



Owler Brook School

Anti-Bullying Policy 2016

1 Philosophy

- All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- Owler Brook N I School recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised. We are committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

2 Statement of Intent

The aim of the Local Authority/Council and Schools is simply to 'End Bullying'.

Objectives

- To raise the profile of Bullying as an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying incidents and their regular reporting to the relevant Governing Body, and via this body to the Education Department/Council.
- To acknowledge and support the parents / carers of both the victims and perpetrators following the report of any bullying allegation / incident.

3 Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

- 1. Physical (examples include, hitting, kicking, theft ...),**
- 2. Verbal (eg racist, homophobic remarks and name calling ...), and**
- 3. Indirect (eg spreading rumours ...)”.**

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

4 Policy Ownership and Responsibilities

The document is designed to apply to all children, young people and adults receiving services from Sheffield Education Directorate.

The school will ensure their responsibilities are met by ensuring that:

- We have an Anti-Bullying Policy and Behaviour Policy which includes details of the procedures that will be used to prevent and respond to bullying incidents. These procedures are regularly reviewed and evaluated.
- The school records and reports bullying incidents to the Governing Body and via the Governing Body to the Education Department/Council.
- The school provides regular anti-bullying training for all staff (teaching and non-teaching), with emphasis on NQTs.

5 Action to be Taken to Combat Bullying

1. The school displays anti-bullying messages including details for children and young people about who is the “someone to turn to” – giving details of school; local community and National helplines.
2. DfES Anti-Bullying Charter.
3. The school addresses bullying through the Curriculum.
4. The school is involved in education initiatives that can help challenge bullying e.g. National Healthy Schools.
5. The school provides access to appropriate advice and support for both victim and perpetrators eg counsellor.
6. The school actively engages children and young people in challenging bullying e.g. Peer Support; School Council and regular ‘Chat & Guidance’ sessions with a designated member of staff. ‘Drop-in’ opportunities with their designated member of staff, are available at the request of all our young people.
7. The school will promote Anti-Bullying within the local community working together with community support and safety groups and partnerships, including the Police.
8. The school has close links with a named Community Police Support Officer, who promotes anti bullying strategies during weekly timetabled visits.
9. The school provides access to the Home / School Partnership Leader who will support parents / carers following any bullying allegation.

6 The Role of Children and Young People

Our Anti-Bullying Policy is introduced and enforced within a supportive school climate where children, staff and young people have an understanding of bullying and expectations. The children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive Citizenship.

- Report all incidents of bullying using the procedures in place.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Adhere to and promote the aims and objectives of the Anti-bullying policy.
- Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

7 The Role of Parents/Carers

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying sharing concerns as soon as possible not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

Evaluation Procedures

In order to assess the effectiveness of an anti-bullying policy, evaluation procedures are in place.

All bullying incidents must be recorded using the attached pro forma. The pro formas must be submitted to Miss Claire Shaw our Learning Mentor. The Headteacher and Governors evaluate and report on the number of incidents across the school.

The following standards could be used as a means of measuring performance:

- Variation in number of reported incidents over a specific period, with record of any increase.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying. This could be monitored via the Education Welfare Service.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- Pupil questionnaire or surveys of pupil views on the school's Anti-bullying Policy.

RECORD OF INCIDENTS OF ALLEGED BULLYING

Name of alleged victim _____ Age _____

Date of birth _____ School _____

Date school notified of alleged incident _____

Date and time of alleged incident _____

Place alleged incident occurred _____

Names of witnesses _____

Alleged bully(ies) _____

Name of person reporting the incident _____

Type of bullying – (please circle) Physical Verbal Indirect

Description of incident _____

Member of staff dealing with incident _____

Contributing factors _____

What has taken place (A subjective statement) _____

Action taken (passed on to Governors – YES/NO, LEA – YES/NO)

Signed _____ Date _____

Sheffield Children and Young People’s Service
School Governing Body – Bullying Report
Academic Year _____

Name of School OWLER BROOK SCHOOL

Name of Headteacher: Sue Bridges

		Autumn	Spring	Summer	Total
Total number of bullying incidents					
Number of these incidents that involved racism					
Number of incidents that were homophobic					
Total number of perpetrators involved in bullying:	Boys				
	Girls				
Total number of victims	Boys				
	Girls				
Number of incidents that took place in these locations:	Classroom				
	Corridors				
	Playground				
	Any dinner time location – eg dining room, playground, corridors, etc				
	Toilets				
	To and from school and home				
Number of incidents that involved:	Physical abuse				
	Verbal abuse				
	Cyber Bullying				

Other optional categories that could be analysed include:

By age both for perpetrator and victim.

If police were involved.

Incidents that were resolved and those that were still outstanding.

This form should be used to report termly and annually to your Governing Body at its meetings or appropriate committees. Regarding submission of data to the Children and Young People’s Service for the academic year.