Anti-Bullying Policy

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Committee	**School and Community**
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Anti Bullying Policy

Rationale

"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."
(DfE, 2007).

At Deptford Green School we strive to create a culture based on our core values of Respect, Kindness and acceptance. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

2. A definition of bullying

2.1. There is no legal definition of bullying. Bullying is usually described as being behaviour by an

Statement of intent

Deptford Green School is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

A definition of bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people. (See ref: DCSF Homophobic bullying)

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher/DSL will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting, teasing

- Physical – pushing, kicking, hitting, punching or any use of violence

- Racist – racial taunts, graffiti, gestures

- Sexual – unwanted physical contact or sexually abusive comments

- Homophobic – because of, or focusing on the issue of sexuality

- Verbal – name calling, sarcasm, spreading rumours, teasing, making threats

- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

- Disability/SEN – because of, or focusing on a disability or special educational need.

- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

The Equal Opportunities policy should also be referenced here as any form of discrimination or bullying on the grounds of: Ability; Age; Class; Disability; Gender; HIV Positive and AIDs status; Languages; Physical Appearance; Racial, Ethnic or National Origin; Religion or Sexual Orientation will not be tolerated.

Our objectives are to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support.
- To apply work with the student causing the bullying restoratively, if it repeats to work with their families to ensure they learn from the experience, possibly through multi-agency support.

Our Policy aims:

- All students, parents, staff and governors should have an understanding of what bullying is.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- All students and parents should know what bullying is and inform a member of staff if bullying arises.
- To ensure Deptford Green School always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Prevention- In order to create an environment where bullying is not tolerated we will:

- Organise the school community to make it physically safe including regular reviews of break and lunch duties taking into account the views of students.

- Create an ethos of caring, kindness, inclusivity and respect for all including the use of Restorative Approaches, Behaviour for Learning, Code of Conduct and our Equal Opportunities Policy.
- Ensure that the PSHE materials on Bullying are delivered early in Year 7 so that our youngest students understand how they can get help.
- Ensure that assemblies, PSHE and tutor materials are delivered to all students raising awareness of bullying, Cyber Bullying and developing empathy.
- Support and reinforce messages of anti-bullying in and through the curriculum.
- Train young people in Restorative Approaches and Conflict Resolution (such as the Student Leaders).
- Ensure that appropriate staff receives training to tackle incidents of bullying including training on Restorative Approaches.
- Ensure that incidents of bullying are recorded and monitored and that any follow up is also recorded.
- Report back quickly to parents and carers regarding their concerns on bullying with a clear plan of what will happen next.
- Learn from good anti bullying practice elsewhere and use external agencies when it is appropriate.
- Continue to develop and maintain a group of Student Leaders so that our young people have a voice and are able to address issues affecting student welfare.
- Make all members of our school community (including parents/carers, staff and students) aware that bullying complaints will be dealt with firmly, fairly and quickly.
- Be zero tolerant of all low level 'cussing' and promote healthy relationships and model the positive ways we should speak to each other.
- Develop strategies for bystanders to become part of the solution to prevent bullying and seek help when it is not safe for them to intervene.
- Maintain our status as a Stonewall Champion School and to raise awareness of and support for our LGBTQ community.
- Regularly monitor and review the incidents of bullying that occur and identify trends and patterns, we will also gather student, parent and staff views to inform future planning and practice.
- Report all racist, sexist and homophobic incidents to the Local Authority and the governing body.
- Never turn a blind eye.

Identifying and reporting concern about bullying

At Deptford Green we strongly believe in the right of all members of the school community to feel happy and safe. We will not tolerate bullying and we will endeavour to deal with it fully until it stops. We will deal with bullying using a **RESTORATIVE APPROACH** which means that all those involved and affected can have their say about what has happened, can agree on what needs to happen to repair the harm caused and can make agreements about the future

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Pupils who are bullying others also need support to help them understand and change their behaviour. Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice. The Head of Year and Pastoral Leader/assistant is responsible for the safety and well-being of all students in their year groups. The pastoral teams have 2 adults attached who have no teaching commitments therefore they are always available to support students as and when required.
- Informing their parent who can then inform the school.
- Informing student leaders (Restorative Peer Mediators) who are available before school and at lunchtimes.
- Contacting local and national support agencies for advice/support.

In the event of a Bullying incident:

If a student reports that they are being bullied to any member of staff this should be passed on to a Pastoral Leader or Head of Year at the earliest opportunity with as many details as have been gathered, always followed up by a written report. **If it is a safeguarding issue such as serious peer on peer abuse incident it should be reported to the DSL immediately on CPOMs.**

Pastoral Leader/Head of Year will log this on SIMs and then arrange a meeting with the student as soon as possible to gain full possession of the facts. This meeting should take place

in an appropriate space away from other distractions. It is essential that the student feels this is being taken seriously.

The Pastoral Leader/Head of Year will inform the parents that a problem has occurred and assure them that it will be dealt with quickly and that we will keep dealing with it until it stops.

