

# Milford Haven School



## Anti-Bullying Policy

# MILFORD HAVEN SCHOOL –ANTI- BULLYING POLICY

## 1. Statement of intent:

All pupils have the right to receive their education in a friendly, safe and secure environment, free from humiliation, oppression and abuse; the Governing Body and staff at Milford Haven School are committed to achieving this goal. Bullying of any kind will not be tolerated at Milford Haven School. If bullying occurs, all pupils, parents and staff should be confident in the belief that all incidents will be investigated fairly and dealt with promptly and effectively.

## 2. Aims of Milford Haven School's Anti-bullying policy:

- 2.1 To reduce and stop wherever possible instances in which pupils are subjected to bullying.
- 2.2 To establish appropriate systems and routines for dealing effectively with any incidents of bullying, which are reviewed and reflected upon by all members of the school community on a regular basis.
- 2.3 To promote and further develop an effective anti-bullying culture in Milford Haven School which values all members of the school community by working collaboratively and consultatively with pupils, staff, parents and other external agencies (e.g. Police, counselling services).
- 2.4 To meet all legal obligations.

## 3. Definition:

- 3.1 Bullying is a wilful and conscious action designed to hurt, humiliate, threaten, frighten or coerce another person, often over a sustained period of time. Bullying can take many forms (e.g. physical, psychological and verbal), often causing pain and distress to the victim.
- 3.2 Bullying not only causes considerable suffering to individual pupils but also has a damaging effect on the atmosphere in school. In addition the school recognises the damaging effect that bullying can have on pupil wellbeing and performance.
- 3.3 All incidents of fighting and quarrelling are not necessarily bullying. Any behaviour of this sort will be dealt with according to the school's positive behaviour policy and fully investigated. The strategies required to resolve bullying may be different to those employed in dealing with one-off incidents.

## **4. Bullying can be:**

- 4.1 Physical: pushing, slapping, kicking, taking belongings, extortion, punching or any form of aggressive or threatening behaviour
- 4.2 Verbal: name calling, insulting, making offensive remarks;
- 4.3 Racist: racial taunts and name calling, using racial graffiti, racially motivated physical attack
- 4.4 Sexual: unwanted physical contact or sexually abusive comments, sexual harassment
- 4.5 Homophobic: deliberately focusing on the issue of a person's sexuality in an offensive, derogatory or physically abusive manner;
- 4.6 Cyber bullying: The Anti-bullying Association has identified the following types of cyber-bullying; text messaging, picture/video clips, mobile phone calls, Emails, chatroom bullying such as on social networking sites such as Facebook and MSN.
- 4.6 Indirect or emotional: spreading hurtful stories about someone, gossiping, exclusion from social groups, tormenting.

All of the above actions can result in causing serious physical and or psychological harm to the victim if not addressed and resolved quickly and effectively. For extremely serious issues the school may need to contact relevant outside agencies for advice, support or for referral to e.g. Safeguarding officer for Child Protection, Police.

## **5. Procedures in relation to reporting and dealing with incidents of bullying:**

When an incident of bullying is reported to or witnessed by any member of staff the first response should be to ensure the victim's safety and that of other pupils by employing whatever means are appropriate (use of On-call etc). A bullying report incident sheet should be completed (See Appendix 1) as soon as possible and passed to the appropriate member of staff. The incident should be dealt with by the relevant member of staff according to the severity of the incident. Incidents of bullying may also be reported via other pupils, through the 'bully-box', through the intranet pupil voice facility, through the buddy drop-in clinic service or by parents.

The incident will be referred to the most appropriate member of staff depending on the level of seriousness of the incident, following the guidelines below:

## **Guidance on dealing with incidents of bullying:**

5.1. The first action that must be taken when bullying is reported or suspected is a full investigation. The alleged victim and their parents/carers (if appropriate), must be reassured that the allegations are of importance and will be addressed promptly. Investigation should involve discussion with the victim, the suspected bully, and with any bystanders/ witnesses.

5.2 The outcome of the investigation should be discussed fully with both victim(s) and bully.

5.3. The action taken should be explained to the victim who should also be advised about the action they must try and take to avoid becoming involved in any future incidents, particularly relevant in the case of provocative victims (e.g. by behaving in a tiresome way which eventually triggers a response which may be viewed as bullying). Counselling services will be offered if deemed appropriate for the benefit of the wellbeing of the pupil. The pupil must be warned about the serious consequences of any retaliation or provocation. 'Safe-havens' such as using R5 or staying under the care of the Head of Year at break and lunchtimes will be offered if the victim remains vulnerable or non-assertive after the incident has occurred. The focus will be on ensuring the victim feels safe, as well as being safe. Parents will be contacted when deemed appropriate about the outcome of the investigation.

5.4. The bully should be warned and encouraged to make efforts to change his or her attitude. A pupil who has bullied another pupil may be given counselling and support as part of the school's disciplinary procedure and to ensure that such incidents are not repeated. It is vital that the offender understands the impact of his/her actions on the victim.

Sanctions employed could include:

Warnings, detentions, Remove as a sanction and time to reflect upon actions, review of placement in class or tutor group, removal of certain privileges (break or lunchtimes), individual pupil support plan, e.g. on report, pastoral support programme, mentoring by peer support/ buddies, restorative justice process and exclusions.

5.5 The relationships between pupils who have been involved in incidents of bullying may need to be monitored at a distance by pastoral staff depending on the individual needs/circumstances.

## **Staff referral process:**

5.6. Form tutors can use their judgement in dealing with minor incidents through the employment of peer mentors and the application of minor sanctions at the form tutor's discretion.

