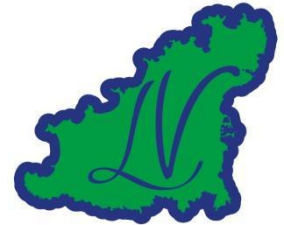


**Les Voies**



**School**

**Anti-Bullying Policy**

<b><u>Anti-Bullying Policy</u></b>	
<b>Type of Policy</b>	<b>Les Voies</b>
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<b>Signed by</b>	
<b>Links to other policies:</b> <b>Behaviour and Attitudes Policy</b> <b>Student Protection and Safeguarding Policy</b>	

## Les Voies School

### Anti-bullying Policy

#### Why do we have an Anti Bullying policy?

We believe that all students should feel and be happy and safe at Les Voies. Stopping violence and ensuring immediate physical safety is the school's first priority. We are aware that emotional bullying can be just as damaging as physical and should be treated in the same way.

We are committed to providing a caring and safe environment in which we can learn in a secure and stimulating atmosphere. Bullying stops the learning happening so **bullying will not be accepted at Les Voies.**

Any Student may be bullied, but bullying often occurs if a Student has been identified in some ways as vulnerable or different to the majority.

The damage inflicted by bullying can often be underestimated. It can cause considerable distress to students, to the extent that it affects their health and development or, at the extreme, causes them significant harm including self-harm. Students are often held back from telling anyone about their experience either by threats or a feeling that nothing can change their situation or because they are unable to express their feelings.

We also want all stakeholders (students, parents/carers and staff) to be aware of the school policy and support each other to reduce any bullying to a minimum and understand mechanisms of reporting.

#### What do we want a bullying policy to do?

##### To:

- Communicate to all stakeholders that bullying will not be tolerated at Les Voies.
- Ensure allegations of bullying are always listened to.
- Ensure that students and staff work in a safe and caring environment. This encourages learning to take place.
- Provide a framework for investigation that encourages all people involved to recognise their responsibilities.
- Provide a procedure for the effective management of bullying.

## **Definitions:**

Bullying is behaviour by an individual or group, often repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms including:

### **1. Physical bullying**

Physical bullying includes hitting, kicking, tripping, pinching, biting and pushing etc or damaging property.

### **2. Verbal bullying**

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

### **3. Covert bullying**

Covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:

- Lying and spreading rumours.
- Negative facial or physical gestures, menacing or contemptuous looks.
- Playing nasty jokes to embarrass and humiliate
- Mimicking unkindly.
- Encouraging others to socially exclude someone.
- Damaging someone's social reputation or social acceptance.
- Peer pressure.

### **4. Cyberbullying**

Cyberbullying is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. (please see E-safety policy for further detail)

## **Motivation**

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a Student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Young people with low self-esteem can often want others to feel the same and perpetuate bullying.

We expect staff, parents/carers and students to respect each other and treat each other with kindness and courtesy. All students are encouraged to approach a member of staff should they have any concerns about bullying of themselves or others.

Where bullying outside school is reported to school staff, it will be investigated and acted on if appropriate (see complaints policy). The Head/Deputy will also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat, the police should always be informed.

Les Voies School follows a set procedure to address any suspected or reported bullying.

Any **Student** who has knowledge of an incident of bullying should tell someone about it. This could be:

- A member of staff.
- The people with whom you live.
- A friend.
- A member of the **Junior Leadership Team**

**All** staff members must be vigilant in class and around the school. Any Student who feels threatened for any reason must be listened to, taken seriously and given support.

Staff bullying and harassment should be dealt with through the States 'Bullying and Harassment Policy'

If a parent/carer is aware of any incidents they should report them to the class teacher or senior member of staff.

*Sometimes bullies are your friends and very rarely do bullying prevention tips acknowledge this fact or what to do about it.*

**Rosalind Wiseman**

## **Recognising bullying**

Some or all of the following list **may** be signs that a Student or young person is being bullied. In an SEMH context it is important to look for behaviour that differs from the Student's normal disposition.

### **Physical signs**

- Physical injuries that the young person cannot or will not give a convincing explanation for (e.g. cuts and bruises, pain in arms and legs).
- Torn or damaged clothing. The young person may be unable/unwilling to explain how the clothes were damaged.
- General physical ill-health is often a sign of emotional and psychological stress.

### **Emotional signs**

- Mood swings or apparent changes in personality. Constant anxiety/nervousness.
- Depression or tearfulness for no apparent reason.
- Lack of confidence and negative self-image. Students who are being bullied often put themselves down and devalue their own abilities.
- Hostility and defensiveness. Young people who are being bullied may complain of feeling picked on.

