Anti-Bullying Policy

Policy Code:  
QSC/2

Authorisation Date:  
March 2019

Next Review Date:  
March 2021

Enquiries Contact:  
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Approval Authority:  
Board of Trustees & WST 17.05.19

Policy Author:  
Caroline Gray

1. INTRODUCTION/POLICY STATEMENT

1.1 INTRODUCTION

1.1.1 Bullying of any kind is unacceptable in our Campus. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. Our Campus is a telling organisation and anyone who knows that bullying is happening should inform a member of staff in safety.

1.1.2 Bullying is not something we will tolerate, and it is the duty of anyone who witnesses or is made aware of bullying to report it. All such reports can be done with security and discretion. All reports will be treated with confidentiality and professionalism. Staff and students do not have an option as to if they report bullying - we insist on a culture of openness.

1.2 POLICY PRINCIPLES

1.2.1 This policy supports the Campus in providing an environment where every child can feel:

• safe
• healthy
• able to enjoy and achieve
• able to contribute to future economic well-being
• able to make a positive contribution.
• comfortable about who and how they are as a person

1.2.2 To protect the rights of all children to have a safe and secure learning environment, the Campus will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both the Campus’s ability to educate children and a child’s ability to learn. If such a case arises, the staff at the Campus will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

• Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate effectively and positively
• Keep all other children safe, happy and confident
1.3 FORMS OF BULLYING

<table>
<thead>
<tr>
<th>Bullying can be:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)</td>
</tr>
<tr>
<td>Physical</td>
<td>pushing, kicking, hitting, punching or any use of violence</td>
</tr>
<tr>
<td>Racist</td>
<td>racial taunts, graffiti, gestures</td>
</tr>
<tr>
<td>Gender</td>
<td>harassing behaviours based on gender role expectations</td>
</tr>
<tr>
<td>Sexual</td>
<td>unwanted physical contact or sexually abusive comments</td>
</tr>
<tr>
<td>Homophobic</td>
<td>because of, or focusing on the issue of sexuality, including lesbian, gay, bisexual and transgender</td>
</tr>
<tr>
<td>Related to disability</td>
<td>because of or focusing on a student’s learning difficulties or disability</td>
</tr>
<tr>
<td>Verbal</td>
<td>name-calling including homophobic language, sarcasm, spreading rumours, teasing</td>
</tr>
<tr>
<td>Cyber</td>
<td>Email, chat room or social networking site misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.</td>
</tr>
<tr>
<td>Prejudice Based</td>
<td>Discriminated against either directly or indirectly due to reason of a specific protected characteristic as set out in the Equality Act 2010</td>
</tr>
</tbody>
</table>

1.3.1 All stakeholders should understand that not all behaviours children dislike are incidents of bullying. Actions NOT considered to be bullying:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness
- Be aware of age-related differences and behaviours – a very young child has a less developed understanding of third person empathy

1.3.2 In order to help prevent bullying all stakeholders should understand the underlying reasons why children may bully which include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
• They are fearful of other children's differences
• They are jealous of another child
• They are unhappy
• They are copying what they have seen others do before, or what has been done to them

1.3.3 Staff must be vigilant and deal with bullying promptly. They must have a sound understanding of seriousness of bullying the damaging effects it may have. All forms of bullying cause emotional and physical stress which may have very damaging long-term psychological consequences. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
• depression and anxiety
• increased feelings of sadness, helplessness, decreased self-esteem and loneliness
• loss of interest in activities they used to enjoy
• unexplainable injuries
• lost or destroyed clothing, books, electronics, or jewellery
• frequent headaches or stomach aches, feeling sick or faking illness
• changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from the Campus hungry because they did not eat lunch
• difficulty sleeping or frequent nightmares
• declining grades, loss of interest in schoolwork, or not wanting to go to school
• sudden loss of friends or avoidance of social situations
• self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

1.3.4 In line with KCSIE 2019 all staff should be aware that safeguarding issues can manifest themselves via peer to peer abuse which is likely to include bullying (including cyberbullying).

