ANTI-BULLYING POLICY

The vast majority of students attending Corley Centre have a diagnosis of Autism.
This must be taken into account when reviewing and implementing all policy procedures.

Policy Review

The policy was last reviewed and agreed by the Headteacher in the Summer Term 2017.

It is due for review Summer Term 2017 *unless circumstances dictate that it should be reviewed sooner.*

Policy Reviewed / updated	March 2014
Policy Reviewed	Summer 2017
Next Review	Summer 2021

Rationale

The Anti-Bullying Policy is a statement of good practice. It is expected that every allegation of bullying will be taken seriously. Staff at Corley Centre consider that a child should be treated as being bullied simply because they perceive that they are. All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear.

Bullying is unacceptable in our school and will not be tolerated.

Context

Corley Centre recognises that it must take note of bullying perpetrated outside school, which spills over into school. We will do what is reasonably practical to eliminate any such bullying. We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

AIMS

We aim to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school and to be protected when they are feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, which recognises their autism and without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all students and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of students is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.
- To ensure communication difficulties due to SEND and autism are not a barrier to discussing bullying.

WHAT IS BULLYING

Definition: Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2013, p. 6)

At Corley Centre, we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

- **Physical:** hitting, kicking, taking or hiding belongings.

- **Verbal:** name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

- **Emotional:** being intentionally unfriendly, excluding, tormenting looks, spreading rumours.

- **Cyber:** email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific targets of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities and autism.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Bullying related to gender.
- Bullying of a sexual nature.
- Bullying of adopted children.

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate.

Signs and Symptoms:

- Is unwilling to go to school.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens self harm.
- Cries him/herself to sleep at night or has nightmares/bed wetting.
- Regularly feels ill in the morning.

- Begins to underachieve at school.
- Comes home with clothes torn or books damaged.
- Has possessions go missing.
- Has unexplained cuts and bruises.
- Stops eating.
- Is frightened to say what is wrong.
- Is frightened of walking to or from school or
- Changes his/her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

THE ROLE OF STAFF (duties)

The Headteacher

The Headteacher has a responsibility under the School Standards and Framework Act 1998 to draw up procedures to prevent all forms of bullying amongst students.

The Headteacher will:

- Ensure that all staff have an opportunity of discussing strategies and regularly reviewing them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the Senior Leadership Team.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and students.
- Report to the Governing Body.

The Deputy Headteacher of Personal Development and Well-Being will:

- Be responsible for the day-to-day management of the policy and systems.
- Ensure that there are positive strategies and procedures in place to help both the bullied and students adopting bullying behaviour.
- Keep the Headteacher informed of incidents.
- Refer and liaise with inter agency working groups if necessary.
- Arrange relevant student training with the Headteacher, determine how best to involve parents in the solution of individual problems and ensure proper record keeping.

Mentors will:

- Be responsible for liaising with their Senior Link over all incidents involving students in their Mentor Group.
- Be involved in any agreed strategy to achieve a solution.
- Plan and deliver Mentor Time sessions on the topic of Anti-Bullying.
- Reinforce a culture of zero-tolerance towards bullying.

All Staff and volunteers will:

- Know and follow all relevant policies and procedures.
- Keep clear records on Behaviour Watch and encourage students to complete a Blue Form.
- Be observant and talk to students.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity.
- Take action to reduce the risk of bullying at all times and in places where it is most likely.
- Discuss with the Deputy Headteacher where extra staff might be needed.

THE ROLE OF STAFF (responses) Dealing with incidents

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Headteacher / Deputy Headteacher must be informed immediately.
- The teacher will record the details of the incident on Behaviour Watch and inform the relevant senior staff.
- All the parties will be interviewed and a record made.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Deputy Headteacher.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Deputy Headteacher.

In any incident of bullying, staff are aware of the following principles:

- It is important that students who experience bullying are heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If a student feels upset, they are encouraged to speak to a responsible adult.
- It must be emphasised to students that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as soon as possible.
- The most serious incidents are referred to the Deputy Headteacher.
- Parents will be requested to come and discuss the incident.
- The incident will be recorded on Behaviour Watch
- Students will be told to always report incidents of bullying.

THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

- Corley Centre Personal, Social and Health Education lessons, will raise the awareness of the anti-social nature of bullying through the Mentor Programme, school assemblies, the Student Council, use of Mentor Time and in other areas of the curriculum as appropriate.
- The Deputy Headteacher for Personal Development and Well-Being is responsible for initiating and developing an anti-bullying programme. All Mentors are responsible for introducing anti-bullying materials in their programmes of study as appropriate.

- Changing the attitudes and behaviour of students prone to bullying behaviours will play a major part in the strategies used by the school.

SANCTIONS

Where students do not respond to preventative strategies to combat bullying, action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology.
- Removal from the group (in class).
- Withdrawal of break and lunchtime privileges.
- Withholding participation in any school visits or sports events that are not an essential part of the curriculum.
- Fixed term exclusion from school.
- An exclusion would only be considered in the case of extreme and continuing bad behaviour, bullying, or sexual harassment etc. Any exclusion would be discussed and agreed by the Headteacher.

