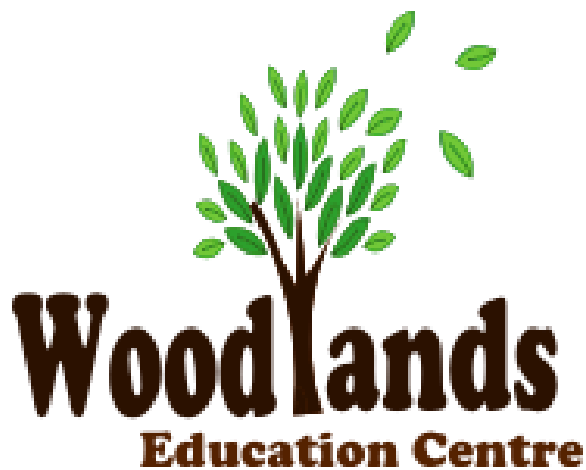


ANTI-BULLYING (INCLUDING HOW TO DEAL WITH RACIST INCIDENTS)



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Document Control

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1 Values and Principles

- 1.1 To create a learning environment in which bullying is regarded by all as totally unacceptable. Everyone must be able to come to Woodlands free from the fear of being bullied in any way, by any one, at any time.
- 1.2 All students have the right to be educated in a safe and secure environment, protected from others who may wish to harm, harass, degrade or abuse them.
- 1.3 There can be **no justification whatsoever** for bullying behaviour and it must not be tolerated in any form, including differences of race, religion, gender, sexual orientation and/or ability. Bullying is when someone's actions or behaviours make someone else feel unhappy, intimidated or put down.
- 1.4 Bullying behaviour is a problem for both the bully and the target and must be addressed in a positive and constructive way which provides opportunities for growth and support for both the bully and target.

Effective management of bullying is a shared responsibility and strategies must involve school staff, parents, carers and other professionals involved with students who are the targets or the perpetrators of bullying behaviour. It is essential to invest time and resources in the prevention and management of bullying and staff require advice, training and support to manage it with confidence.

2 Definition of Bullying

- 2.1 Persistent, often planned, physical, verbal, emotional abuse of another person which results in pain and distress to the target.

Behaviour, which Woodlands regards as bullying, includes:

- a) Use of physical behaviour, violent or otherwise, against others.
- b) Use of threatening language towards others.
- c) The inappropriate use of mobile phones.
- d) The inappropriate use of electronic messaging.
- e) Demanding money, goods or favours.
- f) Deliberate social exclusion.
- g) Denying someone access to their personal property and/or damaging it.
- h) Spreading rumours or gossip with the intent to cause personal harm.
- i) Social network abuse.
- j) Sexist, racist or homophobic language.
- k) Name calling and belittling of others.
- l) Displaying behaviour that is considered to be intimidating.

3. Aims

To eradicate bullying by:

- a) addressing bullying through the implementation of whole-Centre policy and procedures.
- b) clarifying Woodlands' responsibility for responding to incidents of bullying and emphasising to staff, students and their parents or carers the Centre's zero-tolerance of bullying behaviour .
- c) creating a positive, caring ethos in the Centre by which people are accepted, valued and celebrated as unique individuals, regardless of age, status, race, sex, class, religion, culture, mental or physical ability, disability (including SEN) or personal character .
- d) dealing seriously and quickly with every known instance of bullying as soon as it is reported or observed .
- e) providing education for all stakeholders to ensure a high level of awareness, knowledge and understanding of bullying and the causes.
- f) demonstrating, in our dealings with students, a respect for others, by seeking to influence them from a basis of good personal relationships and through the use of personal skills rather than by the use of power and/or the threat of punishment.
- g) ensuring that parents and carers know that Woodlands takes their children's welfare seriously and that they are being educated in a safe and secure environment.
- h) demonstrating to bullies that their behaviour is unacceptable.
- i) ensuring that targets of bullying know that action will be taken to keep them safe.
- j) recording all incidents of bullying to monitor the effectiveness of strategies to prevent it.
- k) addressing with bullies their unacceptable behaviour in a fair and firm, non-oppressive manner, and providing them with support to enable them to change their behaviour.

