances
- Sexist or sexual bullying

All methods and types of bullying will be taken equally seriously and dealt with appropriately

- *Bullying can take place between students, between students and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods*
- Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a student is vulnerable in some way and susceptible to – or suffering already from – bullying

- Students being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression

Staff will be vigilant and active in identifying students or 'at risk groups' who may fall into one of the above categories. Appropriate intervention strategies will be used where necessary.

Relationship to other policies:

Behaviour for Learning Policy

Equal Opportunities Policy

Gifted and Talented Policy

ICT Usage Policy

Monitoring and Evaluation:

- Form Tutors, Year Tutors and Learning Managers will monitor students who are suspected as being the victims of bullying and report back to parents
- Parents/Carers will be issued on a 'termly' basis with key advice relating to cyber safety and how they can respond to incidents of cyber-bullying appropriately
- Incidences of bullying will be recorded in a central log which will be monitored 'half-termly' at the Year Team Leaders and Year Team meetings
- The Senior Leadership Team will review the 'bullying register' and amend school procedures accordingly
- The Governing Body will receive an annual report on the incidence of bullying

Policy written by:

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Date adopted by Governing Body:

November 2009

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