### **Behavioural signs**

Students and young people who are being bullied sometimes respond by:

- Withdrawing into themselves
- Aggression and abuse of others
- Non-attendance at school
- Other **behaviours that would not be normal** for the student

### **Withdrawal and self-abuse**

- Being generally withdrawn.
- Less active and effective participation in lessons and after-school activities and/or frequent unexplained absences.
- An inability to concentrate.
- Eating disorders, e.g. comfort eating or denying himself/herself food.
- Alcohol and/or drug use (this can sometimes be a coping mechanism or a result of peer pressure).
- Evidence of self-harming.
- Lack of sleep
- General lack of self-care including personal hygiene

## **Aggression and abuse of others**

- Behaving in a disruptive and challenging way during school time.
- Behaving or starting to behave in a bullying way towards other students and/or staff.

## **General**

- The young person may frequently “lose” money, possessions, items of clothing and equipment.
- The young person appears tired and lethargic and may complain of sleep disturbance or insomnia.
- They may go out of their way to avoid other students at the beginning and end of the school day.

## **The Student displaying bullying behaviour**

Students who display bullying behaviour have often been bullied themselves and suffered considerable disruption in their own lives, but bullying may occur because the Student is:

- unhappy
- jealous or
- lacking in confidence and low self esteem

The bullying may be intentional or to establish control. It may also be unintentional, however it is important to judge the perception of the victim as much as the motivation of the perpetrator.

Any work with students who are displaying bullying behaviour, including those who sexually offend, should recognise that they are likely to have significant needs themselves. They may also be suffering, or at risk of significant harm, as well as posing a risk of significant harm to other students.

***Bullying must never be kept a secret.***

## **Prevention at Les Voies**

- All students take part in Anti Bullying Week
- Assemblies to address bullying issues and the impact of bullying
- [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk) resources and lessons
- During all ICT lessons staff make students aware of how to keep safe online. (see E-Safety policy for further details).
- Annual E-safety talk for KS 2 students

- Peer support
- Social skills time during breakfast/break times
- Class tutors review weekly any incidents to discuss with their students during tutor time.
- Parents will be made aware of policy and procedure and will have access to the Anti Bullying Policy.
- Parents/carers are kept informed of any relevant issues pertaining to their Student
- Regular training and updates for all staff
- Word of the week focus
- Sleuth antecedents and behaviour pattern analysis
- RPHSE lessons
- Annual Police lessons Yr 6-11
- College of FE links (drama workshops)
- Restorative meetings
- Use of restorative language
- Classroom/school display

### **Procedures**

- Initially when there is an incident the students are spoken to and asked to explain the events. Both sides of the story will be recorded (on Sleuth) and the issue will be resolved at the earliest opportunity.
- Close contact will be kept with the victim of the bullying to provide support and reassurance, and to confirm the problem is not continuing.
- If appropriate parents will be informed.

If the problem continues, and the same students are involved, further action will follow involving the SLT.

The following steps may be taken when dealing with incidents:

### **Students who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a member of staff. (victims choice when possible)
- Reassuring the Student.
- Offering continuous support e.g. peer support, staff vigilance, exit card.
- Restoring self-esteem and confidence.
- Restorative Justice.
- A quiet calm space.

## **Students who have bullied will be helped by:**

- Discussing what happened.
- Discovering why the Student became involved.
- Establishing what was wrong with the behavior and what needs to change..
- Informing parent or guardians to help change the attitude of the Student.
- Restorative Justice.
- Working alongside Parents/Carers
- Ensure the behavior is the problem not the Student.

**Racist/homophobic incidents** should always be recorded and reported to the Head.

## **Sanctions and Consequences**

**From the ‘Behaviour and Attitudes Policy’**

### **Consequences/sanctions for misbehaviour**

**Language of correction should be delivered in an unambiguous, calm and firm manner.**

Sanctions and consequences may be needed to deal with misbehaviour. Sanctions should be applied fairly and proportionate to the misbehaviour observed. Where possible natural consequences are more preferable to punitive ones in applying consequences/sanctions we also give the opportunity to make **reparation** and to set targets for desirable behaviour.

We make every effort to ensure that sanctions and consequences are delivered in a manner that is uncontaminated by our own feelings or any negative feelings towards the student following negative interactions.

Staff should avoid shaming the student; correction should try to **focus on what we want to see**, not, what we don't want to see.

### **Reparation**

Student should be given the chance to make reparation with a member of staff. This could mean a positive conversation, a verbal response or by writing a note or email. We do not routinely expect students to verbalise an apology as this can be very difficult for young people that have experienced trauma or associated events that would provoke shame within them.

