

Leasowes High School
Kent Road
Halesowen
West Midlands
B62 8PJ
T: 01384 816285
F: 01384 816286
info@leasowes.dudley.sch.uk
www.leasowes.dudley.sch.uk



Anti-Bullying Policy

Department Owner:	Mrs N Wills
Author:	Mrs N Wills
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All school policies embody the commitment of Governors and Staff to the principles of:

- *equality of opportunity,*
- *pupil and staff wellbeing, both mental and physical*
- *striving for excellence in all that we do*
- *transparency and accountability*

ANTI BULLYING POLICY

September 2023

Deputy Head Teacher – Natalie Wills

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Ethos and stance on Bullying

Leasowes is a place where pupils and staff work together to learn and achieve. We believe that every member of the school community has the right to enjoy learning and leisure free from any bullying.

Through the effective implementation of this policy, strategies of prevention, early intervention and prompt support, Leasowes High School works to:

- Protect pupils from harm
- Recognise commonalities and celebrate differences
- Respect all pupils in the school community
- Celebrate diversity
- Promote positive emotional health and well-being
- Work together to support everyone involved in and affected by bullying
- Ensure that a common understanding of what bullying is and its effects is held by the whole school community

Bullying behaviour of any kind is unacceptable at Leasowes High School. If bullying does occur, all pupils should be able to inform staff and feel confident that the incidents will be dealt with as promptly and effectively as possible.

Sometimes it is necessary to implement sanctions in line with Leasowes' positive conduct policy when a pupil is found to have bullied but it is always essential to educate them as to why bullying is wrong. Leasowes aim to provide support for all pupils involved in bullying behaviour/incidents. We aim to take a restorative approach to incidents of bullying.

All pupils and their parents/carers annually sign and agree to the school code of behaviour, which incorporates the non-tolerance of bullying behaviours.

What is bullying?

repeated

intended to hurt someone either physically or emotionally

often aimed at certain groups, for example because of race, religion, gender or sexual orientation

(www.gov.uk/bullying-at-school/bullying-a-definition, 2019).

Bullying can have a serious and lasting impact on a pupil's life and on those around them. It can also affect the person carrying out this behaviour, their supporters and bystanders.

Being bullied can damage a young person's confidence and sense of self-worth, making them feel at fault or isolated. It can lead to prolonged damage for some individuals, with outcomes such as depression, self-harm or even suicide in extreme cases. Some pupils truant to avoid being bullied, hindering their education as a result.

Bullying can be:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Pushing, kicking, hitting, punching or any use of violence
- Sexual - Unwanted physical contact or sexually abusive comments
- Verbal - Name calling, sarcasm, spreading rumours, teasing
- Indirect - Rumour spreading or non-verbal threatening gestures
- Extortion - Taking money, food or personal belongings
- Cyber - All areas of internet, such as email and internet chat room misuse, mobile phone threats by text and calling, misuse of associated technology, i.e. camera and video facilities.

People can find that they are bullied for different reasons and also for no obvious reason at all. Bullying can be related to:

- Race, religion or culture
- Perceived sexual orientation and Homophobia
- Special educational needs
- Disabilities
- Appearance or health conditions
- Any other perceived difference – for example, pupils who receive free school meals, young carers, looked after children, travellers, asylum seekers or mid-term admissions

Aims of policy

- All teaching and non-teaching staff, pupils, parents and governors should understand the definition of what bullying is.
- All teaching, non-teaching staff and governors should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- Leasowes High School takes bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Consultation Process

Over the years Leasowes' stance and approach to dealing with bullying behaviour has evolved through various methods of consultation. In compliance with the Bullying Intervention Group Scheme Leasowes High School formed a focus group to address bullying issues together. Open consultation meetings have been held with parents/carers and pupils. Pupil surveys are regularly undertaken during anti-bullying week, as well as within PSHCE lessons.

The role of staff & staff training

Staff must promote and reinforce the notions that IT IS SAFE TO TELL and IT IS EASY TO TELL because the school finds bullying behaviour harmful and unacceptable – this message is supported by the anti-bullying pledge. Staff must always listen effectively and non-judgementally when pupils are trying to communicate about a bullying issue and through training and support be fully aware of strategies that might be usefully employed in response. Senior staff and pastoral staff, have a particular responsibility to support colleagues in dealing with incidents of bullying. Consideration must also be given to individual needs and circumstances.

Staff should never tolerate bullying behaviour.

