



ANTI-BULLYING POLICY (inc.EYFS)

Owner	Deputy Head, DSL and Head of Primary & Primary DSL
Authorised by	Head and Governors
Dated	September 2020
Review	September 2021

Related documents:

- Safeguarding policy, particularly with reference to peer on peer abuse
- Differentiation policy
- PSHE policy

Aims

The **aim of this policy** is twofold:

- to **prevent bullying**, as far as possible
- to support staff, pupils and parents to **deal with bullying effectively when it occurs**

Our community at Derby High School is based upon respect, good manners and fair play and we pride ourselves on our respect for each other and mutual tolerance. The School is committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their full potential.

DEFINITION

Bullying is defined as deliberately threatening, undermining or hurting someone else, mentally or physically, **over a period of time**. Bullying can take on many different forms, including on the grounds of race, religion, cultural background, sexuality, gender, family background (adopted, divorced or carers), SEN or disability. Peer on peer bullying can occur when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Cyber bullying may take place inside or outside school via the use of social networking sites, instant messaging sites, e-mail, mobile phones or other electronic devices, text messages and photographs.

POLICY

Derby High School is committed to creating a secure, safe environment for pupils in its care and to ensuring that bullying is not tolerated. Our objectives are to:

- Be proactive in our aim to prevent all forms of bullying (see definition above);
- support children who are being bullied and to help them feel safe again, rebuilding their confidence and resilience.
- Educate children to understand that bullying is not acceptable and that serious bullying may cause psychological damage, which can lead to suicide in the most serious cases.
- Help children to modify their behaviour and understand the impact of bullying on the victim and to face up to the harm they may have caused to the victim.
- Help restore relationships between those guilty of bullying and the children affected by it.
- Teach pupils to behave in ways which do not cause harm in the future.
- Ensure that no-one in the school community (staff and pupils) uses prejudiced language.

PREVENTION

The school aims, through its Christian values, pastoral care and the curriculum, to help children understand and be sensitive to the needs of others and to help them build good relationships with all members of the school community. It also aims to help children and parents distinguish between bullying and the lower level difficulties which children can experience as they learn to deal appropriately with the problems which arise in their relationships with each other.

Teaching and support staff receive training in relation to bullying. They are made aware of the times and places where bullying is most likely and are encouraged to be vigilant and take action to reduce the risk of bullying. Regular pastoral meetings highlight pupils of concern to ensure that staff keep a particular watch both in class and at breaks and lunchtime. Group work in class is organised by the teacher (see differentiation policy).

PSHE sessions, the schools 'Framework for Friendship' programme and tutor guidance are all designed to provide students with the tools they need to resolve 'normal' turbulence within adolescent friendships. We also educate students to understand the difference between low-level turbulence and bullying, which students are instructed to bring to staff attention immediately.

ASSISTING PUPILS

In order to assist pupils in knowing how to respond if they are concerned about bullying, the school has put in place the following procedures:

- The theme of bullying is an integral part of the PSHE programme.
- An assembly based on the theme of bullying will take place at least once a year, with additional inputs through other assemblies to address key issues as they arise. For example, Chaplain Jo has led 'conflict resolution' sessions with sixth form to address low level issues across year groups.
- Older children and senior girls are advised to keep their own records of incidents which may be part of a pattern of bullying. These incidents may also include emails, text messages or other written evidence, which should be kept, and should record the names of any other pupils who may have witnessed incidents and when the incidents took place.
- Pupils are advised to speak to someone they trust if they feel they are being bullied. This may be a friend, older pupil or any member of staff. Advice is also available through organisations such as Childline (0800 11 11). This number is available for students on noticeboards and in their planners.
- Pupils are encouraged to discuss the problem with their parents.

Being aware – possible signs of bullying

Changes in behaviour which may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or being damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Sadly, some individuals are more vulnerable to bullying, and less likely to speak out – including LGBTQ pupils and those with SEND. Again, staff, parents and peers should bear this in mind in cases of possible suspected bullying.

RESPONDING TO INCIDENTS

- Each case is dealt with individually.
- Suspected bullying can be, and often is, picked up at an early stage and in these instances a low-key common-sense approach will be encouraged. Problems will generally be dealt with at class or form level, initially with Class Teachers or Form Tutors speaking to the pupils concerned. Only those who need to be involved will be consulted.
- In the Senior School, the Head of Key Stage will always be informed; the Assistant Head Pastoral will be informed and oversee the response; the Deputy Head will usually be informed but will intervene only if help is requested. In the Primary Department, the Head of Primary will be informed. The Head will be informed of cases where this is deemed appropriate.
- **A bullying case will be treated as peer on peer abuse and a child protection concern when there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm or stress. The DSL will lead the review of the case and the case will be referred to Children's Social Care and/or the police.** Please refer to procedures and contact details in the Safeguarding Policy.

PROCEDURES

- 1) A pupil who feels they are being bullied will be seen individually, or in the company of a friend if they wish, in order to ascertain the necessary background information. Any evidence, such as text messages, notes or e-mails, will be gathered. Other pupils said to be involved will then be seen in order to allow them to respond to the allegations being made. Every effort will be made, through further interviews if necessary, to establish the facts. This can take some time, but efforts will be made to carry out these investigations within 3 working days.
- 2) Parents of the pupil making the complaint will normally be contacted informally to make them aware that an investigation is being carried out.
- 3) When the facts have been established as far as possible, the appropriate course of action will be considered, usually in consultation with the appropriate Head of Key Stage/Assistant Head Pastoral/Deputy Head/Head of Primary.
 - 4) Any member of staff who deals with a complaint about bullying (including cyber-bullying), or an incident that may or may not be found to be an act of bullying, will keep notes of the investigation and its outcome and store these on the pastoral log.
- 5) In all cases, staff will work with the perpetrator(s) to lead them to understand the consequences of their actions, the hurt they have caused the victim and the choices they must make about their future behaviour. Staff will also work with the victim to ensure they are supported and to monitor their on-going well being.
- 6) In the Senior School, incidents brought to the attention of the Heads of Key Stage and/or Assistant Head Pastoral and/or Deputy Head will be recorded and clearly marked as bullying in the central pastoral/discipline overview document located in a protected area on the Shared Drive. In Primary, incidents are recorded in the Behaviour books.

DISCIPLINARY ACTION

- Problems can often be resolved to everyone's satisfaction without the need for disciplinary action. Staff will seek advice from senior members of staff if unsure.
- If disciplinary action is considered necessary, the punishment to be imposed will be agreed in the Senior School by the Deputy Head and in the Primary Department by the Primary Head.
- In serious cases, the matter will be referred to the Head, who will keep the Chair of Governors informed and who will decide on the appropriate course of action; this may include suspension or exclusion in cases of severe and persistent bullying.
- The pupil responsible for the bullying will be helped to understand the harm they may have caused and, after disciplinary action, learn how to take steps to repair this harm.

REVIEW

In the senior school, Pastoral Committee monitors students considered vulnerable, or causes of concern. Such discussion allows also for the identification of trends and, in such cases, would result in appropriate action being taken.

In the Primary school, the Head of Primary meets with the staff dealing with issues.

TRANSITION

At all transition points, staff will liaise to pass on details of concern. In particular, at Y6-7 transition, the Head of Primary, Assistant Head Pastoral, Deputy Head and Head of KS3 share concerns and also take these into

account when allocating forms in Y7. This also applies for transition from U5 to L6, when the HoKS for KS4,5, and the Assistant Head Pastoral will meet to discuss transition. DSLs collaborate weekly, and would discuss transition at key points in the year.