5.7. Heads of Year should always be informed about any incident of bullying in their year group and become involved when bullying situations have been occurring over a period of time, when minor sanctions are not proving effective, when parental involvement is needed and where the skills of other support agencies may be required e.g. counsellor, Youth Worker, Behaviour Support Teacher, Pupil Support Officer.

5.8. Senior Leadership Team should be involved at an appropriate level such as when bullies persist, when groups of pupils are causing problems, if parental support is not forthcoming, when exclusion is required or if other external agencies need to be approached e.g. Police, Social Services, Youth Offending Team.

5.9. All incidents should be recorded on Bullying Report Sheets with copies being given to the relevant Head of Year and the Pastoral Deputy (Mrs B. Davies) for analysis and evidence collection for legal reporting obligations to the Governing Body and Local Education Department.

## **6. Preventative strategies:**

Milford Haven School believes that bullying should be dealt with as a whole-school issue. The Anti-bullying theme is presented in the following ways:

- 6.1 Whole- school annual Anti-Bullying week (Autumn term) in which pupils opinions are collected and reviewed, definitions of bullying are presented through assemblies, pupils' work together to promote anti-bullying messages (through cake stalls etc), new strategies are piloted.
- 6.2 Anti-bullying questionnaire completed by all pupils in the school. Results are analysed and fed back to the Pastoral Team and to pupils.
- 6.3 Comprehensive Personal Development programme which is delivered to all year groups, topics which promote anti-bullying themes include: diversity, domestic abuse, equality, bullying
- 6.4 Drama productions and English texts, themes in Religious Studies and other curriculum areas
- 6.5 Placement of a 'bully box' based in the Library for pupils to report incidents of bullying in a confidential way
- 6.6 Peer/Buddy support drop-in clinics during lunchtimes
- 6.7 School council anti-bullying sub-committee
- 6.8 Involvement of key support staff such as the LSA, Behaviour Support Teacher, School Counsellor, Youth Worker, to work with identified pupils who are at risk of offending or who show signs of vulnerability
- 6.9 Zoned areas to allow year groups to share free time together with peers
- 6.10 'Safe haven' areas such as R5, Head of Year's offices/ classrooms for vulnerable pupils to develop confidence in being assertive
- 6.11 Bully report sheet to identify possible trends in bullying, which can be addressed in revised PD programme, assembly themes etc.
- 6.12 'Bully Watch' procedure for year 7 pupils and other new pupils to the school. Robust key stage 2/3 transition process.

- 6.13 Staff training as a result of review process
- 6.14 Revision and establishment of a School Charter (Appendix 2)
- 6.15 Establishment of 'Pupil Promises' to be displayed in all classrooms and corridors, which support the 'ginger-bread men' display in the main corridor.

## **7. Bullying outside the school's premises**

Instances of bullying may take place outside of school hours. Schools are not responsible for instances of bullying off their premises with the exception of those cases which come under the Statutory Guidance Travel Behaviour Code. However, the school will encourage pupils not to suffer in silence. Where a pupil reports an incident of bullying off the school premises, a range of steps will be considered:

- 7.1 Discussion with relevant parents
  - 7.1.1 Talking to the school's Police Community Liaison Officer about the problem
- 7.3 Talking to the Headteacher of another school whose pupils may be involved in instances of bullying
- 7.4 Talking to pupils about how to avoid or deal with bullying out of school.

## **8. Monitoring, Evaluation and Review**

This draft policy has been produced as a result of research and guidance from the documents listed below in addition to a whole-school consultative exercise with pupils, staff and some parents.

Tackling Bullying In School (Estyn 2006)  
Respecting Others- Anti-bullying Guidance WAG 2003  
An evaluation of Anti-Bullying Policies in Schools Wales WAG 2006  
Anti--Bullying Alliance  
NSPCC  
Childline  
Kidscape  
School Crime Beat - Police

The Governing Body, in consultation with the Headteacher, the Pastoral Deputy Headteacher, the Pastoral Team, pupils and parents, will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.

## **Appendices**

Appendix 1- Bullying Information report

Appendix 2- Charter

Appendix 3- Whole school anti-bullying promises

**Milford Haven School  
Bullying Information Report**

<b>Date</b>	<b>Time</b>	<b>Location</b>									
<b>Pupils involved (including victim(s), bully(s), bystanders and witnesses)</b>											
<b>What happened (staff account)</b>											
<b>Action taken</b>											
<b>Name of staff</b>											
<b>Referred to (if necessary)</b>											
<b>Physical</b>		<b>Verbal</b>		<b>Racist</b>		<b>Cyber</b>		<b>Homophobic</b>		<b>Sexual</b>	
<b>Other</b>											

**Please pass completed report to HOY and BD ASAP**

**MILFORD HAVEN SCHOOL**

**ANTI-BULLYING- A CHARTER FOR ACTION**

**WE ARE WORKING WITH STAFF, PUPILS AND PARENTS TO CREATE A SCHOOL COMMUNITY WHERE BULLYING IS NOT TOLERATED.**

**Milford Haven School community:**

- ❖ Discusses, monitors and reviews our-anti-bullying policy on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ❖ Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- ❖ Ensure that pupils are aware that all bullying concerns will be dealt with sensitivity and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ❖ Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with Milford Haven School to uphold the anti-bullying policy.
- ❖ Seeks to learn from anti-bullying good practice elsewhere and utilises the support from the Pembrokeshire Education Authority when appropriate.

\_\_\_\_\_ **Chair of Governors**

\_\_\_\_\_ **Headteacher**

\_\_\_\_\_ **Representative of pupils**

\_\_\_\_\_ **Date**

Milford Haven School  
Anti-Bullying Promises

- I promise never to bully.
- I promise to treat everyone with respect.
- I promise never to become involved in any form of cyber-bullying.
- I promise to help people who are being bullied.
- I promise to treat others in the way that I would like to be treated.