4. Active strategies to discourage bullying:

- a) Woodlands has a zero-tolerance to bullying. It is best prevented through the development of an ethos based on mutual respect, fairness and equality. All staff have a responsibility for dealing with this problem. Students will have their awareness of the issue raised at a number of levels and be informed of the Centre's expectations about the unacceptability of bullying and what to do if they experience or are aware of bullying by others. Please note: Bullying of students by staff is dealt with under Woodlands' disciplinary procedure for employees.
- b) Create an atmosphere in the Centre where everyone feels safe, supported and

listened to.

- c) Tell students from day one that any form of bullying is not tolerated in the Centre. Everyone is expected to work together to ensure that it does not happen.
- d) Actively promote an Anti-Bullying Culture through on-going awareness campaigns in Assemblies, Tutor Time and Anti-Bullying focus days.
- e) All staff to remain vigilant and observe social relationships and behaviour between students in and around the school.
- f) Ensure that parents, carers and students understand that we need them to tell the staff immediately if there is any kind of problem.
- g) Have an 'open door' policy for senior staff and encourage students to drop-in for a chat.
- h) Use tutors to discuss issues in groups and individually.
- i) Encourage all staff to discuss their observations with tutors and relevant support staff.
- j) Provide individual and/or group support for the perpetrator and target where relevant.
- k) Have close links with appropriate outside agencies.

5. *How to report bullying:*

- a) Students should report physical and non-physical bullying immediately following any incident to the nearest member of staff. The student will complete or be assisted to complete a statement. This information should be handed to a member of the senior leadership team for further investigation.
- b) Students can also use the post box situated outside the Head teacher's office to disclose any information about bullying or any other concerns.

Parents can report bullying by:

- c) Contacting the Centre by email, text or telephone and communicating with the student's tutor, a member of the senior leadership team or a member of the office staff.

Strategies to adopt when bullying is reported:

- d) Incidents of physical bullying must be dealt with immediately with the target and/or witnesses reporting this.
- e) The allegation(s) will be investigated. When the evidence has been gathered, a senior member of staff will be consulted on the best course of action.
- f) The bully involved will be dealt with firmly and detailed records placed on their file.
- g) j) Parents or carers will be informed, with the parents or carers of the student(s) being bullied asked to report any further incidents immediately to

the Centre.

- h) Staff will be informed of students who are being bullied and asked to closely monitor interactions with peers.
- i) Depending on the seriousness of the incident, parties involved may be invited in to discuss solutions as a group.

Guidelines to staff:

- j) Give assistance and reassurance to the target.
- k) Take responsibility for any acts of bullying identified in your own teaching environment. If assistance is required contact a member of the senior leadership team.
- l) Deal with the matter seriously and act promptly.
- m) Do not make promises, including confidentiality. Report any welfare or Child Protection issues to the school's Designated Safeguarding Lead (DSL) or Deputy DSLs.
- n) Support the student, where necessary, to complete a statement.
- o) Senior staff will pass on and share information with other staff as appropriate.
- p) Ask for help from the Headteacher, senior staff, tutors or support staff if you are at all unsure of how to deal with an incident.
- q) Act in accordance with the Child Protection Policy and the Behaviour for Learning Policy.

Senior and middle leader intervention:

- r) Thorough investigation of the incident (full statements to be written).
- s) Mediation support and post-incident review.
- t) Referrals to additional support (i.e. internal/external support networks).
- u) Use sanctions as detailed in Behaviour for Learning Policy.
- v) Accurately record interventions for student's files.
- w) Update parents and carers appropriately.