INVOLVING PARENTS

- Parents, as well as all staff and students, should know that the school will not tolerate bullying, and takes a positive, active approach to educating students to combat it. Parents will be informed of the policy and procedures.
- Parents of students who are being bullied and parents of the students adopting bullying behaviour will be involved in the solution to the problem as appropriate.

INVOLVING STUDENTS

- Students will be involved in the positive strategies through both the Student Council and Mentor Groups. Students will have an input into the anti-bullying strategy.
- Students must know to whom they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Headteacher and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies.

Data will be collected half-termly from Blue Forms and Behaviour Watch to monitor the occurrence of bullying incidents in the school and subsequently the effectiveness of the Anti-Bullying Policy.
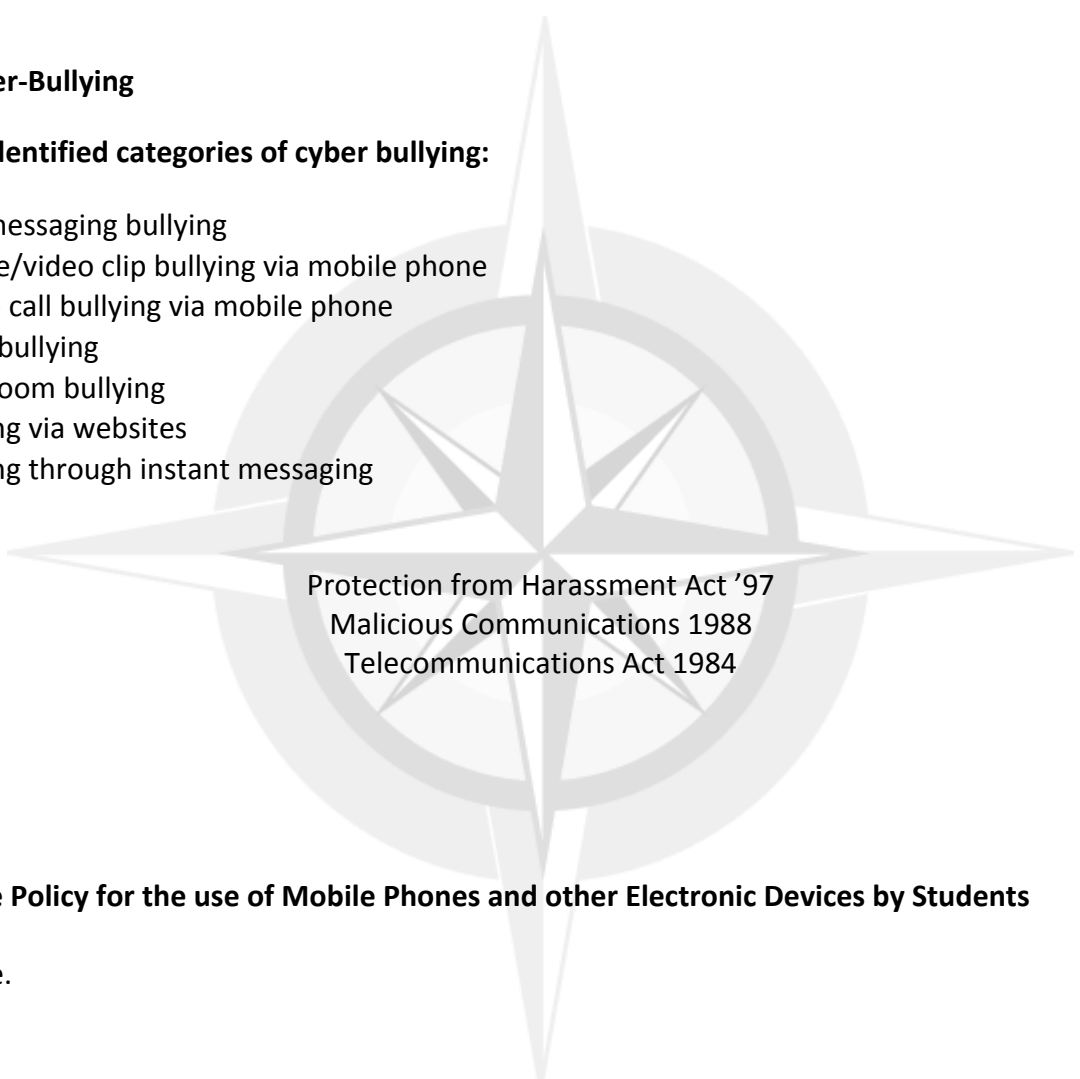
APPENDIX 1

CYBER-BULLYING

What is it?

"**Cyber-bullying is an aggressive, intentional act carried out by a group
or individual using electronic forms of contact repeatedly over time against a victim
who cannot easily defend him or herself.**"

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber-Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Protection from Harassment Act '97
Malicious Communications 1988
Telecommunications Act 1984

APPENDIX 2

Corley Centre Policy for the use of Mobile Phones and other Electronic Devices by Students

See next page.

Corley Centre

Policy for the Use of Mobile Phones and other Electronic Devices by Students

This forms part of Corley Centre's E-Safeguarding Policy

Mobile phones and other electronic devices are best left at home.

✓ **If a student attempts to use a mobile phone or electronic device during the school day, he or she will be asked politely to take it to the school office until the end of the day.**

✓ **If a student must have their mobile phone or electronic device for the journey to and from school, it must be handed in to the school office in the morning and collected at the end of the day.**