Staff are given regular training through the staff, pastoral and PSHCE meetings. This includes updates in policy, curriculum or legislation.

Specific training information, findings from surveys and work with pupils is disseminated to staff on Inset days.

Leasowes High School will support staff's needs for in-service training to help ensure that anti-bullying strategies are effective, and raise awareness of possible bullying risks and vulnerable groups/individuals.

Staff should always consider their responsibility as role models and subsequently go about their duties in an anti-oppressive manner.

School staff are on duty around the school before school, during break & lunch and after school. Pastoral staff must be informed of bullying incidents or concerns to ensure accurate recording and monitoring, this can be done via CPOMS. Pastoral staff will work together with form tutors and other relevant staff to ensure effective intervention.

Reporting of incidents should be recorded via CPOMS. Statements/bullying diaries that relate to specific cases should be stored appropriately within the pupil's file.

Parents/carers must be informed of their child's involvement in any incidents of bullying behaviour and strategies put in place by the member of staff dealing with the incident/s.

The practice and use of Positive Attitude to School and Self questionnaires in key stage 3 and monitoring by pastoral staff will assist in identifying potential vulnerabilities with pupils and identify effective strategies of intervention/support before difficulties arise.

In the interest of prevention, staff should promote pupil's positive self-worth and emotional wellbeing.

Bullying of or by school staff whether by pupils, parents or staff must be reported to the relevant line manager and Headteacher. Matters should be dealt in line with relevant discipline policy guidelines.

We have a specific and separate Peer on Peer Abuse Policy which includes Sexual Violence and Sexual Harassment between children, as well as a Positive Conduct policy to guide, inform and support children, staff and parents/carers.

Peer on peer abuse including sexual violence and sexual harassment can occur between two children of any age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting including online.

Children who are victims of peer on peer abuse including sexual violence and sexual harassment will find the experience stressful and distressing. This is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

The role of pupils and participation

Pupils are actively involved in anti-bullying activities. They are canvassed from time to time via questionnaires, PSHCE lessons and tutor time to ensure that they understand that Leasowes is always actively involved in ensuring that their rights to enjoy learning and leisure are protected.

Peer bystanders – Bullying will continue unless someone is able to deal with the problem. Pupils are encouraged to report if they have seen bullying at the earliest opportunity and not let the bullying continue – this includes if they are part of a group that is bullying.

Child on Child abuse - Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable. This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation

Language and behaviour can have different meanings and just because someone uses certain language to refer to themselves it doesn't necessarily means it's acceptable, nor does it make it ok for other to use it. The use of 'banter' will be discussed in PSHCE lessons.

Sexual abuse – All forms of sexual abuse will not be tolerated in school, and will not be passed off as 'banter' or 'having a laugh'. Teaching about sexual abuse, cyber-bullying, pornography, healthy relationships and consent will be covered across the curriculum in PSHCE and within

assemblies and form time, in line with the Healthy policy. Pupils are encouraged to discuss incidents of sexual abuse with a member of staff they feel comfortable with and reminded that IT IS SAFE TO TELL and IT IS EASY TO TELL but will also be signposted to the 'Safeguarding Alert' button on their Aspire page, so they may report any concerns without speaking to an adult to avoid feeling embarrassed. This will then be dealt with in a timely manner with support being offered to the victim. It is necessary to implement sanctions in line with Leasowes' positive conduct policy when a pupil is found to have been sexually abusive but it is always essential to educate them as to why it is wrong. Incidents will be recorded on CPOMs and if necessary external agencies such as Police, children's social care etc. will be contacted. Parents will be informed of any involvement in sexual incidents

Pupils are informed of their role and responsibility through the understanding and agreement to Leasowes' Anti-Bullying Pledge.

All pupils should be made aware of safe methods of reporting bullying incidents through their pupil planner, form tutors and the pastoral support team.

Anti-bullying Ambassadors – This group of pupils are recruited and trained for peer support duties through the 'Diana Memorial Award' scheme.

These pupils act as Peer Mentors and are supported in their work by the pastoral team, and Senior Leaders. They are trained in their role and have a clear understanding of their responsibilities.

The Ambassadors are proactive in promoting an anti-bullying environment within Leasowes through raising awareness of issues, supporting the lunchtime groups, representing pupils at a strategic level, organising anti-bullying week activities and throughout the year.

The role of Governors

The Governors ensure that the policy is implemented across the whole of the school. This includes a regular review of the policy and information obtained from monitoring data and surveys. Governors also apply the disciplinary sanctions as appropriate to the circumstances.

