



CRAMLINGTON LEARNING VILLAGE

ANTI BULLYING POLICY

Cramlington Learning Village School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation. At our heart is the ethos of RESPECT and this permeates our work both inside and outside of classrooms.

In the words of our students (Anti-bullying focus group – September 2012):

Cramlington Learning Village are Anti Bullying because:

We look after ourselves as we are important, we listen and try to understand others points of view, we are aware how our actions affect other people, we speak to others the way we would like to be spoken to. We accept that people have the right to be different.

Cramlington Learning Village has 'no place for bullying' and this policy outlines what we will do to prevent and tackle any forms of bullying and harassment.

In 2012 our work in this area was recognised and rewarded by Northumberland LA with their anti-bullying accreditation.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships based on respect and to identify and tackle bullying appropriately
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and ensures that effective communication is maintained when monitoring and managing bullying. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Enlists the support of students in our anti-bullying work by actively seeking and listening to their views
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate for example NSPCC, Anti-Bullying Alliance, Beat Bullying and Stonewall.



1. DEFINITION OF BULLYING

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.
(DfE Preventing and Tackling Bullying)

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such. Bullying occurs in all types of relationships, not just child: child. The above definition applies to adult: adult, adult: child and child: adult relationships and can involve governors, staff, parents or students as perpetrators or victims.

Bullying is deliberately hurtful. It typically has seven elements:-

1. *an initial desire to hurt*
2. *the desire is expressed in action*
3. *someone is hurt either physically or emotionally*
4. *there is an imbalance of power*
5. *it is without justification*
6. *it is typically repeated*
7. *there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take four forms

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups*
4. Inappropriate use of information technology – *which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images.*

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or young mother, gender reassignment or some form of disability. Bullying is always significant to the person being bullied.



All these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our school community to view bullying as anti-social behaviour which is unacceptable and which will not be tolerated.

Our students defined bullying (Anti-bullying focus group – September 2012) as:

Bullying is a repeated physical, emotional or verbal attack to a person or group of people which can cause a lot of harm and damage. This can take place at school, in the workplace or even at home. Bullying can happen for amusement or power.

There are different types of bullying such as:

Name calling

Spreading rumours

Causing physical pain

Stealing possessions

Leaving you out

Texting mean messages

Filming you on mobiles then spreading it about

Sending horrible emails or messages on social networking sites

However there is a difference between bullying and falling out between friends. People can be hurtful to each other because of thoughtlessness, but if this is intentional then this can also be bullying.

2. BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

1. Racist Bullying

The Macpherson (1999) report defines racist bullying as “any incident which is perceived to be racist by the victim or any other person”

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines onto the school premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

2. Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions



- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of a sexual assault. Under these circumstances police would be involved as these are criminal offences.

3. Sexual Orientation

Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval. What distinguishes homophobic bullying from other forms of bullying is the language which is used. Incidents can include:

- Verbal abuse – name calling, homophobic jokes, offensive mockery / mimicry
- Physical aggression or threats
- Malicious gossip

4. Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences. Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference
- find it more difficult to resist bullies
- be more isolated, not have many friends
- not understand that what is happening is bullying
- have difficulties telling people about bullying

3. MANIFESTATION OF BULLYING

Recognising bullying

Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.



Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

And may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Destruction of books or clothes
- Inadvertent loss of possessions and money
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.



4. PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

We will:

- Work with staff and outside agencies to identify all forms of bullying. We aim to ensure that the whole school community works together towards shared goals on this issue.
- Consider all opportunities for addressing bullying including curriculum opportunities through our well-being programme, through key messages in assemblies and displays around the site, student focus groups and through peer support
- Explore and celebrate differences and diversity through a wide range of events within/outside of the curriculum.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. We will seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action.
- Encourage students to talk to staff about their concerns and reassure them that they will always be listened to and kept safe. This will include not only students who are being bullied but also those who wish to report any incident of bullying.
- Make sure that any report of bullying is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place. Following investigations we will make sure that the outcome is made known to those involved and the situation monitored closely following the incident.
- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
- Ensure that staff are alert to the possibility of bullying taking place, e.g. via communication from the pastoral team and regular CPD opportunities available to all staff.
- Be vigilant for bullying incidents during social times and at key transition times in the day through staff on active duties across the site maintaining a positive presence and ensuring our school environment is well supervised.
- Actively create 'safe spaces' for vulnerable students and provide any additional support required e.g. nurture groups, school counselling service, mentoring programmes.
- Ensure that all staff manage learning within a respect framework and model non-bullying behaviour so that our methods of teaching and control do not endorse bullying tactics.
- Regularly consult with stakeholders on the issue of bullying so that they can say what they think and feel. These include students, school staff, parents/ carers, governors.

