



## **ANTI-BULLYING PROCEDURES**

**‘Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind.’ (Thomas Hammarberg, 1997)**

**The Schools’ White Paper ‘The Importance of Teaching’ (DFE, November 2010) states that in the future there will be:**

- a new Education Act, expected during 2011, which will expect head teachers to take a strong stand against bullying – particularly prejudice-based racist, sexist and homophobic bullying.
- a stronger focus in OfSTED inspections on behaviour and safety, including bullying, as one of four key areas of inspection. The new inspection schedule, reflecting this change in emphasis, is expected from January 2012.

The implications of new directives, guidance and Education Acts will be considered at the next annual review of the policy by Governors, which will be in June 2012. Any urgent updates to the policy and guidelines may be made before that date.

**Created: June 2008**  
**Reviewed: November 2014**  
**Next Review Date: November 2016**

## **ANTI-BULLYING PROCEDURES**

### **Guidance and procedures for staff, parents / carers and students**

#### **What is bullying?**

Calderdale Youth Council defines bullying as *'physical or emotional attacks that invade our personal space, usually on a passive victim, that can be direct or indirect and result in the victim feeling uncomfortable or hurt'*.

Bullying is a subjective experience and can take many forms. The following points are useful in defining and identifying bullying:

- Bullying always involves an imbalance of power which makes the individual who is being bullied feel defenceless, vulnerable and isolated.
- Bullying may be repeated in incidents or a singular event.
- Bullying may be instigated by an individual or group.
- Bullying can have a profound and, sometimes, lifelong impact on an individual

Bullying takes many forms and can consist of emotionally or physically –harmful behaviours which can include:

- name calling e.g. taunting
- making offensive comments
- exclusion from groups
- mocking
- spreading hurtful or untruthful rumours
- physical abuse
- inappropriate text messages
- inappropriate emails
- sending offensive or degrading images by phone or via the internet
- cyber-gossiping
- cyber-bullying

#### **Being clear about what bullying does**

Bullying has a detrimental effect on children and young people, our communities and wider society – and any student attending our school can experience bullying. The impact of bullying and the damage inflicted is often under-estimated. We know bullying can cause considerable stress, distress, affecting both health and development and harm emotional and mental health. Bullying can impact on a student's learning in school as well as their relationships with other students and with staff.

#### **Being clear about where bullying can take place**

Bullying can take place anywhere. At school (during or out of lesson time), youth clubs, children's homes, within the community, on the way to and from school, on the bus, in texts, internet forums, using websites – indeed, anywhere children and young people come together.

#### **Our statutory responsibilities**

All schools have a statutory responsibility to address bullying in line with the following:

- School Standards and Framework Act 1998
- Education and Inspections Act 2006

#### **National guidance materials**

- In addition to statutory responsibilities, Working Together to Safeguard Children (2010) issued by the Department for Education (DFE) as national guidance clarifies the role and expectations of schools and other agencies in taking reports of bullying seriously, ensuring preventative anti-bullying strategies are secure and in tackling bullying when it occurs. This guidance includes reference to:

- Embedding anti-bullying work in schools (2007)
  - o Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our school or community. We have a responsibility to create a culture in our school where bullying is not tolerated – no child deserves to suffer the pain and indignity that bullying can cause.
- Safe Cyber-bullying (2007)
 

Cyber-bullying can be defined as the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. It involves an invasion of personal space.
- Homophobic Bullying (2007)
  - o Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual or transgender people. Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes pupils may not want to tell anyone about it in case other adults assume they are gay.
- Bullying involving children with SEN and disabilities (2008)
  - o Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving children with special educational needs (SEN) and disabilities. Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.
  - o Post 16, students may be referred to in documentation as learners with learning difficulties and / or disabilities.
- Tackling bullying related to race, religion and crime (2006)
  - o The term 'racist' behaviour refers to a range of hurtful behaviour both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

In addition, the DFE has also issued a range of guidance documents which advise on how to deal with bullying outside school including during play and leisure, youth activities, Children's Homes, Extended Services in and around Schools, Further Education and on journeys.

### **What is the procedure for dealing with reports of bullying?**

The Designated Senior Person (DSP) responsible for safeguarding, and including anti-bullying, is the Deputy Headteacher at Todmorden High School. The DSP is responsible for investigating reports of bullying. The flow chart (Appendix 1) below illustrates the process to be followed by the DSP, staff and students when a bullying is reported or suspected.

When a report of bullying is received by a member of staff, particularly by a pupil, the member of staff follows the Safeguarding Procedure to discuss the issue with the young person. It is important that the pupil knows that the DSP will be informed as the school takes any reports of bullying very seriously. Bullying reports are documented on the Safeguarding Form by either the member of staff and sent immediately to the DSP or directly by them. If the initial issue raised is not a bullying issue, it is still documented within an 'Incident Sheet' and identified as a bullying concern. The report from the member of staff must clearly document why the initial concern of bullying was presented, and the outcomes of the discussion with the young person.

**Further copies of this document or additional information about anti-bullying procedures and practice can be accessed on the school website, or from the Student Support Officer.**

**Appendix 1:**

**Flowchart illustrating the procedure for dealing with bullying in school**

The diagram below illustrates the process for dealing with bullying when it arises in school.