The role of parents/carers

The parent/carer is vital in the implementation of this policy. Sometimes a child will not inform school staff if they are being bullied but will inform their parent or other family member. When this is done the parent/carer is expected to contact the form tutor or a member of the pastoral team to discuss the incident to enable staff to deal with the issue.

A parent/carer may also see changes at home that may possibly indicate that bullying is taking place. It is again vital that the parent communicates with school staff with any concerns.

Anti-bullying information is passed onto parents throughout their child's time at Leasowes; general information at induction evening, displays at parent events, newsletter articles and online safety awareness sessions.

The parent/carer of a pupil displaying bullying behaviour must be contacted by school staff and then, if necessary, invited into the school to discuss the behaviour shown by their child. It is also essential that the parent/carer of the pupil doesn't feel isolated and that they are also getting support in ensuring that the behaviour is not repeated.

Parents/carers must be informed of any bullying issues and informed of any interventions.

Methods of reporting bullying

Leasowes High School endeavours to establish an environment where pupils feel safe and confident in reporting incidents of bullying.

- Staff - Pupils are advised and supported in reporting incidents/concerns to staff. In particular form tutors, pastoral staff or SLT. Email addresses of Pastoral staff are shared with parents/carers.
- Anti-bullying Ambassadors – identifiable through their badges as well as being promoted through assemblies and other methods

Methods of reporting bullying are shared with pupils via the pupil planner, form time and the school newsletter. Pupils are advised that matters are dealt with sensitively and always with the minimal risk of repercussions.

Inspections have repeatedly stated that Bullying is minimal but when it does occur pupils know where and how to report it and it is always dealt with promptly and effectively.

Support for pupils who are bullied

If a pupil has been bullied the priority is help them feel safe. School staff must ensure that at all times the pupil's needs are paramount. If it is needed the pupil must be allowed time to discuss what has happened. Provision of a bullying diary can help to monitor and identify the difficulty for the pupil and adults. The pupil could also take part in peer support groupwork facilitated by school staff or outside agencies. The parent must also be involved and reassured that the matter is being dealt with effectively and that their child is safe. The Anti-bullying Ambassadors will be available support the pupil. If appropriate, Ambassadors or staff will facilitate mediation between the pupil who has been bullied and the pupil who has displayed the bullying behaviour in discussing what has happened in the practice of restorative justice.

When receiving information of bullying problems staff must act in a sympathetic manner and find out as much detail as possible.

Agreed packages of support can be put in writing and reviewed between the pupil, parent/carer and school staff. This provides confidence and clarity to the support being provided.

Interventions should:

- Avoid humiliating the pupil who has been bullied or further enforce their feelings of powerlessness
- Consult the pupil who has been bullied in the planning of the intervention strategy.
- Take steps that do not escalate the bullying
- Work to develop resilience and confidence for the pupil
- Avoid disruption to the pupil's daily routine and education

- Encourage the pupil who has been bullied to report any further incidents
- When appropriate, share information at the vulnerable pupil meetings and consider the 'whole child' and need for further intervention

Safeguarding policies may come into force in some rare cases where serious risk is identified. In such situations the Designated Safeguarding Lead must be informed and relevant partner agencies involved.

Support for pupils displaying bullying behaviour

If a pupil has displayed bullying behaviour, they need to recognise that their behaviour has been wrong and the reasons why. It must be clearly stated to them that Leasowes will not tolerate this behaviour and the consequences for them. Consequences should reflect the severity and persistence of the bullying and in line with the schools' behaviour policy.

Personal targets for the pupil who has displayed bullying behaviour may be included within a behaviour programme for the pupil. Targets will be supported by the pastoral team through individual or group work, possibly Ambassador intervention and/or outside agency intervention.

When appropriate, restorative approaches can be included and can involve the undertaking of peer mentoring responsibilities.

Pastoral staff should provide information and educate the pupil who has displayed bullying behaviour and monitor their progress and behaviour. Improvement and positive behaviour should be acknowledged and rewarded as appropriate.

Discipline Procedures

Pupils who have displayed bullying behaviour must be helped to understand in that they have done wrong and there will be consequences for their behaviour. If a pupil is found to be bullying the usual discipline procedures should be adhered to. This will entail a reprimand and detention in the first instance, followed by longer heavier detentions and attendance at a bullying awareness session after school. If the problems persist the behaviour policy will be followed in issuing internal suspension

or suspensions as appropriate. In rare, very persistent and extreme cases permanent exclusion may be necessary.