1.3.5 The Equality Act 2010 makes it unlawful for any person to be discriminated against, either directly or indirectly, as a direct result of a protected characteristic. Discrimination can take the form of bullying and the perpetrators may be peers or even members of staff. All staff should be aware that whilst all children can be the victims of bullying children with Protected Characteristics may be at greater risk as bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

1.3.6 All incidents of bullying are recorded on CPOMS which enables effective tracking of all students including both victim and perpetrator. The DSL is automatically linked to this report.

1.3.7 The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is, subject to local specifics as in any other case: when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’. Any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being ‘at risk’.
1.3.8 Parents should be fully involved in all aspects of the anti-bullying strategy.

1.4 CYBER BULLYING

1.4.1 The Campus has a separate ICT & E-Safety Policy which sets out the requirements for the use of ICT and keeping students safe online.

1.4.2 All students sign a Student ICT Agreement which sets out acceptable use of IT and the sanctions that follow where this is not adhered to.

1.4.3 Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their victim.

1.4.4 However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

1.4.5 Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

1.4.6 There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact — the scale and scope of cyber-bullying can be greater than other forms of bullying. Cyber bullying is as serious if not more serious than the other forms of bullying.
- Victims and perpetrators — the people involved may have a different profile to traditional bullies and their targets.
- Access and Location — the 24/7 and any-place nature of cyber-bullying.
- Anonymity — the person being bullied will not always know who is attacking them. Motivation — some pupils may not be aware that what they are doing is bullying.
- Evidence — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

1.4.7 Forms of Cyberbullying may include:

- Threats and intimidation via electronic means
- Harassment or ‘cyberstalking’
- Sexting
- Vilification/defamation
- Setting up website pages to invite others to post derogatory comment about a student
- The sending of insulting and vicious text messages
- Impersonation
• Unauthorised publication of private information or images
• The posting of fake and/or obscene photographs of the victim or other material which may be embarrassing or personal;
• Manipulation

1.4.8 It is crucial to the Campus’ success in dealing with cyber-bullying that all stakeholders are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all stakeholders to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

1.5 BULLYING OUTSIDE OF SCHOOL

1.5.1 Where bullying outside of school is reported to Campus staff, it should be investigated and acted on.

1.5.2 Bullying incidents involving the OneBus transport will be reported to the Head Teacher and dealt with in accordance with this policy.

1.6 THE ROLE OF THE HEAD TEACHER

1.6.1 He/she will actively engage to ensure strategies to prevent bullying are in place and will monitor their effectiveness. These could include:
• consistently promoting of the student code of behaviour which requires all students to respect the rights of others
• consultation with the ‘Student Voice’ on appropriate action
• involving the school in initiatives such as Anti-Bullying Week
• organising training for all staff on bullying awareness and strategies for prevention
• ensuring supervision by staff of all play areas at lunch times and breaks
• Sixth Form buddies for KS3 and KS4 students
• providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied and to ensure that they are clear about the part that they can play to prevent bullying, including when they find themselves as bystanders
• implementing a clear policy of mobile phones not permitted during school hours
• celebrating all student’s backgrounds and cultures through assemblies
• making arrangements for training a cross section of students as Anti-Bullying Ambassadors
• ensuring assemblies and PHSEE lessons are used discuss and explore bullying issues with students
• raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
• screening all websites accessed on the Campus. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Head Teacher. Action will be taken and recorded
• effective recording systems
• working with multi-agency teams including the Police and Children’s Services as appropriate
• contact the parents of both the child being bullied and the bully
• challenge sexual content within verbal abuse and especially challenging homophobic language

1.7 PARENTS & CARERS

1.7.1 Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child’s Class Teacher (Primary) or Form Tutor (Secondary). If they are not satisfied with the action taken, they should contact the Head Teacher. If they remain dissatisfied, they should follow the complaints procedure. Parents/carers have a responsibility to support the Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

1.8 BULLYING BEHAVIOUR BY A MEMBER OF STAFF TOWARDS A CHILD

1.8.1 Incidents where it has been deemed that a member of staff has been bullying a child will be taken very seriously. The Head Teacher, with the support of the Trustees, will deal with such cases. The Head will consult with the LADO to see if the matter should be dealt with under safeguarding procedures. If this is deemed appropriate, the matter will be dealt with under the Campus’s Staff Disciplinary Procedures.