6. Incident Management

Post Incident Responses for the Target

The Centre will offer a proactive, sympathetic and supportive response to students who are the targets of bullying. The exact nature of the response will be determined by the particular student's individual needs and may include:

- a) immediate action to stop the incident and secure the student's safety
- b) positive reinforcement that reporting the incident was the correct thing to do
- c) reassurance that the target is not responsible for the behaviour of the bully
- d) strategies to prevent further incidents
- e) sympathy and empathy
- f) counselling / befriending

- g) assertiveness training
- h) extra supervision/monitoring
- i) creation of a support group
- j) peer mediation/peer mentoring
- k) informing/involving parents or carers
- l) adult mediation between the perpetrator and the target (provided this does not increase the target's vulnerability)
- m) arrangements to review progress.

7. *Post Incident Responses for the Bully*

Woodlands will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- a) immediate action to stop an incident of bullying in progress
- b) engagement with the bully to reinforce the message that their behaviour is unacceptable
- c) loss of lunch / break-time privileges
- d) detention / removal from class/group / behaviour support plan / time in the isolation room
- e) withholding participation in sports or out of school activity (if not essential part of curriculum)
- f) parents or carers informed
- g) counselling/instruction in alternative ways of behaving
- h) adult mediation between the perpetrator and the target (provided this is safe for the target)
- i) fixed periods of exclusion or alternative provision

8. *Monitoring/Evaluation*

The Head teacher is responsible for monitoring incidents of bullying, and reporting these to the Management Committee. Senior staff and Governors will evaluate the effectiveness of this policy and agree adjustments that may be necessary to address any on-going concerns. These will be shared with staff, parents, carers and students.

Dealing with Racist Incidents

*"We define a racist incident as any incident perceived to be racist by the target or any other person."
MacPherson Report 2000*

Woodlands aim to eliminate racist incidents

- All students and staff have the right to be treated with courtesy and politeness.
- No students or members of staff should ever feel threatened by another person's behaviour.
- Any reported incident will be taken seriously and dealt with.

Targets of racism

- Can expect to have the matter followed up and dealt with.
- Can expect staff to listen sympathetically and privately.
- Can expect support and protection until the problem is solved.
- Targets of racism are encouraged to tell and keep telling.

Those exhibiting racist behaviour

- Can expect to have the matter followed up and dealt with.
- Will be helped to understand why their behaviour is unacceptable and change their attitude.
- Can expect their parents or carers may be involved in deciding any appropriate action.

Staff Procedures for dealing with racism

- All incidents of a racial nature will be reported to Hampshire County Council.
- Investigate and identify the racist behaviour and acknowledge the incident.
- Support the target.
- Explain to the perpetrator and any onlookers that the behaviour is unacceptable and why.
- Incidents are logged in the SIMS Behaviour management system and on a racist incidents form.
- Encourage the target to report any further incidents.
- Refer to senior leadership team to decide on what action to take and use appropriate sanctions.
- Parents or carers of the target and perpetrator to be informed, explaining action taken in relation to the Centre's policy.

Further action could include contacting the police and exclusion from Woodlands in the case of serious incidents.

In addition Woodlands will systematically:

- Check for racist graffiti and ensure its prompt removal.
- Remove all forms of racist literature and materials from the Centre.

Guidance on what constitutes types of racist behaviour

Provocative Behaviour

- Incitement of others to behave in a racist way.
- The wearing of racist badges or insignia.
- Racist comments in the course of discussion in lessons.

Violence

- Physical assault against a person or group because of their colour, race and/or ethnicity.

Verbal Abuse

- Verbal abuse and threats.
- Derogatory name-calling, insults, racist jokes and language.
- Ridicule of an individual for cultural or religious differences, e.g. food, music, dress, worship patterns.

Graffiti

- Racist graffiti.

Possession/distribution of racist material

- Bringing racist materials such as leaflets, comics, magazines or computer software into school.
- Using the school's computer systems to access and distribute any racist materials.

Other

- Attempts to recruit other students to racist organisations and/or groups.
- Refusal to co-operate with another student/s because of their race.

This policy is to be reviewed annually.

*****END OF DOCUMENT*****