The Pastoral Leader/Head of Year will then meet with the other students involved (probably individually). It will be explained to the students that a RESTORATIVE APPROACH is being used and that they have to be fully honest if this is going to work. If they can't work this way then more punitive measures will have to be used.

After the preparatory work a restorative meeting will be held, facilitated by an adult who has been fully trained to use RA.

The purpose of the meeting will NOT be to blame or punish the wrong doers but rather to explore who has been affected by the bullying, how they have been affected and what needs to happen to put things right.

In the case of serious or repeated bullying it is likely that a full RESTORATIVE CONFERENCE will be called. This means that the family and friends of the wrong doers and the harmed will come together for a formal, carefully facilitated meeting.

The outcome of both Restorative meetings and full conferences will be a formal agreement between all parties about future conduct. This agreement will be signed by the wrong doers, recorded on their school files and monitored by a named party to ensure that it is honoured.

A 'check in' meeting will happen with the victim and the student who initiated the unwanted behaviour after a restorative meeting to see how everything is going and if any further work needs to be done. This could include a referral to the school counsellor.

In the case of broken contracts, more punitive measures such as after school reflections, class changes, placements at another school and/or exclusions will be applied. In extreme cases and when we have exhausted all other avenues, we will recommend permanent exclusion to the Governors.

Students who repeat bullying behaviour, but with new students (therefore not breaking an RA contract) need to be dealt with differently and not using a Restorative Approach.

The following steps may be taken:

- Official warning
- Restorative meeting with students only
- Restorative conference which will involve students and their families

- Exclusion from certain areas of the school premises or certain activities

- Reflection time

- Isolation

- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer, children's social care etc.

- Internal fixed term exclusion

- External fixed term or permanent exclusion.

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on our website and through our newsletter.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Refer the family to external support agencies will be made where appropriate.

Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.

Teaching

During assemblies, PSHE lessons, computer studies lessons, tutor times and through many other formats we teach our pupils about our school values (kindness and respect), our expectations and our zero tolerance approach to unkind behaviour. We teach:

- Our school values and expect them to be upheld by all members of our school community ever day both in school and the local community- they are kindness, respect, acceptance for all.
- What is bullying and how to report it.
- Friendships: how to form new ones and be aware of how to mend a broken one (prevention of bullying).
- Internet safety: how to avoid the common pitfalls of giving too much information away online.
- Electronic bullying: dealing with text message bullying; Facebook bullying, etc.
- LGBTQI+ bullying: focuses on understanding and increasing awareness of LGBTQI+ relationships and challenging bullying. It also spends time looking at cyber bullying and lessons on the sharing of nudes and semi-nudes.
- Handling conflict: mediation rather than bullying.
- Cyber Bullying: how to combat bullying online. How to stay safe online: how not to reveal too much information on sites like Facebook. How to deal with cyber stalking and other issues for the police.
- Eating disorders, self-harm and mental health: knowledge on all topics is a priority, but strategies on how to deal with and understand them relates to the prevention of bullying.
- Sex and relationship education: in one lesson we focus LGBTQI+ relationships in depth. Greater understanding and awareness lends itself to the prevention of bullying.

Development, monitoring and review

We plan to:

- Every half term the Designated Safeguarding Lead reviews all serious incidents including bullying. The DSL meets with the Chair of Governor's to discuss the incidents and the follow up. Records are kept of every incident and the support and intervention offered afterwards in order to prevent recurrence.
- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year and Pastoral Staff with students also being involved in the review process
- Support staff to identify and tackle bullying appropriately. Ensure all staff complete training on online safety and bullying.

- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via Student voice and annual student questionnaires.

Supporting Organisations and Guidance

Please get in touch with the school if you have any concerns about your child or the safety and well being of any other child in our school community. Below are some other useful links.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQI+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Anti-Bullying Agreement

What is Bullying?

Bullying is any type of behaviour that is **repeated over time** by individuals or groups that intentionally hurts another individual or groups either physically or emotionally. This behaviour might not happen on consecutive days, but will be repeated. The people showing the bullying behaviour might be friends with the victim or they might be strangers.

Bullying can take many forms: from teasing and spreading rumours to pushing someone around and causing physical harm or extortion. It often happens in front of other people.

It includes name calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, messing around with people's belongings, gossiping, excluding people from groups, and threatening others. It also includes non-verbal behaviours, involving body language, gesture and facial expression.

Cyber Bullying is any form of bullying that involves the use of mobile phones, the internet or any other electronic devices, the victim might not be aware of the bullying in the first instance. For example: sending offensive text messages and emails, circulating degrading images on the internet, or impersonating someone on social networking sites such as Snapchat, Whatsapp and Facebook. Cyber bullying can include the hacking of someone else's accounts or social media profiles.

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I understand what bullying is and I agree with the school community that everyone has the right to work and learn in an environment without fear of bullying or personal abuse of any kind.

I agree to do my part to stamp out all kinds of Bullying at Deptford Green and this includes not Bullying anyone myself, reporting Bullying to a member of staff if I see it happening and to not stand by and let someone else be bullied.

Student Signature:

Form tutor signature: