

**Bullying Policy**

Bullying behaviour is totally unacceptable at The Dales School, where it is defined as any action inflicted by a person (or persons) on another (or others) over a period of time that causes stress, fear or injury to the victim(s). It will always be challenged and dealt with seriously.

**Rationale**

The anti-bullying policy of The Dales school is based on the belief that each person is uniquely important.

Our policy aims to develop self-discipline; tolerance and respect for all others.

We are encouraged to form positive relationships.

We believe bullying is totally unacceptable.

**Aims:**

* To raise awareness about bullying
* Develop positive interactions
* Encourage a more open climate
* To identify nature, causes and effects of bullying.
* Establish what school, parents and pupils can do about bullying.
* Consider the school environment with a view to providing a ‘bully free’ environment by taking preventative measures.
* Develop a clear strategy for staff to use when dealing with any incident arising from bullying.
* Make all staff aware of the policy and the support which is available.
* Include within the curriculum and extra-curricular activities i.e.: assembly opportunities to discuss incidents and strategies for dealing with bullying.
* Treating all staff and students fairly and equally.
* Creating an all-inclusive culture for staff and students.
* Avoiding stereotypes in examples and resources.
* Using resources with multicultural themes.
* Actively promoting multiculturalism in lessons.
* Planning lessons that reflect the diversity of the classroom.
* Ensuring all students have equal access to opportunities and participation.

**DEFINITION**

**WHAT IS BULLYING?**

Bullying is a conscious repeated action which can be verbal and / or physical, which is unacceptable to another person or group of people.

It is the wilful desire to hurt, threaten or frighten someone else.

Any behaviour which is an illegitimate use of power in order to hurt others is bullying.

Not all aggression is necessarily bullying.

Bullying can occur through several types of anti-social behaviour. It can be:

**Physical**

A person can be physically intimidated, punched, kicked, hit, spat at, etc.

**Verbal**

Verbal abuse can take the form of name calling. It may be directed towards physical appearance (size), gender, ethnic origin, physical/social disability or personality etc.

**Exclusion**

A person can be bullied simply by being excluded from discussions/activities with those they believe to be their friends.

**Damage to Property or Theft.**

People may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

**Cyberbullying**

Cyberbullying is when one person, or a group of people try to threaten or embarrass someone else using a mobile phone or the internet. Cyberbullying is just as harmful as bullying in the real world.

**To avoid incidences of bullying, pupils should:**

* Where practicable, be in sight of an adult
* Not be in any unsupervised area at any time
* Be taught to tell / approach an adult if there is a problem
* Move calmly in corridors, around school, entrance/exit to school (where necessary, practice dismissal procedure).

**DEALING WITH INSTANCES OF BULLYING**

If a series of incidents are identified as bullying (refer to the definition of bullying) The following stages should be carried out:

If someone says they are being bullied, or if they say someone else is being bullied, a response must be made and be seen to be made.

Investigate matters and deal with them immediately.

If it persists, then:

* + Inform a senior member of staff
	+ Inform parents as appropriate
	+ Build in supportive behaviour structures
	+ Reinforce appropriate/positive/required behaviour and school rules
	+ Make a fresh start after the problem has been dealt with

Help must be given to both the bully and the child who has been bullied to help them develop their social awareness.

**SUPPORTING THE CHILD**

In support of prevention:

1. Concern about bullying should be discussed to show victims that we are aware, that it is disapproved of and that we listen and act appropriately.
2. Children should be encouraged to openly express feelings through PSHE. Discussions, creative writing, artwork, fairness of rules, responsibility to others etc. should have a high profile.
3. Staff should aim to be accessible when necessary; primarily to one’s own class and secondly to the pastoral team to support the needs of the children in our care.

**SUPPORT FOR THE VICTIM AND THE BULLY**

It is important that the incident does not live on through ‘reminders’ but it is also important that necessary steps are taken to prevent a re-occurrence. Both victim and bully may need individual support. They may need to consider:

* How could the incident have been avoided?
* What other strategies could have been used?
* Assertiveness for the victim
* Control of aggression for the bully
* Who else could they have talked to or where to seek support
* Restorative justice techniques and practices to support both pupils through mediation and conflict resolution.
* What has happened?
* Who has been affected?
* How can we involve everyone who has been affected in finding a way forward?
* How can everyone do things differently in the future?
* Build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

**RECORDING**

Serious incidents of bullying and being bullied should be recorded on CPOMS.

Ongoing low-level behaviour which needs to be addressed should be tracked on a daily/ weekly log sheet. Parents should be informed and involved in supporting positive behaviour, modification and strategies to bring about positive change.

**INTEGRATION OF NEW CHILDREN**

When integrating new children into our environment, all staff should use the following guidance:

* All children find a new environment different and need support to adapt to the change.
* The school induction process is key to the settling process and for information sharing, including communication between home and school.
* Opportunities should be created for the new child to be introduced in a caring way to the people and places within our school and the extended community.
* Other members of the class should be made aware of the new childs’ arrival and that they need acceptance and support from the class. A peer supporter should be chosen to look after the new child.
* We would expect peer interactions to develop and the level of independence to increase, however, if the introductory stages do not appear to work, a re-assessment of the situation and friendship groups may need to take place to encourage further integration.
* New children and their parents should be made aware of staff availability and willingness to discuss any problems should the need arise. Family support is always available as a first contact and continued discussion.

**PLANNING**

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our development plans.

**EQUALITY IMPACTS ANALYSIS**

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups and consider whether any individual or group might experience particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

**INVOLVEMENT**

We actively encourage all our young people to participate in school and extra-curricular activities.

**GATHERING AND MONITORING INFORMATION**

Our school routinely monitors attainment of pupils by ethnicity and gender. We are also committed to developing measures for monitoring the achievements of our looked-after and disabled pupils. We also monitor attendance and exclusion of pupils by ethnicity, disability and gender. We examine our annual records of incidents and survey information We are aware of our local demography, through pupil census data We use information from surveys of students’ views and opinions We take active steps to ensure that all data held on students’ disabilities, ethnicity, caring and looked after status is accurate and regularly reviewed.

**At The Dales, we:**

* Organise the community in order to minimise opportunities for bullying eg; provide increased supervision at problem times, particularly at transition times.
* Use any opportunity to discuss aspects of bullying and the appropriate ways to behave towards each other; e.g. the PSHE programme/ Assemblies/ ELSA time.
* High levels of expectation towards respectful behaviour in the classroom and in school.
* New staff undergo an induction process, when underpinning principles, procedures and philosophy of the school are discussed.
* Deal quickly, firmly and fairly with any complaints involving parents where necessary.
* Review the school policy and its degree of success.
* The school staff will continue to have a firm but fair discipline structure, the rules should be few, simple and easy to understand.
* Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex etc.
* Encourage pupils to discuss how they got on with other people and to form positive attitudes towards people. This includes a review of what friendship really is.
* Encourage pupils to treat everyone with respect, including themselves.
* We will treat bullying as a serious offence and take every possible measure to eradicate it from our school.

**EVALUATION**

The effectiveness of the policy will be discussed as a whole with staff after two years and any adjustments made. This will lead to a formal review of the policy.

***Appendix -* Cyberbullying**

Cyberbullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or the internet. Cyberbullying is just as harmful as bullying in the real world. If you see it happening, report it. Don't ignore it.

**Are you a part of it?** Those who take part in online bullying often use a group of friends to target their victims. They can ask others to add a comment to a photo on a blog or forward something embarrassing onto another group of friends. Sometimes, these people don’t even realise they’re actually bullying someone.

**What forms can it take?** There are lots of different types of cyberbullying including:

* **Email** Sending emails that can be threatening or upsetting. Emails can be sent directly to a single target, or to a group of people to encourage them to become part of the bullying. These messages, or ‘hate mails’, can include examples of racism, sexism and other types of prejudice. If someone sends you a message and you forward or laugh at it, you’re actually adding to the problem.
* **Instant messenger and chat rooms** Sending instant messenger and chat room messages to friends or direct to a victim. Others can be invited into the bullying conversation, who then become part of it by laughing.
* **Social networking sites** Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, you become part of the problem and add to the feelings of unhappiness felt by the victim.
* **Mobile phone** Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).
* **Interactive gaming** Games consoles allow players to chat online with anyone they find themselves matched with in a multiplayer game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone’s account.
* **Sending viruses** Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.
* **Abusing personal information** Many victims of cyberbullying have complained that they have seen personal photos, emails or blog postings posted where others could see them without their permission. Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else’s messaging accounts and chat to people pretending to be the victim.

**The effects of cyberbullying**

Even though cyberbullying cannot physically hurt you, it can still leave you feeling mentally vulnerable and very upset. You can also feel scared, lonely and stressed and that there’s no way out. Escaping cyberbullying can be very difficult. Because anyone can get access to a mobile phone or the internet almost anywhere, it can be tough for those on the receiving end to avoid it, even in the safety of their own home.

**Why do cyberbullies do it?**

There’s no simple answer for why some people choose to cause pain to others by bullying them. There are a number of possible reasons including:

* it can be simply a case of someone being in the wrong place at the wrong time and allowing themselves to be easily intimidated
* some people who cyberbully think that they won’t get caught if they do it on a mobile phone or on the internet
* the people who cyberbully are jealous, angry or want to have revenge on someone, often for no reason at all
* cyberbullies often think that getting their group of friends to laugh at someone makes them look cool or more popular
* some people also bully others as a form of entertainment or because they are bored and have too much time on their hands
* doing it for laughs or just to get a reaction.