



Elemore Hall School

Policy Title	Anti Bullying
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Approved by	
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ANTI-BULLYING POLICY

INTRODUCTION

This school recognises that all members of the school community are potentially at risk from bullying, and that bullying does exist in many forms. We also acknowledge that those who are bullied sometimes bully others. At Elemore Hall we intend to be intolerant of bullying, but in doing so we recognise that bullies and bullied may both be victims. This policy outlines the school's views and anti-bullying strategies.

DEFINITION

Bullying is hurting, persecuting or intimidating another person(s). Bullying can take many forms from sly, unpleasant comments, to physical aggression. Bullying can involve the pre-meditated exclusion of an individual from a group or the direct victimisation of an individual. The motivations for bullying are as varied as the types of bullying that can occur.

SCOPE

This policy applies to all members of the school community and to visitors.

RATIONALE

It is essential that all members of the school community feel safe and comfortable. Bullying can have a significantly detrimental and long lasting effect on the well-being of the victim (and, as research has shown, on the bully). The school community must take an active stance against bullying and in doing so bring the subject into the open so that it can be challenged. The school believes that any bullying is unacceptable and as such will not be tolerated. The school will take action whenever bullying is seen or reported. Bullying must be dealt with immediately, in a planned and consistent way.

Victims of bullying must be enabled to feel happy at school without fear of verbal or physical abuse. Bullies must be challenged about their bullying behaviour, but must also be supported in changing that behaviour. It is important to recognise that there are often underlying reasons for a person to become a bully, these may be for example, low self-esteem, low self-confidence, fear of becoming a victim themselves, frustration, jealousy.

STRATEGIES and BELIEFS

The school aims to tackle bullying through the use of the following strategies and beliefs;

- Bullies need help to change their anti-social behaviour.
- Children need to be given strategies to deal with bullies.
- Children should be given the opportunity to discuss their reactions and feelings to bullying.
- Children should be encouraged to consider carefully what they expect from friends.
- Bullies must understand that their behaviour is inappropriate and unacceptable.
- Make the issue open and regularly discuss it.

- Offer bullies alternative ways to gain respect rather than through fear.
- Parents can be involved through the Headteacher or another senior member of staff.
- Help children feel that they can report cases to an adult.
- Don't let even minor cases of bullying go by unaddressed.
- Always inform, if not involve, a Senior member of staff.
- A Major Incident Report should be completed for serious incidents of bullying.
- School employs an officer from the anti-bullying service to work at the school for one day per week.

TYPES OF BULLYING

Bullying is bullying is bullying.

It is impossible to identify and legislate for every possible eventuality; there will always be something that one person does to another that either is or can be perceived as bullying.

The school recognises that bullying takes many forms and can be for many reasons. All members of the school community should be sensitive to the distress that can be caused by bullying and understand that words or actions that have no impact on one person might be deeply upsetting for another.

Physical bullying and overt verbal bullying is often clear to see, however vigilance is required to detect and act on the full range of bullying. Staff should be particularly aware of bullying that is based upon the difference between individuals due to race, culture, ability/disability, sex or sexual orientation, economic status, etc.

Racism

Staff should act on any racism that they see or hear in school, this includes remarks that are made generally rather than to an individual. If the remark is made towards an individual in school then the person involved should be spoken to immediately (if it is a classroom or group activity then a low key intervention might be appropriate initially with a follow up at a convenient later time). Racist incidents need to be passed on to the Headteacher.

Sexism

Some people still have a sexist outlook and make comments that are inappropriate. Staff should seek to address any remarks that they hear in order to portray a balanced, tolerant and 21st century viewpoint.

Homophobic or Lesbian Gay Bi-sexual Transgender (LGBT) bullying

Some pupils may be bullied as a result of real or perceived views of their sexuality by others or be the target of homophobic or LGBT jibes or comments as a means of causing upset. As with any bullying, homophobic or LGBT bullying must be managed sensitively so as to reduce the impact and make the victim feel supported whilst appropriately and supportively challenging the behaviour of the 'bully'.

Ability/disability

Some pupils may be bullied because they have a disability, for example they wear spectacles or have difficulty with gross motor skills, other pupils may be bullied because they have a particular ability, skill or interest that might set them apart, for example being cognitively very able or being very interested in a topic that others find unusual. It is for everyone to support all members of the school community in accepting the similarities

and differences between people and celebrating them rather than using the differences as a source of bullying behaviour.

