



Anti-Bullying Policy

**September 2020
Review September 2021**

Anti-bullying policy

NB: This policy should be read in conjunction with the Behaviour and Discipline Policy and Equality Statement

ANTI-BULLYING POLICY

What is bullying?

This policy conforms to the requirements of the Equality Act 2010. Bullying is any behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally for any reason. This includes virtual or real-time bullying. It is behaviour that is deliberate and repeated and is an attempt to hold more power than another individual or group.

It includes racism, homophobic, biphobic and transphobic bullying as well as ageist and sexist bullying. These behaviours are unacceptable and we aim to teach students, staff and families how to address these behaviours, the damage they cause to the bullied and the perpetrator of bullying and the importance of good role models and safe and supported debate.

Bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or bi-phobic)
- Gender identity (transphobic)
- Special educational needs or disability
- Appearance or health conditions
- Related to home or other personal situation
- Sexist – relating to the gender of a person
- Ageist – relating to the age of a person
- Related to another vulnerable group of people

It should also be noted that bullying can occur as student on student, student on staff, staff on student or staff on staff and must not be complacent in any case.

Ethos/ prevention

At our schools we foster an ethos of respect where school staff develop trusting relationships with students based on mutual respect and time to listen and discuss. We believe this ethos addresses the issue of bullying before it has even begun by creating an atmosphere that is automatically against bullying. We have a Breaktime Policy that builds on the idea of addressing difference and acceptance of others both in and out of school. Regular contact with parents and carers reinforces the idea that bullying is no more acceptable at home and in the wider environment than it is in school.

We believe this ethos reduces the chances of bullying by making it clear to students that it is not an acceptable way to behave at any time and that, if bullying does occur, it will be dealt with immediately and comprehensively focussing on both the recipient and perpetrator of the behaviour.

All this said, we recognise that we do not exist in a vacuum. The media (including social media), politics, fashion, youth culture, drugs and county lines, music, religion, ethnicity, peer groups and siblings all have a huge influence on young people and debate is the key to helping them to recognise the behaviours that constitute bullying and the real issues behind divisive influences on communities and peer groups. To this end we do not seek to indoctrinate, but to protect our young people from indoctrination through debate, facts and education in a safe environment where opinions are discussed and respect is nurtured and modelled.

School is a place where every person has the right to be themselves and to be in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Reporting bullying

Students who are being bullied:

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- To a member of staff
- To a school friend
- By texting, emailing, phoning or speaking directly to someone
- Calling Childline to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF:

All school staff, both teaching and non-teaching (for example student mentors or admin) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the management team.

All staff are able to handle the issue initially but if it is felt to be appropriate this should be dealt with by the senior staff or the child protection lead in the school. If it is felt appropriate there should be a record of concern logged.

SENIOR STAFF:

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Hazel Bunting is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS:

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

STUDENTS:

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on the cloud (via Paula).
- Therapeutic leads and Hazel Bunting will monitor incident reporting forms and information recorded on the cloud analysing and evaluating the results.
- Mel will produce termly reports summarising the information, which Hazel Bunting will report to the senior management team.
- Support will be offered to those who are the target of bullying from school staff.
- Staff will pro-actively respond to the bully, who may require support, or through the use of a restorative justice programme.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the cloud through notifying Paula Stacey and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents

are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the senior management team. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student – friendly anti bullying policy displayed in each school
- Childline posters in each room in each school
- An ongoing PSHE programme through all work looking at good role models and encouraging discussion and debate including using items in the news
- Reflection time for all students
- Difference and diversity are celebrated across the organisation through displays, books and images.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by all staff and students across the schools
- Restorative justice programmes provide support to bullies and their victims
- Working with parents and carers, and in partnership with community programmes wherever possible.

Training

All our staff are involved in training to develop reflective plans and processes and to promote trust and respect across the curriculum and the whole school day. Policies are reviewed annually and each member of staff re-acquaints themselves with the reviewed policy annually.

Monitoring and Review

The Directors will review this policy on an annual basis. It is also the intention to involve students in evaluating the effectiveness of this policy.