



## **Denefield School Governors Anti Bullying Policy**

### **Status: Statutory**

### **Purpose**

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

The Denefield School definition of bullying is:

- bullying is not a one off event but is sustained and persistent over time
- bullying is not 'a bit of fun', not 'playful' but a deliberate intention or desire to inflict hurt, distress or humiliation, to intimidate, to threaten, or to frighten someone repeatedly over a period of time
- bullying can be physical – hitting, pushing, tripping, and invading 'personal space'
- bullying can be verbal – comments about an individual's race, religion, size, sexual orientation, appearance, physical disability or mental disability
- bullies can use the written word – notes, e-mails, MSN, text messages
- bullies can manipulate social networks – by spreading rumours, making malicious accusations, and by seeking to sideline or ostracise individuals
- bullies undermine and deny others opportunity
- bullying can be cumulative, and can build with the experience of success and status (through 'getting away with it'), and may escalate
- bullying may be perpetrated by a single person or by a group of people
- in adults, bullying is the abuse of power
- in children, bullying is the enjoyment of power.

### **Aims:**

- to promote good behaviour and discipline
- to promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- to ensure fairness of treatment for all
- to encourage consistency of response to both positive and negative behaviour
- to promote early intervention
- to provide a safe environment free from disruption, violence, bullying and any form of harassment
- to encourage a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

### **Who/what was consulted**

A review of the anti-bullying policy took place in March 2010 to make adjustments to the existing policy and to create guidance by students, for students for the new planner for September. Students, staff and the LA governor/consultant were involved in this review.

## **Relationship to other policies**

This policy should be read in conjunction with the school's behaviour policy, safeguarding policy, equality policy and SEN policy, and the school handbook section on procedures for dealing with behaviour and discipline issues.

## **Roles and Responsibilities**

The Governing Body will establish in consultation with the headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

- The headteacher will be responsible for the implementation and day to day management of the policy and the procedures. Support for staff faced with challenging behaviour is also an important responsibility of the headteacher.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Governing Body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be encouraged to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Involvement of Outside Agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **Procedures**

The procedures arising from this policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

- All students, staff and parents are aware of the school's definition of bullying and the recognised procedure for dealing with identified cases.
- All students, staff, parents and carers understand that freedom from the fear of bullying is a necessary condition for effective learning.
- Students are encouraged to come forward and inform staff when they know that bullying has occurred without fear of retribution.
- All staff are expected to respond appropriately to bullying whenever and wherever they encounter it.
- The victim will be supported.
- There will be consequences for bullying behaviour.

- Both victim and bully will receive support which will vary in style and content depending on the nature of the bullying.
- The bully will be made to realise the effects of their actions on the victim. The bully will apologise to the victim verbally or by letter. Restorative meetings will be used where it is deemed appropriate.
- Parents/carers of both victim and bully will be kept informed of progress during the process of investigation and counselling of the outcomes of these processes.

## **Rewards and Sanctions**

### **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

### **Sanctions**

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions is clearly defined in the procedures and use of these will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## **Arrangements for monitoring and evaluation**

- The head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the anti-bullying policy and procedures in order to evaluate them, to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.
- Duty roles will be reviewed termly to ensure appropriate safeguarding of young people.
- The Governing Body will review this policy annually, to ensure its continuing appropriateness and effectiveness. Incidents reported via Webrisk are also monitored on a regular basis.
- The outcome of the review will be communicated to all those involved, as appropriate.

**Date established by governing body: 18 May 2011**

**Date for full implementation: 18 May 2011**

**Date for review: May 2012**