Cyber Bullying and Sexting

In the current age of technology, it is very easy for pupils (and adults) to become the victim of cyber bullying.

The internet, mobile phones and social media allows pupils to 'communicate' with each other and about each other at all times. Whilst these communication devices can be used positively, some people will use them to cause upset; this can take many forms. For example, a pupil might directly message another pupil with a bullying comment, a pupil might use messaging to spread rumours about another pupil, a pupil might film an act of bullying, fight, etc, to show others. None of this is acceptable and pupils should be actively encouraged to use communication devices and social media for positive reasons. If a pupil is found to be using a mobile phone in school for bullying, the phone should be confiscated and returned to the parent/carer. Pupils using school computers should be carefully observed to ensure that they are not accessing any sites where messaging or social media can take place.

Sexting occurs when an individual takes sexually explicit, provocative or nude pictures of either themselves or others and send them via text message. It is also considered sexting to redistribute or share those pictures electronically. Whilst the initial action may not be bullying, redistribution and comments that might follow could be.

Hazing

"The DIFFERENCE BETWEEN HAZING AND BULLYING is subtle, which is why they're often used interchangeably. The same power dynamics are involved. The same intimidation tactics are used. The same second-class citizenship issues arise. The only real difference between hazing and bullying is that bullying usually involves singling out an individual at any time and bullying them as a means to exclude them. Hazing, on the other hand, involves including people by having them "earn" their way into a group or onto a team.

Bullying is about *exclusion*. Hazing is about *inclusion*."

"Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate."

Both quotes taken from www.hazingprevention.org

Hazing has grown in 'popularity' often through initiation rituals or proof of commitment in order to join a particular gang or social group.

THE SCHOOL'S APPROACH

The school's approach to bullying is one of reasonable balance, working towards a safe environment where appropriate support exists for the bullied and the bully. The Positive Management of Behaviour Policy describes in detail how the school responds positively towards individual pupils in helping them to develop interaction and interpersonal skills. This policy is a substantial document; however it has the following section specifically about bullying:

BULLYING

Few young people leave school without having being exposed to bullying. Many will have been bullied at some time, or will at least have seen someone else being picked

on. Some will have bullied others, although only a small percentage do so persistently. A significant minority, however, will have experienced regular and routine victimisation.

Bullying generally takes place out of sight of adults, and teachers and other professionals can underestimate the misery and distress it causes. Victims are often reluctant to speak out for the fear of reprisals, the unwillingness to break a moral code that 'you should not tell', and the fear that nothing will be done to stop it.

Research would indicate that Elemore as a school is more likely to have a higher proportion of both victims and bullies than ordinary schools. The most common characteristics of the typical victim of bullying are those of cautiousness, sensitivity, anxiety and insecurity. Their self-esteem is low, and they feel as negatively about themselves as others do and frequently describe themselves as stupid, or ugly. They are generally lonely and unable to maintain friendships. A smaller group of victims can be described as provocative. They have both anxious and aggressive reaction patterns. They may have poor attention control and act in a manner that they irritate or annoy other pupils. Their over activity and disruptiveness causes them to be disliked. A distinct characteristic of bullies is their aggression towards their peers. All bullies are aggressive whatever form their aggression might take. Their aggression is also frequently directed towards adults. Other characteristics of bullies include a lack of empathy towards their victims and an overwhelming desire to dominate them, impulsivity, underachievement, a likelihood of displaying other forms of anti-social behaviour, greater physical strength than the norm for their age, and a positive attitude towards violence. All these characteristics of both the victims and the perpetrators of bullying are features of those characteristics of pupils within the SEBD continuum.

Bullying is variously defined. However, most definitions highlight that it is:

- deliberately hurtful behaviour causing either physical pain or emotional distress,
- repeated frequently, and
- difficult for victims to defend themselves.

It is particularly important to recognise that bullying is not restricted to overt physical aggression, and that indirect persecution can be just as hurtful. Bullying takes many forms but the three main types are:

- physical - hitting, kicking, spitting and taking or hiding belongings
- verbal - name calling, invective, racist remarks, including cyber-bullying
- psychological - spreading nasty stories about someone or their families, excluding someone from social groups, including cyber-bullying/sexting

There are significant differences between the bullying behaviour of boys and girls. Verbal bullying is a common practice of all bullies, but boys are much more likely also to use physical aggression. The most significant difference between boy and girl victims is the reluctance of boys to either own up to being victimised or to seek help.

