



Believe, Succeed, Together

Anti - Bullying Policy

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| Date produced | August 24 |
| Date ratified | September 24 |

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1.0 Introduction

The school is committed to promoting an anti-bullying ethos and is a place where bullying is not tolerated. We take issues of bullying seriously and empower all members of the school community to report and challenge bullying behaviour in order that a supportive, cooperative ethos is maintained.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health and wellbeing.

Bullying which takes place at school not only affects an individual during childhood but can have a lasting effect on their lives into adulthood.

This anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation (Preventing and Tackling Bullying; advice for Headteachers, staff and governing bodies, July 2017, The Equalities Act 2010, and The Education and Inspections Act 2006), and in conjunction with our duties for the safeguarding of children and young people (Keeping Children Safe in Education).

2.0 Definitions of Bullying

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, DfE 2017)

Harassment is unwanted behaviour which is offensive or which makes someone feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Bullying can take many forms (for instance, online bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

It is important to understand that bullying/harassment is defined by the impact on the person being bullied, not just the intention of the perpetrator.

Bullying is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.

The imbalance of power can manifest itself in several ways; it may:

- be physical
- be psychological (knowing what upsets someone)
- derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. However, single incidents of hurtful behaviour may still leave the

targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to online bullying, when a single incident may have an ongoing impact. Low-level disruption and the use of offensive language can in itself have a significant impact on its target.

The school will challenge such disruption and inappropriate language, and will not dismiss it as banter or horseplay as it can lead to reluctance to report other behaviour.

Bullying can take place in school and outside of school and can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Offensive graffiti
- Excluding people from groups
- Gossiping and spreading hurtful or untruthful rumours
- Kicking
- Hitting
- Pushing
- Taking and damaging belongings
- Hurtful behaviour that leads to fear of recurrence.
- Online bullying Passive participation and collusion by bystanders also need to be considered as bullying/harassment.

Children and young people can both bully and be bullied at the same time. Pupils are bullied for a variety of reasons including:

- ethnicity, religion or culture
- disability, special educational needs or being particularly able, gifted & talented
- LGBTQ+ matters
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status
- age/maturity
- home circumstances – certain groups such as pupils in public care, adopted, young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable

3.0 Roles and Responsibilities

All members of the school community are encouraged to take responsibility for personal behaviour and actions and treat one another with compassion, respect and kindness. Everyone should contribute to creating a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.

All teachers, staff and governors should model positive attitudes and relationships.

It is important that all members of the community take responsibility for creating a climate where pupils who are being bullied, or those who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Pupils are encouraged to speak directly to a member of staff if they are being bullied, or if they believe that another pupil is experiencing bullying/harassment.

Subject teachers

Subject staff should always be aware of the possibilities of bullying/harassment and note any concerns that might arise. These should be discussed with the pupils, if this seems appropriate, and with the Form Tutor/Head of House as a priority. Where information is received about bullying/harassment, the subject/class teacher should monitor the pupils carefully and report any further concerns immediately.

Heads of House

Heads of House may identify patterns of absence, a change in conduct or a decline in progress. These should be investigated as a priority and explored with the Form Tutor/class teachers.

Where bullying/harassment is identified as a cause, this should be dealt with immediately. The action taken by HoH will vary according to the nature of the incident – normally the pupil will receive support and the bully some form of sanction, but also appropriate support.

It may be appropriate for the pupil to face the bully with the HoH present as an intermediary; this should only be arranged with the agreement of the pupil and after discussion as to how the meeting should be managed. Parents of the bully and the bullied pupil must be informed of the incident and the action taken. It may be appropriate for the SLT link to be present at any meetings with parents/carers.

HoHs, in conjunction with appropriate SLT staff will involve external agencies (including police and independent mediation or advocacy services) as appropriate to respond to incidents.