1.8.2 In the event of the Head Teacher being involved in such incidents, reports will be given immediately to the Chair of Trustees who will also take formal action where necessary. Again, advice with be sought from the LADO as to whether safeguarding procedures should be followed before any investigation is instigated or disciplinary proceedings are initiated.

2. PURPOSE

OSGUK Salisbury Campus (hereafter ‘the Campus’) recognises there is a need to safeguard the welfare of all those within the school community and to encourage co-operation, tolerance and harmony.

We are committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure high challenge/low fear atmosphere. We have high expectations of all students and strive to create a climate in which all children can fulfil their potential.

3. SCOPE

This policy applies to the Head Teacher, teachers, teaching assistants and any additional support staff who work with students in the Campus. The Head Teacher will demonstrate best practice in exemplifying what is articulated in this policy.

Campus self-evaluation necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding wellbeing, health and safety, in line with the procedures and practice outlined in this Policy.

4. DEFINITIONS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Bullying behaviour is usually repeated over time and intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. It may occur directly or through the use of cyber-technology (social websites, mobile phones, text messages, photographs or email).</td>
</tr>
<tr>
<td>Children</td>
<td>For the purpose of this policy, this means all students at the Campus.</td>
</tr>
</tbody>
</table>
Cyberbullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

5. PROCEDURES

5.1. REPORTING, SANCTIONS AND MONITORING

How to report bullying

5.1.1. We are a telling Campus. This means that anyone who knows or suspects that bullying is taking place are expected to tell the DSL or the child’s class teacher who will in turn report the incident to the DSL.

5.1.2. In line with best practice, the Campus must record and respond to any incident on bullying which takes place:

• On the Campus premises during the school day
• Travelling to and from the Campus during the school term
• Whilst a student is in the lawful charge of a member of staff
• Whilst the student is receiving educational provision on behalf of or arranged by the Campus whether on the premises or elsewhere.

5.1.3. An incident form can be downloaded from the website or collected from the admin office Appendix 1. Alternatively, there is a link to an online form (e.g. smartsheet) where this is provided by the Campus.

5.1.4. All the relevant information must be completed on the form, which can then be emailed to the office, submitted via the physical box provided in reception, or submitted online as appropriate.

5.1.5. The Head Teacher has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

5.1.6. Any member of staff can be approached to report incidents of bullying, and in turn will report to the DSL who will work with them on an appropriate strategy.

5.2. PROCEDURES

5.2.1. The following steps must be taken when dealing with incidents of bullying:

• If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
• The DSL must be informed immediately, and the Head Teacher notified. The DSL may lead the investigation or designate a staff member to do so. The Head Teacher must be kept informed throughout the investigation.
• A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim’s verbal statement. This will be recorded on CPOMS
• The Head Teacher or other designated member of staff will interview all concerned and will record the incident on SIMS
• The DSL will assess the situation and will make a decision as to whether the incident meets the threshold requirements for referral to external agencies (if
there is a cause to believe that a child is suffering, or reasonably likely, to suffer harm)

- If the threshold criteria are met, then procedures within the Safeguarding & Child Protection Policy will be followed
- The incident should be recorded on the Campus Bullying Log including all details of decisions made of sanctions and follow up
- A way forward, including disciplinary sanctions and counselling, will be agreed. This should recognise that suitable support is needed both for children who are being bullied and for students who bully others.
- A meeting involving all the parties, with close staff supervision, may be helpful in developing a strategy for all concerned to close the episode.
- Parents will be kept informed by the Head Teacher or designated staff member.
- Subject teachers will be kept informed and asked to monitor the situation

5.2.2. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include verbal or written warnings, restrictions of break and lunchtime activities, more serious sanctions, including the possibility of temporary or permanent exclusion, for persistent bullying as set out in the Behaviour Management Policy. Where appropriate the Head Teacher may inform the police.

5.2.3. There will be an annual audit and analysis of incident logs and interventions to continually improve practice.

5.2.4. This Campus has set procedures to follow in implementing sanctions where a bullying incident has occurred. Sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, Trustees will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

5.2.5.