### **Time during the school day**

Staff should keep students in at break or lunchtime to catch up work or to discuss behaviour to ensure that there is not a repeat the following lesson. The staff member may use a time or task approach which will encourage students to do their work. Staff should always have the next lesson in mind and focus on what needs to change to improve the future not dwell on the past.



### **Time after school**

This should be used where time in the day has not been possible e.g from lesson 5/6 or if a student has refused during the day. The teacher may use a time or task approach which will encourage students to do their work. Staff should always have the next lesson in mind and focus on what needs to change to improve the future not dwell on the past.

### **Referral to a member of SLT or the BAL**

When an incident is referred to a member of SLT or the BAL(through SLEUTH or verbally) this should be to get support for the staff member to help the staff member manage or put in consequences.

### **Isolation for a fixed period**

If a student has not complied with sanctions such as detention or has presented behaviour that means the class has been significantly disrupted students should be placed on a 1:1. This should be agreed with the 'Behaviour and Attendance' lead or a member of SLT. This should take place in an agreed class or an intervention room for a specified period (usually 1/2 lessons). This can be extended if it is deemed necessary. It is important that this does not become an accidental reward and should be done in a considered way.

### **Parent Consultation**

Discussion with the parent/carer to offer support or, to ensure that consequences are followed through, or a meeting to discuss the best way to resolve any issues. A phone call can sometimes be very effective to reset a student before we get to a school meeting.

### **Meetings with parents/carers**

If it is necessary, students may need to come in to school with their parents/carers at the earliest opportunity for a discussion with the BAL or member of the SLT.

### **Educated offsite**

If a student is presenting behaviour that needs to be reviewed in terms of approach/risk or if behaviour has significantly affected someone in the school or the school community it may be necessary for students to be educated off site for a limited period of time. We will always look to returning the student to school at the earliest opportunity.

If the school is struggling to meet the needs of an individual student, then they will work with parents/carers and other agencies to look for creative solutions to support and manage the student's individual needs.

***As a member of staff I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a student humanised or dehumanised."***

***Haim Ginot***

## Flow Chart outlining the School's Response to Bullying

### Responding to incidents

All bullying incidents will be investigated then recorded on SLEUTH in a thorough and accurate way. Even if you suspect that it may not be bullying then it should still be investigated/recorded in this way.



The 'SLEUTH' record should include

- a referral/note/email to the form tutor of the victim and perpetrator for information purposes only
- where and when the incident occurs
- the nature of the incident
- any witness statements
- The Antecedents and actions



If the incident is determined not to be bullying and does not have bullying characteristics (see definition from policy) then it should be dealt with in the same way as any other behaviours in line with the 'Behaviour and Attitudes Policy'



If the incident is determined to be bullying and does have bullying characteristics (see definition from policy) then it should be reported to the Inclusion Lead or member of the SLT for it to be investigated further. At this point parents of both sides will be informed if appropriate.



Strategies will be put in place for all people involved in line with the procedures outlined in the anti-bullying policy (Pg 7/8)

## **Resources**

Below are listed a number of bullying-related websites. Some provide information and support for staff, others offer activities and ideas for students and parents. Many are very large with vast amounts of information. They are all currently fully operational, although there is no guarantee that this will continue to be the case in the future.

### **Bullying Online**

[www.bullying.co.uk/](http://www.bullying.co.uk/)

The Anti-Bullying Campaign website provides help and advice on bullying issues for students, parents, governors and teachers. It includes legal advice, school projects and suggestions for work in class and youth clubs.

### **Don't Suffer in Silence**

<http://www.dfes.gov.uk/bullying/>

Produced by the Department for Education Skills, the site aims to provide students, teachers and parents with resources and information to help better deal with bullying. It includes a free antibullying pack, and video for use by teachers.

### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

Kidscape is a registered charity that aims to keep students safe from harm or abuse. The site includes advice for young people and parents who are being bullied as well as publications and leaflets produced by the organisation.

### **NSPCC**

[www.nspcc.org.uk/html/home/home.htm](http://www.nspcc.org.uk/html/home/home.htm)

Produced by the NSPCC the site aims to provide news and information on NSPCC campaigns. The NSPCC website has a Kids Zone which contains details of their Student protection helpline for young people who have problems at home or are being bullied.

There is also a students's website at :

[www.There4me.com](http://www.There4me.com)

Student Protection Helpline: 0800 800 500

### **CEOP**

[www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

### **Les Voies Resources Library**

***Our final thought, 'bullying should not be tolerated in any form and should always be taken seriously'.***