Each case of reported bullying must be considered in its own context and discipline procedures administered appropriately.

Parents/carers must be informed of their child's involvement in known incidents of bullying.

Specific issues

Leasowes pupils are traditionally very keen to support anti-bullying work. In particular, in the surveys carried out they identified certain 'hotspots':

- Stairs and Corridors – change of lessons
- Astro area at lunch and break time
- Toilets
- IT rooms with emails
- Before registration
- Texting

Suggestions from pupils included:

- Speaking to staff on duty
- the importance of pupils informing staff of any bullying they have witnessed
- talking to peers' mentors
- talking to parents
- restricting social networking at home
- staff need to be approachable
- confidentiality

Cyber Bullying - Matters relating to cyber bullying are incorporated within the School's procedures depicted in the mobile phone policy, the internet use policy and the online safety education delivered through the curriculum, awareness raising assemblies and information sessions for parents.

Leasowes recognise that often cyber bullying happens outside of the school, which can at times restrict school intervention. In such situations where the difficulties are experienced within the home and/or on personal networks, parents and pupils are advised that it might be more appropriate to call for intervention from other agencies, such as their service provider

and/or police. However, these issues will usually impact on school life and the general wellbeing of a pupil and so pastoral staff will follow procedures detailed within this policy, where possible.

Annual Anti-bullying Week

Activities will run throughout anti-bullying week each year to raise awareness of bullying issues and promote all matters relating to the anti-bullying policy with staff, school governors, parents and pupils.

Anti Bullying in the Curriculum

Anti-bullying is extensively included in many areas of the curriculum at Leasowes in a way that not only equips the pupils with the necessary skills and knowledge whilst at school but also prepares them for life at work and adulthood. A few examples of this work are listed here:

- The Religious studies programme raises awareness of different cultural practices and through visits to a variety of different religious establishments for example a mosque they seek to breakdown prejudices and barriers that can so often develop into bullying
- English drama activities where the pupils explore the implications when a boy is bullied by parents as well as children at school.
- The Drama department deal with a range of bullying issues through the use of role play at various key stages - often using poetry or scenarios as starting points to develop responses to this key issue. Pupils are asked to consider the different characters of all the pupils involved in bullying incidents, composing diary entries and monologues for example.
- There are several specific parts of the PSHCE programme across all year groups that focus on anti-bullying and wellbeing.
- Anti-bullying messages are regularly integrated into the delivery and content of assemblies. Pupils are taught to respect difference and value diversity
- Technology areas cover bullying in the home, work place, school etc and the different types of bullying that might occur through KS3 Health & Social Care. This looks at our wellbeing in society and how incidents of bullying can relate to people who have different needs and/or cultures. KS4 Child Development looks at the Physical, Social, Emotional and Intellectual development of the child. This subject addresses the problems of bullying and the different types of bullying that children might be subjected to. Strategies are discussed in how

to overcome incidents of bullying and the correct procedures for reporting any suspected cases.

- The PE dept actively promote positive attitudes between pupils and adults, ensuring that all pupils are valued for their effort regardless of ability. Staff monitor to ensure that no hurtful nicknames or inappropriate behaviour in changing rooms or in lessons takes place. Pupils who are self-conscious can be changed early for PE or use alternative changing rooms. Pupils are allowed to wear tracksuit bottoms which help with self-conscious pupils. Individual kit kept by staff for pupils who have problems regularly bringing kit. Pupils who have particular body issues may have kit adapted.
- Online safety and cyber bullying are an integral aspect to the ICT curriculum throughout KS3 & KS4

Monitoring and evaluation

Cases of bullying are recorded, monitored and reviewed by the pastoral team with the Deputy Head Teacher responsible for pastoral care, who keeps a log of all bullying incidents. Reporting of incidents should be recorded in writing (behaviour referrals can be used) and passed to the identified member of the pastoral team responsible for the pupils involved. The pastoral team constantly review the effectiveness of the policy and the school's approach. The evaluation of the policy will be overseen by the governing body with the support of the pastoral team the consultation methods described.

Links to other policies

Online Safety Policy

Leasowes Child Protection and Safeguarding Policy

Looked After Children Policy

Equality Policy

SEN Policy

SMSC Policy

Positive conduct Policy

Attendance Policy

Whistle Blowing Policy

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