5.3. MONITORING, EVALUATION AND REVIEW

5.3.1. Trustees, the Head Teacher, Regional Principal and relevant staff will review this policy bi-annually and assess its implementation and effectiveness. The School Council will review the effectiveness of the policy annually and their views given to the Head Teacher.

5.3.2. An approved, the OneSchool student questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to Trustees and Regional Principals

5.3.3. The numbers of bullying incidents will be reported to Trustees annually or provided to them at any time on request. Bullying data will be analysed to reflect and re-design further strategies to improve procedures. A record of all incidents will be kept centrally and on students’ files.

6. GUIDELINES

- DfE Preventing & Tackling bullying 2017
- DfE Cyberbullying: Advice for Head Teachers and school staff November 2014
- DfE searching, Screening & Confiscation February 2014
- Equality Act 2010

7. ASSOCIATED DOCUMENTS

- DfE Preventing & Tackling bullying 2017
- DfE Cyberbullying: Advice for Head Teachers and school staff November 2014
- DfE searching, Screening & Confiscation February 2014
• Equality Act 2010

8. ATTACHMENTS

• Appendix 1 Bullying Report Form
• Appendix 2 Stop Bullying Now - slide show
• Appendix 3 Bullying Log

9. VERSION CONTROL

<table>
<thead>
<tr>
<th>Policy Code</th>
<th>Date</th>
<th>Version No.</th>
<th>Nature of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>QSC/2</td>
<td></td>
<td>5.1</td>
<td>Added further clarification under 5.2.1 regarding what is recorded on CPOMS</td>
</tr>
<tr>
<td>QSC/2</td>
<td>September 2019</td>
<td>5.2</td>
<td>Updated to KCSIE September 2019 Included Prejudice Based Bullying in definitions Added responsibility of the HT to ensure parents are clear about their role in relation to preventing bullying</td>
</tr>
</tbody>
</table>
**BULLYING INCIDENT REPORTING FORM**

At Salisbury Campus we use CPOMS

<table>
<thead>
<tr>
<th>PERSON REPORTING INCIDENT (optional):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE:</td>
<td></td>
</tr>
</tbody>
</table>

| SCHOOL: |  |

<table>
<thead>
<tr>
<th>I am a</th>
<th>Student</th>
<th>Parent</th>
<th>Staff Member</th>
<th>Other (please specify)</th>
</tr>
</thead>
</table>

| Name of person being bullied: |  |
| Location of incident: |  |
| Date of incident: |  |
| Name of alleged bully: |  |

**TYPE OF EVENT:**

- **Physical Bullying** - hitting, kicking, shoving, spitting, other physical aggression.
- **Verbal Bullying** - teasing, name calling, put downs, or other behaviour (in person or online) that would hurt others’ feelings or make them feel bad.
- **Emotional Bullying** - starting rumours, telling others to not be friends with someone, demeaning comments, intimidation, extorting, exploiting or other actions that would cause someone to be without friends.
- **Cyber Bullying** - using an electronic medium to engage in any previously mentioned bullying.

**DESCRIPTION OF INCIDENT** (please be specific – location, date, time):

| Did you witness the event? |  |
| List other school community members who witnessed the event: |  |
Signature of Student: ___________________________ DATE: ________________

Signature of Staff Member: ___________________________ DATE: ________________
Policy Statement

The Trustees and staff are totally opposed to bullying.

Bullying is wrong and damages children. It causes fear and distress for the victim and may distract him or her from school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.

It is recognised that all schools are likely to have a problem with bullying at some time.

This school regards bullying as particularly serious and firm action will always be taken against it.
What is bullying?

It is:

aggressive behaviour that intends to cause harm, distress or humiliation.

Do you agree?

Discuss your opinions.
What is bullying?

Children say:

‘Bullying is when someone intentionally makes you feel miserable or threatens you. Bullying makes people feel frightened and unhappy.’

It is our responsibility to make our schools bully-free zones.

How can this be done?

Where do you start?

Discuss
Opening up the bullying debate

This is a series of questions to open up the bullying debate in your school, to challenge thinking and to help find some solutions.

Are these examples of emotional, psychological or physical bullying?

