



COTHAM SCHOOL

ANTI-BULLYING POLICY

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
	Sept. 2016	

Approved by Governors:
Review Date:

Policy Author:

Cotham School Anti-bullying Policy

Rationale

Cotham School believes that it is an entitlement of all students to be educated in an environment that is safe and free from bullying behaviour. We do not accept acts of bullying at Cotham School. Every person should expect to be able to come to school and feel safe and free from intimidation in any form, thus enabling each individual to achieve their full potential academically and personally.

Through careful record keeping, incident logs and individual student reports, we will build an extensive knowledge of when and where bullying behaviour occurs. We will take actions to prevent further incidents. It is our intention to further enhance our positive ethos within Cotham School and to maintain a safe environment where students are confident that appropriate actions will be taken to stop bullying and where students feel supported and safe when reporting incidents of bullying. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSCHE, tutorial sessions, assemblies and subject areas as appropriate.

Definition of Bullying

Bullying is the wilful, and repeated, conscious desire to hurt, threaten or frighten someone else. It includes physical behaviour e.g. punching, hitting, kicking, pushing, and tripping. Emotional bullying can include tormenting (eg hiding books, threatening gestures) and excluding or leaving out a student. Bullying can also be of a sexual nature and take the form of inappropriate touching, one gender to another, persistent, unwanted attention and comments on a student's sexuality or sexually abusive comments. It can also take the form of threatening and challenging behaviour leading to, or promising, fights. Verbal bullying may take the form of name calling, sarcasm, spreading rumours, teasing. Remarks about appearance, sexuality, racist comments, comments around disability, religious remarks, comments about families or remarks about clothes, size, hair colour or possessions and these, when persistent, are all forms of bullying. Cyber bullying can involve email, social networking sites, mobile phone messaging. (Further information on cyber bullying is in the appendix.

It is important to understand that bullying is **not** about one-off incidents. Whilst these may be very serious and must always be dealt with, they do not fall within the definition of bullying which is carried out repeatedly over a period of time.

Aims:

- To assist in creating an ethos in which attending Cotham School is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Cotham School.
- To enable everyone to feel safe while at Cotham School and to encourage students to report all incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support students displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure that all members of our community feel responsible for helping to reduce bullying.

Roles and Responsibilities

The Head Teacher is ultimately responsible for the well being of all students and staff. All staff, students, parents and governors should be made aware of the policy and the issues associated with bullying in schools.

Everyone has a responsibility for safeguarding and promoting the well being of all students and all staff have a duty of care, to ensure that our students are protected from harm. All staff should be alert to any potential incident of bullying and intervene when instances are noticed.

Governors have a duty to be fully informed on matters concerning anti-bullying.

Procedures for Disclosing/Monitoring Bullying

1. Student voice questionnaires are conducted each year on students' experiences and perceptions of bullying.
2. The School has set up a link on students' intranet accounts via the Virtual Safeguarding Noticeboard where students can easily report bullying of themselves or towards their friends, if they feel unable to verbally disclose the information (see section below).
3. When behaviour issues are logged on the school's SIMs system, where bullying is suspected to be a factor, staff are required to log the incident as bullying and the resolution/outcome of each incident is tracked. Bullying records are then monitored regularly by senior managers.

Practice and Procedures

The first steps in response to bullying must be to take the report or incident seriously, to reassure those involved and to make clear our determination to thoroughly investigate and resolve the incident. Where students feel able to verbally disclose information about bullying, students may report it to anyone in whom they feel trust; this person must record in writing the reported incident and pass this to the student's Learning Co-ordinator.

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with promptly by the member of staff who has been approached.
- A clear written account of the incident will be passed to the student's Learning Co-ordinator.
- Any available witnesses will be interviewed separately from each other and from the victim, and their statements will be signed and dated by them.
- All students will meet with their tutor or Learning Co-ordinator to discuss what has happened, why it happened and what will happen next.
- A decision should then be made by the Learning Coordinator as to whether the circumstances indicate that bullying, as distinct from other forms of unacceptable behaviour, has occurred. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other students.
- When bullying is clearly identified, the victim must be reassured that this will not be allowed to happen again and that they should tell an adult if any further incident takes place.
- The victim may be offered support to restore self-esteem and confidence
- Where appropriate a restorative justice meeting will be held, where the students are given the opportunity to establish a positive relationship.
- Parents will usually be kept informed.

- All events must be recorded in writing, reports placed in students' files and the bullying incident log updated on SIMs. Any bullying incident of a racist nature will result in a Racist Incident Form being completed.
- Sanctions will be used as appropriate and in consultation with all parties. Sanctions will be in accordance with those listed in the School Behaviour Policy.
- Where there are subsequent reports of bullying the procedures will remain as above however parents will always be informed and there will be a gradual escalation of sanctions given out to the bully.
- Where appropriate, recourse to external agencies may be taken e.g. SARI or a suitable anti-bullying mentoring programme or workshop.
- In situations where incidents happen outside of school or involve a factor external to the school, including cyber bullying, the school will consider referral to the police.
- Safeguarding procedures will be followed when child protection concerns arise.

Monitoring, Evaluation and Review

The Academy will review this policy every 3 years and assess its implementation and effectiveness. It may also be reviewed and amended in consultation with all stakeholders, in the light of events or experience.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. On review we shall assess and consult relevant stakeholders on the likely impact of the policy on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

This policy should be read in conjunction with the following key documents:

- Equal Opportunities Policy
- Safeguarding Policy and related Safeguarding documents
- The Student Code of Conduct including ICT