The stereotypical view of bullying is that it is a school-based problem. School staff are often portrayed as failing to protect victims or take the concerns of parents seriously. There exists, however, a wealth of evidence to suggest that bullying has its origins not in schools but within communities, and that it is imported into schools. Aggressive parental models, combined with criticism and physical punishment are the means by which aggressive personalities are formed. Bullying is the inevitable consequence. That is not to say, however, that schools do not have a dynamic role in protecting pupils from bullying and preventing incidences of bullying occurring. The culture and ethos of any school is a crucial factor in determining levels of bullying. Research clearly indicates

that where school staff openly express their disapproval of bullying and act promptly to deal with it less bullying occurs.

At Elemore where the social, emotional and behavioural problems of the pupils would suggest that the school is likely to have a higher than average number of potential victims and persecutors; there exists clear evidence from either the assessment process or exclusion documentation that a significant number of the school's pupils have experienced either being systematically bullied or have been bullies in their previous school environments.

The maintenance of the school's culture in which care, commitment and respect for the individual is vital to the success and well being of all. Within such a culture intimidation and violence are reduced to a minimum, but all staff need to be vigilant in respect of identifying bullying occurrences, and all staff have a role in its prevention and protecting pupils at risk.

The most effective preventative measure that can be employed is for all staff members to establish clearly that bullying in school, on school transport, or on excursions will not be tolerated, and indeed will be dealt with firmly. However, there are a number of features of staff behaviour which if adopted are likely to significantly reduce incidents of bullying. Staff should:

- ensure punctuality;
- play an active role in the supervision of pupils during out of class time;
- ensure that pupils use the correct entrance/exit;
- release pupils from groups in an orderly manner;
- check potentially high risk areas like toilets periodically;
- use the established systems of communication to detail incidents of bullying;
- consider seating arrangements in class, the dining room, or minibus to decrease the likelihood of incidents of bullying occurring;
- challenge pupils who are in the wrong place;
- listen to pupils requesting changes of group;
- use tutorials, personal tutorials etc. to discuss bullying;
- intervene before low-key verbal abuse or physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve; and
- confront victims to examine why the incident occurred, confirm the appropriateness of informing staff, and establish ways to avoid a repetition.

Any pupil can be at risk from bullies. Staff have an important role in warning them and advising them how to cope. Pupils vulnerable to being bullied should be advised to:

- avoid being alone, especially in isolated rooms;
- stay within sight of adults wherever possible;
- try not to show any temper reaction that may entertain;
- leave any expensive items at home;

- not brag about possessions or money;
- make an excuse not to lend someone an expensive item;
- consider whether their behaviour provokes; and
- always tell an adult.

School staff need to examine carefully their own responses to bullying incidents or the suspicion of such. The lack of support to victims is often considered as permission for further attacks. If pupils are to be protected from bullying, staff need to ensure that they:

- respond quickly and unambiguously to it;
- are continually and persistently observant;
- do not subconsciously transfer feeling of irritation to groups;
- actually seek to bring bullying into the open with knowledge that it thrives on secrecy and often fades when discovered and discussed;
- frequently seek adherence by all to the School Charter;
- make use of tutorials, personal tutorials, and other appropriate times to discuss personal relationship problems;
- make use of appropriate training opportunities, resource material etc. to improve their knowledge and skills in respect of helping both the bullied and the bully; and
- refer serious incidents to members of the School Leadership Team or Duty Coordinators.

The school has enlisted the support of outside agencies in attempting to reduce bullying. This includes the involvement of the Educational Psychology Service and the Educational Welfare Service with both bullies and bullied.

RESTORATIVE APPROACHES

A strategy that we have chosen to adopt at Elemore is that of restorative work between the bully and their victim. After checking that both parties would be willing to discuss the issue, staff will bring them together in a controlled but open meeting where both sides can state their feelings and a resolution for the future can be sought.

'MARRA WEEK' - Anti-Bullying Week

Every year to coincide with the National Anti-Bullying Week, Elemore Hall holds it's own 'Marra Week'.