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damaging or hiding someone's belongings</td>
<td>Non verbal</td>
</tr>
<tr>
<td>Unpleasant remarks or actions related to race, sex, gender, sexual orientation, disability</td>
<td>Name calling</td>
</tr>
<tr>
<td>Verbal</td>
<td>Cyber Bullying social networking sites, phone calls, text messages, photographs or e-mails</td>
</tr>
<tr>
<td>SEN Pupils</td>
<td>Excluding someone from a group, activity or place</td>
</tr>
<tr>
<td>Malicious gossip, teasing, intimidation</td>
<td>Violence, assault, jostling, pinching and kicking</td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
</tr>
</tbody>
</table>
Talk Together

- What do you consider to be bullying? Can you agree a definition?
- Is it Safe to Learn in your school?
- What is the nature and prevalence of bullying in your school?
- Are you concerned about bullying?
- Have you seen or used the DVD ‘Don’t Suffer in Silence’?
- Should the victim and the bully be part of our considerations?
- Have you tried to address bullying in your school? What was the bullying behavior? Describe what happened. What worked and what didn’t work to address the problem?
- Does your school have a consistent approach to bullying prevention and intervention?
- What additional resources are used in your school?
- Do all students know who to go to in school if they have a problem like being bullied?
- Are all adults and students working together to tackle bullying?
- How does your behaviour management policy in school underpin your work against bullying?
Direct Bullying

- Hitting, kicking, shoving, spitting
- Taunting, teasing, racial slurs, verbal harassment
- Threats
Indirect Bullying

- Getting another person to bully someone for you
- Spreading rumours
- Deliberately excluding someone from a group or activity
- Cyber-bullying. People can be bullied by text, via email etc. Our students are less versed in these areas but it is something we all need to be aware of
Indirect Bullying

How do we know that bullying is common in schools, in society in general and in families?

What can we all do to stop bullying?

Bullying is not fair and not deserved.

How can staff be alert to bullying behaviour, how should every school address it?

Should the parents of the bully and the victim be informed and included in the strategies to address the problem?
Gender difference in bullying

Most studies find that boys bully more than girls do. Do you agree with this?

Boys report being bullied by boys; girls report being bullied by boys and girls.

Boys are more likely than girls to be physically bullied by their peers, but girls are more likely to be bullied through rumour-spreading or unpleasant remarks.

Does this follow your experience in your school? How can it be addressed?
Children who bully

Bullies may:
• Appear confident and in control
• Appear to have many friends/ followers

But they may also:
• Be unhappy
• Have low self esteem
• Have troubles outside of school
• Get into trouble frequently
• Be injured in fights
• Steal, vandalize property
• Have poorer levels of academic achievement
• Think school is a very negative experience

So should we be helping the bully?
Children who are bullied

Victims often have:

• Lower self esteem
• Higher rates of depression
• Higher absenteeism rates
• More suicidal ideation

So how can we help the victim?
Common characteristics

Of both bully and victim:

- Hyperactive, have difficulty concentrating
- Quick-tempered, try to fight back if provoked
- May be bullied by many children
- Try to bully younger, weaker children
- Poor relationships with classmates and or teachers. Lonely, appearing ‘not to fit in’, isolated
- Poorer academic achievement and aggression as a result of difficulty with their learning
- More frequent fighting or arguing

Who comes to mind in your school?
Recognising early signs

Early signs that a child is being bullied could be:

- Withdrawn behaviour
- Deterioration in work
- Erratic attendance or spurious illness frequently, especially at particular times or during particular lessons
- Persistent arriving late at school
- General unhappiness or anxiety
- ‘Clingy’ behaviour around adults
Health consequences of bullying

- Headache
- Fainting, Fits
- Hyperventilation
- Sleep problems
- Abdominal pain / Stomach ache
- Vomiting
- Feeling tense
- Anxiety
- Feeling unhappy
- Depression

So how can we help the victim?
Students who watch

What do your students usually do if they see one student bullying another? One survey suggests ....

38%  Do nothing, because it’s none of my business
27%  Don’t do anything, but think they should help
35%  Try to help the victim

What would you want to happen in your school?
Is your school a place where it is Safe to Learn?
What does your school do?