HoHs in conjunction with the member of SLT i/c PSHEE should ensure that the PSHE/PDE programme includes opportunities for pupils to explore the themes of bullying/harassment and ways in which they can develop strategies to combat bullying/harassment. The assembly programme will offer additional opportunities to deliver the anti-bullying message throughout the year. HoHs are responsible for ensuring accurate records are kept of incidents, along with how the school responded.

Parents and Carers

Parents and carers are encouraged to contact the Form Tutor/class teacher or HoH if they have any concerns about their child or about another pupil in the school. The Form Tutor/class teacher or HoH should record these concerns and investigate them as a priority. Advice to parents/carers is available (see Appendix 1)

4.0 Preventing, Investigating and Responding

Preventing bullying

The school has a strong ethos which encourages all members of the community to take responsibility for personal behaviour and actions and treat one another with compassion, respect and kindness. This is reinforced through each school's six core values which include compassion, respect and resilience. These values are promoted in school through, for example, assemblies and tutorials.

An anti-bullying ethos is also reinforced through curriculum opportunities, particularly in the PDE programme, allowing discussion of a range of issues that might provoke conflict and to develop strategies to prevent bullying occurring in the first place. Themes celebrating diversity and differences/perceived differences, occur throughout the year, supporting the anti-bullying ethos. These include a focus on LGBTQ+ History Month, Black History Month, and foodbank collections.

There is also a peer mentoring programme which encourages pupils to become active in the anti-bullying ethos of the school. The school also involves parents and carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

Disciplinary sanctions will be implemented, and this is reflected in the Behaviour Policy, so that the consequences of bullying reflect the seriousness of the incident; others can see that bullying is unacceptable

The school also teaches children that using any prejudice-based language is unacceptable and will use specific organisations or resources as and when relevant.

Effective staff training is undertaken to ensure that this policy is effective.

The school also celebrates success as an important way of creating a positive school ethos, for example through the House assemblies.

Responding to bullying

If bullying is reported the school will respond in the following way:

- Sit down with the pupil and listen to their account of the incident, allowing the pupil to fully express their feelings relating to the incident. Reassure the pupil that they have done the right thing by reporting the incident(s)

- Agree with the pupil what steps will be taken and when they will be given feedback about what has happened as a result of this
- Make a decision as to whether the pupil is able to return to class or needs to remain with a member of staff while the incident is being investigated.
- Gather evidence from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity.
- Draw up a list of actions to be taken to deal with the perpetrator(s).
- Inform the pupil and parents/carers how the incident is being dealt with and check that they are satisfied that it has been dealt with effectively.
- Talk to the pupil about how they feel and ask whether they require further support.

A record of action taken should be passed to the HoH and SLT Link, along with any other documentation relating to the incident. The HoH and/or SLT Link will then consider and implement the agreed action points.

The order in which the above procedure is followed should be flexible and will be guided by the principle that support to the pupil is paramount.

The support given to pupils who have been bullied will be decided by the HoH and/or the SLT link.

The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, working with a member of staff or peer mentor, providing formal counselling, engaging with parents/carers, referring to Local Authority children's services, completing a referral to an external agency.

The sanctions applied to each case of bullying/harassment will depend on the extent and severity of the incident.

The HoH will discuss this with the SLT Link and possible sanctions will include after school detentions, internal exclusion, suspension and the possibility of a permanent exclusion in cases of serious and persistent bullying/harassment.

It should also be recognised that pupils who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why pupils bully and reactions to bullying should be guided by individual needs. In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

5.0 Bullying that occurs outside of school

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006)

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises

and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on, using the procedures in Section 4 (above). This may include sharing information with other schools if the perpetrators are not from this school. Members of SLT should also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

6.0 Monitoring the impact of anti – bullying policy and practice

The school uses a range of information to determine levels of bullying, the extent to which pupils feel safe at school and the extent to which staff feel confident in identifying and addressing bullying.

For example:

- There is regular review and monitoring of bullying/harassment incidents, records and data
- The views of pupils are sought, for example, through pupil questionnaires, focus groups and the School Council
- The views of parents and carers are sought, for example, through questionnaires