'Marra' is a North East term meaning friend. As a school we felt that it was appropriate to put a positive spin on the subject of anti-bullying, which sounds quite negative. Marra Week actively encourages pupils (and staff) to be friendly and considerate towards each other and where possible to show acts of helpfulness, kindness and generosity of spirit. By encouraging such positive behaviours and recognising them overtly in daily school gatherings, the weekly school meeting and publicly around school we aim to demonstrate that being friendly, kind, etc, towards each other is something to hold in esteem and celebrate. During Marra Week pupils are rewarded for recognised acts of

friendliness, in the most celebrated cases specially produced Marra Week T-shirts are awarded.

This does not mean that negative behaviour or bullying is not challenged during Marra Week, but we have found that overtly encouraging positive behaviour has a tremendously beneficial impact on the whole school with even those pupils who are not usually bullies or bullied being impacted.

Countering the risk of EXREMISM and RADICALISATION

Safeguarding pupils/students from being drawn into or supporting terrorism

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been nationally situations in which extremist groups have attempted to radicalise children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Elemore Hall School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of individuals, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Elemore Hall School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Elemore Hall School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce any identified risks.

Procedure

Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the school's Single Point of Contact (SPOC) for safeguarding pupils from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead who will have responsibility for assessing whether the pupil may be at risk of radicalisation, and where relevant, for referring the child to the Local Authority Channel Panel.

The SPOC for Elemore Hall School is Richard Royle.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

This policy will be reviewed bi-annually (or sooner when required).

Richard Royle
Headteacher

This version: February 2019

RISK ASSESSMENT

The following is a general risk assessment for bullying in school – it is not location, person or time specific.

Who is at risk?
Every member of the school community is potentially at risk from some sort of bullying or attempted bullying. The susceptibility of an individual to the bullying will depend on a number of factors including the type of bullying, the bully(s), anything else that is going on in the victims life, their self confidence, support networks and standing in the school.
What form could the bullying take?
The number of ways in which bullying can take place are endless. Some examples are: Attempted overt intimidation is quite common towards staff and pupils as is name calling. Some physical bullying does occur with actual physical attacks and threats; these can be brief or extended. Pupils will sometimes ‘gang up’ on another pupil, and sometimes act together to disrupt lessons. Property damage, theft and making disparaging remarks about clothing, etc., all occur at times. Deliberate ignoring/shunning of a pupil or putting them under pressure are also methods of bullying.
Where does bullying take place?
Given the diverse range of methods of bullying, bullying can and does occur almost everywhere within the school environment. Unstructured social times, queues or lines, movement around corridors are all potential hotspots, but given the nature of the pupils who attend Elemore, anywhere is a possible location for bullying to occur.
What does the school do to reduce bullying?
The school acknowledges that bullying can and does take place in and around the school and involves a wide range and potentially high number of members of the school community. In order to reduce the number of incidents of bullying and the severity or duration, the school employs a number of measures, these include: <ul style="list-style-type: none">• There is a high staff to pupil ratio. In classrooms there are usually two members of staff to each group of approximately eight pupils.• At breaktimes many staff are on duty and dispersed around the school, including in

corridors, to support pupils and to intervene if necessary.

- All bullying is challenged in school with the perpetrator receiving sanction/support/guidance and the victim support.
- The school explains to pupils that all of them could be, or may have been, the victim of bullies and a sense of empathy is encouraged to hopefully prevent them from bullying in the future.
- There is a CCTV camera network covering most outside areas around the building and corridors.
- The Culture programme looks at Bullying as a topic and every pupil is engaged in dialogue.
- Pupils are taught that proximity to staff during social time and being where they should be at all times helps to reduce the opportunity for bullying and increases the ability for staff to intervene and challenge the bullying.
- The school recognises that some 'bullying' is brought about because of the actions of the bullied. Work is done with those pupils who are provocative or whose presentation leads to them being targeted in order to reduce the likelihood of bullying.
- Preventative measures are taken, for example setting up groups so that two pupils who do not get along are not placed together, or the opposite, encouraging pupils to work more closely together so that they develop friendships.

Consequences

All bullying is a challenge. If bullying does take place and is considered serious then a major incident report will be completed. Bullies may receive sanctions, that may include exclusion from the school for a fixed time, or in extreme circumstances permanently. Meetings will be held with pupils who have bullied and with their parents if appropriate. Where possible a resolution between bully and bullied will be sought and supported.

More specific risk assessments will be constructed for individual pupils, either victims or perpetrators of bullying, when the need arises.