



Blenheim

Anti-bullying Policy

Committee: Achievement, Learning and Community

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Bullying will not be tolerated at Blenheim High School and we operate a robust anti-bullying policy.

Safeguarding our students and staff is a priority at Blenheim High School. It is essential that all members of the school feel safe and confident within the learning community. Bullying will not be tolerated at school, or on any educational trips, activities, or via the internet. It is imperative that all students and staff report each incident of bullying and that the issue is dealt with promptly and effectively. We aim to build a culture of care, consideration and respect underpinned by an expectation that any victims or witnesses to bullying should 'report not respond'.

Bullying is defined as the activity of repeated, aggressive, overbearing, intimidating or persecuting behaviour, intended to hurt another individual, physically, mentally or emotionally. There are, however, occasions whereby one act may constitute bullying.

Bullying can be:

- physical assaults, such as hitting, pushing, kicking;
- verbal: name calling, teasing and gossiping;
- non-verbal: exclusion, ignoring, spiteful texts and emails, graffiti;
- emotional: threatening, tormenting, intimidating or humiliating;
- racist: name calling, racial taunts, gestures;
- sexual: unwanted advances of a sexual nature through words and or actions. Note that 'upskirting' is not bullying, but a criminal offence and will be reported to the Police;
- homophobic: motivated by prejudice against a person's actual or perceived sexual orientation or gender identity through name calling, intimidating behaviour, physical threats - homophobic, biphobic and transphobic (HBT) bullying and language is unacceptable;
- cyber: through electronic communication (including the use of social media) to bully a person, typically by sending messages of an intimidating or threatening nature - this could be through direct messages or posting of messages that may be learnt about via others;
- disability/SEN: targeted bullying focusing on disability or special educational needs;
- faith and religious belief/non-belief, based on a person's private religious convictions;
- age- targeted exclusion on the basis of age.

At Blenheim High we recognise that within our community there are defined vulnerable groups. The following list is not exhaustive and is accurate to the best of our knowledge at the time of printing and we acknowledge that list will change throughout the life of this policy:

- LGBTQ+ (lesbian, gay, bisexual, transsexual and queer) pupils and staff;
- ethnic minorities, including traveller communities;
- disabled and individuals with additional needs, including SEN;
- age groups;
- gender groups.

Procedures

1. Bullying should always be reported to staff.
2. All incidents will be recorded by staff.
3. In cases of sustained bullying, parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.

6. A bully or bullies will be helped to change their behaviour.

If a student reports bullying, this should be referred to the form tutor, HoY or a Pastoral Facilitator immediately. Students can report bullying anonymously via the Whisper button on their iPad, but choosing to remain anonymous will make it harder for the pastoral team to investigate. Whisper reports are picked up by the Pastoral Team and will be investigated fully, but it is advisable to discuss the situation in confidence with staff wherever possible. The member of staff will arrange for a statement from the student. The member of staff will investigate the matter fully; additional statements should be taken as required to inform the investigation. A clear written account of the incident will be recorded on SIMs. The matter will be discussed with the Pastoral Lead to confirm whether the incident is going to be categorised as a bullying incident and to determine the actions that will follow. Behaviour points should also be added to SIMs if appropriate, and a bullying log will be created/updated. Serious incidents will be reported to the Headteacher. Relevant subject staff and the form tutor will be advised of the incident as appropriate. Parents/carers will be informed. Punitive measures will be used as appropriate and in consultation will all parties concerned. A centralised log of all bullying incidents will be maintained and regularly reviewed by the Pastoral Team. Students who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a member of staff or Learning Mentor. A restorative approach will be taken wherever possible to resolve the issues. They will be offered ongoing support and where necessary intervention will be put in place to restore self-esteem and confidence. Students who have bullied will be helped by being given the opportunity to discuss what happened and to explain their involvement. Students who have witnessed bullying will be supported to discuss what they have seen and to be reassured that appropriate action will be taken.

Restorative Justice aims to improve relationships; it prevents and resolves conflict by bringing students together to resolve the issues themselves, focussing on repairing harm and enables students to see and understand the other side. The process is quite structured so students should feel it is fair and respectful. It improves relationships and enables students to deal with future conflict, stops rumours and gossip as people talk to each other directly.