- Awareness of Bullying
- Incident Investigation, Reporting and Tracking
- Having sanctions for incidents of bullying
- Zero tolerance
- Resolving the incident after an investigation
- Support Groups
- Specific strategies such as mediation, conflict resolution programmes for both the bully and bullied
- Curricular approaches to bullying prevention.
- Liaising with parents

What else could you do to prevent bullying?
What helps prevent bullying?

- Promotion of positive values of mutual respect and concern in a wide range of contexts from tutorial time, lessons to informal discussion
- School Ethos
- Role of the teacher and support staff
- Include Bullying in the curriculum
- Specific strategies including support groups
- Role of parents
- A comprehensive, school-wide effort involving the entire school community.

What else could you introduce?
What should you do?

Any member of staff who recognises any sign of bullying should alert the Senior Teacher or Safeguarding Designated Person in the first instance.

Great sensitivity is needed in handling possible cases but suspected bullying should never be ignores, no matter how difficult the issue may be to address.
Associated Documentation

- Anti Bullying Policy
- Behaviour Management Policy
- Ethos, Values Statement & Guiding Principles
- Safeguarding Policy
- ICT Policy
- Exclusion Policy
- Induction of new staff & volunteers
- Whistleblowing Policy
- School Prospectus
- Staff Handbook
- OneBus Handbook
Anti-Bullying Posters

Set an annual project for your school to raise awareness of bullying

Staff, pupils and parents could work together to produce posters for display around your school

Suggested themes:
What is Bullying?
Don’t suffer in silence!
What should I do if I am bullied?
Anti-Bullying Posters
Anti-Bullying Posters

If you don’t help stop bullying, who will?

If you don’t help stop bullying, who will?
OSG UK Salisbury CAMPUS Bullying Log

IN SALISBURY CAMPUS REFER TO CPOMS
<table>
<thead>
<tr>
<th>Date, time and location of incident(s)</th>
<th>Details of those involved (incl Yr grp)</th>
<th>Brief summary details of bullying incident (e.g. type of bullying, frequency and duration, impact etc)</th>
<th>Actions taken</th>
<th>Handled by</th>
<th>Monitoring and follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Victim:</td>
<td>Perpetrators:</td>
<td>Reported by:</td>
<td>The bullets below are prompts as to possible actions that could be included in this column.</td>
<td>FC</td>
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<tr>
<td>20/1/17</td>
<td>Tom Smith (Yr 9)</td>
<td>John Major (Yr 10)</td>
<td>Steve Martin (Yr 11 pupil)</td>
<td>- What happened to victim and perpetrators after the event?</td>
<td></td>
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<tr>
<td>(13:15)</td>
<td></td>
<td>Cecil Rhodes (Yr 10)</td>
<td></td>
<td>- Details of sanctions imposed</td>
<td></td>
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<td></td>
<td></td>
<td>Toby North (Yr 10)</td>
<td></td>
<td>- Communication with parents of those involved</td>
<td></td>
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<td></td>
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<td>- Referral to external authorities</td>
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<td></td>
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<td></td>
<td>- Support provided to victim and perpetrators e.g. referral to school counsellor</td>
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<td></td>
<td>- Any broader actions taken e.g. modifications to supervision rota, focus on bullying in assemblies etc</td>
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</tbody>
</table>

Steve Martin overheard Tom being subject to homophobic name calling by the three perpetrators whilst having lunch. Boys continued to verbally abuse Tom until Steve sought the assistance of the lunchtime supervisor who intervened. Tom subsequently confirmed this behaviour has been going on two or three times a week since the start of the Easter term. Bullying occurs in a variety of locations but is most common in the student common room during lunch breaks and has been the source of anxiety attacks. He has also received three homophobic texts from John Major who appears to be the ring leader of the group.

Weekly meetings with victim with follow up call to parents until end of term
- Reports from staff show behaviour of perpetrators has been exemplary since returning from suspension
- 31/3/17 meeting – Tom believes the problem has been resolved and now has an amicable relationship with perpetrators.
- Going forward, monitoring will be much more light touch. Parents pleased with outcome and support this approach