5. INVOLVEMENT OF STUDENTS

We will:

- Ensure that all students are aware of the Anti Bullying Policy and sign up to the school's Anti Bullying pledge at the start of each year
- Regularly canvas young people's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure that students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying work eg. reviewing the Well Being programme, campaigns in school



- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have

Liaison with parents/carers

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying
- Ensure good communication between school and home if a concern around bullying is made
- Work with parents/carers and the local community to address issues beyond the school gates which give rise to bullying

6. DEALING WITH BULLYING

Julie Mosley, Deputy Headteacher, is responsible for our anti bullying strategy. She works in liaison with the learning managers and pastoral co-ordinators.

All staff at Cramlington Learning Village are made aware of the anti-bullying policy and it is available on the school website to ensure staff are aware of the procedures and strategies used. There is effective monitoring, recording and analysing of the frequency and nature of bullying via the use of incident sheets being completed and recorded.

Staff are aware that incidents of bullying in classrooms e.g verbal abuse (including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and Well Being of those being bullied – pastoral staff will assume responsibility for this following a referral.

Dealing with bullying outside of the school premises

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/ on transport deemed to have a serious impact on the school community will be dealt with using this policy.

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. We actively encourage all our students to tell and to share their concerns. A multi agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses;
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises;
- Plan safe routes to school with the students;
- Talk to students about how to avoid or handle bullying outside school premises;
- Talk to the local police about specific problem groups and problem areas

Procedures



When a member of staff is made aware that a student is being bullied **they must report it IMMEDIATELY to the student's Learning Manager or Pastoral Coordinator**. Pastoral staff will provide a place of safety for students who have reported an incident of bullying/ or a member of staff has reported they have been bullied.

The incident will then be investigated. Appropriate paperwork will be completed by any staff and students involved – the alleged bully, the victim, any witnesses, staff.

Teaching and support staff will be informed to ensure support and close monitoring.

Appropriate support will be provided for the victim, the bully and witnesses if appropriate. **The Learning Manager and Pastoral Co-ordinator will discuss the most appropriate strategy to be used for the particular case.**

This includes mediation and conflict resolution.

Parents will be contacted and will be invited in where appropriate.

Following the incident **both the victim and the bully will need support** to ensure there is no recurrence and the **situation will be monitored** for a period of time following the incident.

A multi agency approach may be adopted if appropriate to the individual case e.g. with involvement of: School Counsellor, Family Support, Attendance Manager, Education Welfare Officer.

Sanctions will be appropriate to the individual case and may include

- Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
- Detentions at lunchtime, after school (by prior notification)
- Placing on daily report
- Removal from parts of a timetabled curriculum for a fixed period of time
- Group changes
- Isolation
- In serious cases exclusions may be a consideration.

Links with other school policies and practices

This policy links with a number of other school policies and practices including:

Behaviour Policy
Child Protection Policy
Confidentiality Policy
Our Well Being programme
Acceptable ICT user policy
e-Safety policy



Monitoring and evaluation

We will review this policy at least every two years as well as if incidents occur that suggest the need for review.

Monitoring is essential to help assess progress and evaluate the impact of the anti bullying policy.

Monitoring will include

- Termly analysis of information from the bullying log and behaviour tracker to provide details of types of bullying, frequency, action taken etc. This information to be shared/ discussed at pastoral team meetings and practice reviewed.
- Surveys are carried out on an annual basis to provide information on
 - Safety of students
 - Areas of school where students feel unsafe and why
 - Types of bullying
 - Frequency
 - Who students tell
 - Actions taken and by whom
 - Gaining information from students about what we are doing well, what else they feel we can do etc

The outcomes of surveys are used pro-actively to inform our anti-bullying strategies, the messages we give to staff and students, the pastoral support we offer and well-being programme updates.