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises or clubs
- removal of unstructured time at break and lunchtimes
- internal exclusion
- fixed-term exclusion
- permanent exclusion

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- assembly or tutor time activities to prevent bullying behaviour and promote positive relationships;
- using role plays and drama lessons to explore issues surrounding bullying;
- having discussions about bullying and why it matters in groups or with individuals
- building bullying and the effects of bullying into the PSHE and Lifeskills curriculum

Keeping Parents Informed:

- All parents/carers are made aware of our expectations and sign a Home School Agreement stating their support for the School when their child joins Blenheim. All parents/carers are required to sign the Home School Agreement at the start of every academic year in the student diary. Postcards, letters and other communications, are sent home to parents to notify them of their child's successes.
- Parents are informed by letter and other forms of communication, as their child moves up or down the Stages of Behaviour. (See Appendix 1 - Stages of Behaviour Chart).
- Parents are invited in to School to discuss ways of supporting their child improve behaviour and review the report process. Parents are asked to sign the report each day.
- Where appropriate, the Pastoral staff may make referrals to outside agencies and counsellors to support students in managing their behaviour in School. (See Appendix 1 - Stages of Behaviour Chart).

Roles and responsibilities

Governing Body: Governors are responsible for ensuring that this policy and related procedures are implemented.

Headteacher: The Headteacher has a legal duty under the School Standards and Framework Act 1998; Equality Act 2010; Preventing and Tackling Bullying 2014, to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and students. The Headteacher will ensure that awareness of bullying is raised through inclusion in the PSHE curriculum, in assemblies, with the Student Council, with the aim of eradicating bullying behaviour.

Staff: the staff are responsible for responding to changes in behaviour of students which might suggest that they are a victim of bullying. They should create a climate in their classroom where bullying is not accepted and where students are encouraged to report any cases of bullying. When staff discover a case of bullying, they must act swiftly to follow school policy and procedures.

Parents/Carers: parents/carers should contact their child's tutor or Head of Year in the first instance to report any incident of bullying about which the school might not be aware. Parents/carers may bring concerns directly to a member of the Leadership Team, or the Headteacher, if they feel that an issue has not been dealt with in a satisfactory manner.

Students: to report and not respond. This means alerting a member of staff as to what has happened as soon as possible and not contributing to any gossips/rumours, or taking the matter into your own hands.

Bullying of staff

At Blenheim High School all members of the community should treat each other with mutual respect and in a way that makes everyone feel valued and part of the Blenheim High community. Where a member of staff feels that they have been treated in an unreasonable way, or in a way that makes them feel undervalued, or bullied, they should speak in confidence to their Line Manager, a member of the Leadership Team or the Headteacher.

Monitoring and evaluation

The Anti-Bullying Policy will be reviewed annually.

