

**Bank View High School**



**Anti-Bullying Policy**

Date: ...8.../...3.../...2018...

Review Date: ...8.../...3.../...2019...

## BANK VIEW HIGH SCHOOL

### ANTI-BULLYING POLICY

#### Definition

Within the general aims of equal opportunities, which promote respect, care and safety for others, it is the right of all pupils and staff at Bank View High School not to be subjected to bullying behaviour. This may be defined as an act of a physical, verbal or mental nature, including cyber misuse. The procedures set out in the behaviour and discipline policy ensure that both staff and pupil are afforded opportunities to identify and deal with incidents of bullying.

A person is being bullied, or picked upon, when another person or group of people **deliberately, directly and repeatedly**:

Say things which cause them to be upset (verbal). Bullying takes many forms some examples being:

When a person is repeatedly attacked - hit, kicked, threatened or intimidated (*physical*).

Isolation, with nobody talking to an individual, pointedly ignoring them (*mental*).

Whispering campaigns, name-calling, difficult to pinpoint but highly painful to the victim (*emotional*)

Using social networks and texts or other e-communication to spread hurtful rumour (cyber)

Repeated incidents of this type make it difficult for the individual being bullied to defend themselves and it is important that they have an opportunity to do so.

#### **1 Policy in Practice**

Bullying is addressed and can be minimised and hopefully eliminated if everyone has a clear understanding of the policy and:

The policy is applied consistently

Acts of bullying are never ignored or tolerated

Staff remain vigilant recognising and acting upon the signs of bullying

Pupils know that they will be listened to if they make staff aware of issues and that their concerns will be acted upon

## **2 Awareness Raising of our Anti-Bullying Policy at Bank View High School**

Methods of raising pupil awareness of bullying and its consequences:

- Whole school and departmental assemblies
- Displays in corridors to support anti-bullying policy
- Involvement in national anti-bullying week
- Definition of bullying - rules on the wall/corridor/leisure area
- Using drama/role play about bullying as part of the normal curriculum  
class/registration time: a time to talk and a time to 'listen'
- Use of the bully box outside the mentors room
- Open door policy for pupils to access mentors and other staff
- Regular agenda item at the School Council

### **Sharing the information**

The policy will be available to parents via the school website. In addition hard copies will be available upon request.

Members of the School Council will be given access to the policy in order to take part in the review of the anti-bullying policy.

All pupils will be made aware of the anti-bullying policy via whole school assemblies.

## **3 Key areas where bullying can occur:**

Corridors  
Playground  
Dinner Hall  
Toilets  
PE Changing Room  
Moving between lessons  
Classrooms  
Unstructured situations  
School transport  
Wet play allocated rooms

## 4 **Legal Responsibilities**

### Governors

Governing bodies have a responsibility to shape the ethos of a school. Creating an inclusive ethos so that all members of the school community feel safe and valued represents the most powerful intervention governors can make. While achieving an inclusive school requires a team effort, there are a number of ways governing bodies must take the lead: by developing policies and practice; and consulting the school community.

### Head Teacher

The Head Teacher's responsibility is to determine and publicise the more detailed measures (rules, sanctions, rewards and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles. The measures must be determined with a view to encouraging good behaviour and respect for others on the part of the learners and, in particular, preventing all forms of bullying among learners.

### Teachers

Teachers should ensure that all learners feel secure and valued and consequently are able to learn and contribute to school life. Among the ways teachers can achieve this are by:

- promoting the well-being of individual learners and ensuring, as far as possible, that learners are free from bullying and harassment
- ensuring that learners who have experienced bullying are taken seriously
- helping learners to take responsibility for their actions
- helping learners to take a positive view of difference and challenging stereotypical views 16 Education and Inspections Act 2006, Section 89. Bullying involving Children with Special Educational Needs and Disabilities 16
- celebrating the successes of disabled learners
- helping learners to articulate their views and experiences
- modelling the behaviour and values they are trying to instil
- taking advantage of training opportunities to increase their understanding of disability and improve their ability to recognise bullying and manage behaviour
- providing well-differentiated accessible learning opportunities so that all learners experience the self-esteem and confidence that comes with success and achievement.

## Support Staff

All school staff have a responsibility to support all learners. Learning support assistants are commonly working with one or a small group of learners with SEN and disabilities; and therefore have a key role in ensuring learners access the curriculum and in encouraging them to take part in wider school activities, like games at break times and making friends. Support staff who work closely with learners with SEN and disabilities may often have an important role in picking up signs that a child is being bullied, this is particularly important where a child may find it more difficult to report that they are being bullied.

### **5 Supervision**

- By all staff, in an attempt to reduce the opportunities for bullying
- Additional members of staff on duty for PE changing (Support Staff)
- Yard: Minimum of 3 members of staff on duty at break and dinner duties
- Transport - supervision to and from. Liaison with drivers/escorts, including training
- Pupils to act as peer support for more vulnerable pupils

### **6 Procedures for dealing with bully**

- Staff report observed incidents to class teacher and complete Incident Sheet
- Class teacher makes initial inquiries and investigates possible root causes and solutions
- Referral to member of SMT and implement the School's Actions and Consequences procedure
- Bully made aware of their actions and impact on the victim
- Victim and bully mediation via mentors/SMT
- Parents invited into school to discuss incidents
- Warning from Headteacher
- Exclusion: internal, working with SMT
- Exclusion: possible fixed term i.e. 1 or 2 days. Governors informed

- Exclusion: longer period of fixed term or permanent
- Possible involvement of outside agencies e.g. liaison with our local community police

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2016

Date	Revision	By:
Nov 2012	Reference to <b>Cyber</b> bullying added - p1	AH
Jan 2016	More suitable for subject based curriculum	JP
Feb 2018	Legal responsibilities added section 4	AW