Appendix 1

Stages of Behaviour

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
Stage 1	<ul style="list-style-type: none"> ➤ Warning given 		<ul style="list-style-type: none"> ➤ Teacher 		
Stage 2	<ul style="list-style-type: none"> ➤ B1 in lesson 	<ul style="list-style-type: none"> ➤ 10 minute code time at the end of the day with P6 teacher ➤ Log B1 on SIMS 	<ul style="list-style-type: none"> ➤ HoD via SIMS 	<ul style="list-style-type: none"> ➤ Form tutor via SIMS 	<ul style="list-style-type: none"> ➤ B1 code on Parent Gateway ➤
Stage 3	<ul style="list-style-type: none"> ➤ B2 in a lesson – teacher has a restorative conversation with the student and the option to moves seats. 	<ul style="list-style-type: none"> ➤ Restorative justice to take place so the next lesson is a fresh start. ➤ Log B2 on SIMS ➤ 10 minute code time at the end of the day with P6 teacher 	<ul style="list-style-type: none"> ➤ HoD via SIMS 	<ul style="list-style-type: none"> ➤ Form tutor via SIMS 	<ul style="list-style-type: none"> ➤ B2 code on Parent Gateway
Stage 4	<ul style="list-style-type: none"> ➤ B3 – sent to discuss with HoD and may stay with HoD for the remainder of the lesson. 	<ul style="list-style-type: none"> ➤ Teacher to telephone home and log conversation on SIMS ➤ 30 minute subject detention with teacher ➤ 10 minute code time at the end of the day with P6 teacher 	<ul style="list-style-type: none"> ➤ HoD via SIMS 	<ul style="list-style-type: none"> ➤ Form tutor via SIMS 	<ul style="list-style-type: none"> ➤ Stage 4 subject teacher contacts parents. ➤ Log conversation in SIMS ➤ Text message home to inform parents about 30 minute detention. ➤ B3 code on Parent Gateway
Stage 5	<ul style="list-style-type: none"> ➤ B4 and/or B5 in a lesson ➤ Student to go to send to room for a B4 ➤ Refusal to follow HoD instructions/refusal to go to send to room. ➤ HoD had to call upon on call team to assist with the student. ➤ Student to go to isolation immediately for the remainder of the day and the 	<ul style="list-style-type: none"> ➤ HoY to phone home on the day of isolation. ➤ HoD with the teacher to telephone home and log the conversation in SIMS ➤ HoD to facilitate restorative justice between the student and the teacher ➤ Behaviour reflections sheet completed and placed in student file. ➤ 10 minute code time at the end of the day with P6 teacher ➤ 45/60 minute subject detention with HoD or Head of KS. ➤ Isolation for remainder of lesson 	<ul style="list-style-type: none"> ➤ HoD via SIMS 	<ul style="list-style-type: none"> ➤ Form tutor via SIMS 	<ul style="list-style-type: none"> ➤ Stage 3 HoD contacts parents. ➤ Text message home to inform parents about 45 minute detention. ➤ Parents sign report each evening/ when lesson occurs. ➤ HoD and teacher meet with the parents and student. Restorative justice and strategies discussed. ➤ B4/5 on parent gateway

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
	<p>following day for refusal to comply with HoD.</p> <p><u>If stage 1-3 are repeated the student will be placed on subject report for two weeks.</u></p>	<p>(B5 and LT intervention)</p> <ul style="list-style-type: none"> ➤ Repeated behaviour cycle – HoD and teacher to meet with student and parents. ➤ Letter sent home informing parents of report and placed on student file. ➤ Completed subject reports to be placed on student file. ➤ Parental meeting with HoD, parents, teacher and student. ➤ Letter sent home notifying parents of isolation. ➤ Readmission meeting with HoY, Student and parents, 	<ul style="list-style-type: none"> ➤ HoD and parents 	<ul style="list-style-type: none"> ➤ Form tutor via SIMS 	<ul style="list-style-type: none"> ➤ Parents sign report each evening/ when lesson occurs. ➤ HoD and teacher meet with the parents and student. Restorative justice and strategies discussed.
Stage 6	<p>If there is no improvement on second cycle red referral form to be completed, strategies detailed and passed to HoY for pastoral intervention.</p>	<ul style="list-style-type: none"> ➤ Student placed onto Green Report for two weeks. ➤ Green report letter sent home. ➤ Report letter and reports placed on student file. ➤ Students are not allowed to get more than 10 P's across a fortnight – if they do it escalates to Amber Report. 	<ul style="list-style-type: none"> ➤ Form tutor daily via SIMS 	<ul style="list-style-type: none"> ➤ FT to liaise with subject staff to explore solutions to problems. ➤ FT to investigate restorative justice and focus on strategies to help student to cope. 	<ul style="list-style-type: none"> ➤ Stage 6 Tutor contacts parents. ➤ Form tutor to phone parents to update on report each week. ➤ Parents sign report each evening.
Stage 7	<ul style="list-style-type: none"> ➤ Failure to successfully complete 2 weeks of green report (i.e. more than 8 Ps on report in 2 weeks) 	<ul style="list-style-type: none"> ➤ Amber Report ➤ Amber report letter sent home. ➤ Report letter and reports placed on student file. ➤ Students are not allowed to get more than 8 P's across a fortnight – if they do it escalates to Red Report. ➤ HoY to send Round Robin to subject staff for feedback 	<ul style="list-style-type: none"> ➤ HOY daily 	<ul style="list-style-type: none"> ➤ SSC every day after PM registration - for HOY to monitor 	<ul style="list-style-type: none"> ➤ Stage 7 HOY contacts parents ➤ HOY to phone home weekly with updates, parents to review progress on report. ➤ Parents to sign report each evening.

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
Stage 8	<ul style="list-style-type: none"> ➤ Failure to successfully complete 2 weeks of Amber report (i.e. more than 8 Ps on report in 2 weeks) 	<ul style="list-style-type: none"> ➤ Red Report ➤ Red report letter sent home. ➤ Report letter and reports placed on student file. ➤ Students are not allowed to get more than 8 P's across a fortnight – if they do it escalates to Red Report. <p>HoY to send Round Robin to subject staff for feedback</p>	<ul style="list-style-type: none"> ➤ Pastoral lead - Daily ➤ HoY Weekly 	<ul style="list-style-type: none"> ➤ Notify SEND of concerns. Add to SEND Code of Practice if necessary. ➤ Inclusion Unit – Pastoral Lead to monitor daily. ➤ Liaise with DSL and attendance officer possible referral to outside agencies e.g. CAMHS - if mental health issues/ attendance issues. 	<ul style="list-style-type: none"> ➤ Stage 8 Pastoral Lead contacts Parents weekly. ➤ Parents to meet with HOY weekly to discuss progress. ➤ Parents to sign report each evening.
Stage 9	<ul style="list-style-type: none"> ➤ Failure to successfully complete Red report over the previous 2 week period ➤ Significant one off major incident ➤ 6 x PF lesson call outs in a 2 week period. <p>If there is no improvement after 3 weeks move to stage 10.</p>	<ul style="list-style-type: none"> ➤ Behaviour log initiated ➤ Risk Assessment completed ➤ CAF if appropriate. (MND/SENCo) ➤ Short term intervention programmes e.g. Anger management; respite; YES project, curriculum support ➤ Managed Move considered ➤ NESSSS Referral considered ➤ Behaviour contract ➤ Modified Timetable discussed ➤ Careers interview ➤ WEX 	<ul style="list-style-type: none"> ➤ LT, Pastoral lead and DSL 	<ul style="list-style-type: none"> ➤ Discussed at Head's Behaviour Review ➤ Family Support Worker (MND) ➤ Refer to outside agencies: <ul style="list-style-type: none"> • CAMHS (MND/SNG) – if mental health or ADHD(RCK) • EWO • Police • School Nurse • Catch 22 • Home Link • Youth Justice Mentoring Scheme • CSPA Team ➤ Governors Disciplinary Committee 	<ul style="list-style-type: none"> ➤ Stage 9 letter to Parents ➤ Parents to attend a meeting with HOY and Pastoral Lead. ➤ Parents to attend regular review meetings with Pastoral Lead and HOY every 3 weeks until sustained improvement is evident.
Stage 10	<ul style="list-style-type: none"> ➤ Persistent poor behaviour leading to more than 1 Fixed Term Exclusion or Internal Exclusion ➤ One off incident of extreme nature that endangers other students or staff or significantly disrupts the 	<ul style="list-style-type: none"> ➤ PSP cycle initiated ➤ Alternative Education arrangements considered e.g. SALP ➤ Work Experience ➤ Careers Interview 	<ul style="list-style-type: none"> ➤ LT Pastoral Lead, SENCO and DSL 	<ul style="list-style-type: none"> ➤ SEND ➤ Outside agencies ➤ CAMHS- if mental health or ADHD ➤ EWO ➤ Police ➤ School Nurse ➤ Governors' Disciplinary committee ➤ Catch 22 ➤ Home Link ➤ Epsom and Ewell Mentoring Scheme 	<ul style="list-style-type: none"> ➤ Stage 10 letter to Parents ➤ Parents to attend regular PSP meetings – 3 meetings every 6 weeks. ➤ Parental contribution to Pastoral Support Programme recorded and monitored at each meeting.

	Trigger behaviour	Interventions and Support	Monitored by	Referral to...	Parental involvement
	smooth running of the School			<ul style="list-style-type: none"> ➤ Youth Justice Mentoring Scheme ➤ Managed move ➤ NESSSS 	<ul style="list-style-type: none"> ➤ PSP targets set and correspondence sent home.

Parents will be notified when a student moves from one stage to another - either up or down stages within stage 6-10.