



**Anti-
Bullying
Policy**

2017

Reviewed:

November 2017

Next Review:

November 2018



1. Anti-Bullying Statement

Bullying is unacceptable and will not be tolerated under any circumstances. The school will actively promote an anti-bullying culture and it is the responsibility of the whole school community to ensure that nobody becomes a victim of bullying.

All staff and pupils are expected to support the school's ethos of respect and tolerance towards each other. These are the basic principles of the school's Behaviour and Discipline Policy as well as the Anti Bullying Policy and Cyber - Bullying Policy. The policies are clearly communicated to parents, pupils and staff.

In accordance with the School Standards and Framework Act 1998 and with regard to the Department for Education's non-statutory guidance Preventing and Tackling Bullying (July 2017), the school has drawn up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

2. Aims

To actively promote and safeguard the welfare of all pupils,
To maintain a secure and positive learning atmosphere in which all pupils can flourish,
To maintain a safe and supportive culture in which staff and pupils respect each other.

3. Definition of Bullying

"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

This is the definition provided by the Department for Education's non-statutory guidance titled 'Preventing and Tackling Bullying' (July 2017).

Bullying is often motivated by prejudice against particular groups, for example, on grounds of:

Race
Religion or belief
Culture, Nationality
Gender
Sexual orientation / Homophobia
Special educational need, learning difficulty or disability
Home circumstances such as if a child is adopted, parents are divorced or child is a carer
Physical appearance

Bullying might be motivated by actual differences between children, or perceived differences. A pupil may also be vulnerable because of his age or is new to the school, has no friends and is struggling to settle into the school. A pupil may also become a target for no rational decision by the bully.

Many experts believe that bullying involves an 'imbalance of power' between the bully and the victim, making it difficult for the victim to defend himself.



4. Types of Bullying

Bullying might take many forms and may occur directly or through cyber-technology such as social media websites, mobile phones (text messaging or photographs) or email:

Verbal

Name calling, taunting, mocking, insulting, teasing (making offensive or humiliating comments),
Gossiping,
Demanding a pupil to do something against his wish such as give money to him or complete his homework,
Spreading hurtful and/or untruthful rumours

Physical

Physical violence such as pushing, hitting, spitting, kicking,
Taking, hiding or damaging a person's belongings,
Deliberately invading someone's personal space,
Producing offensive graffiti or writing unkind notes,
Pupil may be isolated or excluded from a group

Cyber bullying

Bullying through the use of technology

Sexual

Talking to or touching a person in a sexually inappropriate way

5. Cyber Bullying

The Department for Education's non-statutory guidance titled "Advice for parents and carers on cyber-bullying" (November 2014) defines "cyber-bullying as bullying that takes place using technology". Bullying often takes place via social networking websites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat.

There are many forms of online bullying. Some examples are:

- Harassment – offensive, rude, insulting, abusive messages or comments.
- Denigration – send fake, damaging or untrue information about a pupil which may be in the form of an altered/unaltered photo.
- Flaming – deliberately use extreme or offensive language to cause a reaction and distress.
- Outing – share personal information about another which may be in the form of images or videos. A person may have been tricked into revealing this information.
- Cyber stalking – an act of repeatedly sending messages of threats of harm, harassment or intimidation or other online activities that make a person feel afraid of his/her safety. It may include threats of harm. **These actions may be illegal depending on what a person is doing.**
- Exclusion – intentionally leave a person out of a group such as group messages, online apps, gaming sites.



'Online Safety' is a key aspect of all areas of the curriculum - further information about the School's online safety strategy is available in the policy titled 'E-safety Policy'

6. Signs and Symptoms of Bullying

The effects of bullying are both physical and emotional, often leading to psychological damage which may have long term effects. A pupil who is being bullied may show changes in behaviour:

- Feeling anxious, nervous or depressed
- Becoming withdrawn
- Decreased self esteem and lacking confidence
- Seeking attention from adults
- Changing his usual routine which may include eating habits (stops eating or "binge" eating)
- Be unwilling to go to school, taking unusual absences or truanting
- Feeling unwell or faking illness (particularly in the mornings), frequent headaches/stomach aches
- Has possessions which are damaged or "go missing"
- Asking to borrow money/stealing money/continually 'losing' pocket money
- Have missing possessions
- Frequent nightmares or difficulty sleeping
- Running away from home
- Unexplained injuries (cuts, bruises or scratches)
- Changes in work patterns, loss of interest in school work and/or decline in standards of work
- A lack of concentration
- Sudden loss of friends or avoidance of social situations
- Self destructive behaviour such as harming themselves, threatening or attempting suicide (in the most extreme cases)

Staff and pupils should be aware of the following signs of bullying although the presence of one or more of them may not in itself proof of bullying.

Ensuring immediate safety is the school's first priority but the emotional effects of bullying may be more damaging longer term. The school will have to make its own judgements about each specific case.

7. Victim

It is useful to know that there are many reasons why a pupil who has suffered bullying may be reluctant to report it:

- Not want to be accused of telling tales
- Worried that he will not be believed
- Feel embarrassed to discuss the matter with an adult
- Feel personally responsible
- Feel that he cannot be helped
- Feel that he should try to cope and get used to it



It will worry his parents
It may become worse if reported

8. Anti Bullying Culture

Through our routine approach to pastoral care as well as whole school pastoral care programmes, all members of staff need to actively promote an anti-bullying culture in the following ways:

- Expect and strive for high standards of behaviour at all times - the school's Behaviour and Discipline policy needs to be followed consistently,
- Reinforce the guidelines for the safe use of technology (Online Safety Rules) in accordance to the Cyber-Bullying policy,
- Demonstrate and encourage positive attitudes,
- Encourage pupils to be tolerant, respectful, kind and supportive towards each other,
- Encourage pupils to challenge their peers if they behave in a manner which does not support the ethos of the school,
- Reinforce a positive self image of pupils (how they feel about themselves in terms of their abilities, appearance, personality and worth in society),
- Celebrate the efforts and achievements of each pupils regularly,
- Encourage pupils to voice their concerns with staff,
- Create an atmosphere in which pupils are encouraged and feel comfortable to voice their concerns with staff,
- Encourage pupils to share their problems with somebody they trust.

To ensure a safe, caring and positive environment for all pupils:

- Staff should follow and reinforce the school's Anti-Bullying policy and Cyber-Bullying policy.
- Any complaint of bullying should be taken seriously.
- Unkind remarks or actions should not be tolerated by anyone or ignored by bystanders.
- Any member of staff or pupil who witnesses or hears of an incident of bullying needs to report it.
- The updated Anti-Bullying policy needs to be shared with staff, parents and pupils to ensure that they fully understand all aspects of it. **It must be made clear that bullying will not be tolerated in our school.**
- Staff should deal with a complaint of bullying effectively in accordance to the Anti-Bullying policy.

The pastoral team will be responsible for the day-to-day management of the policy and systems, ensuring that there are positive strategies and procedures in place to help both the pupil being bullied and the bully.



9. Anti Bullying Systems

a) Vigilance

Members of staff and prefects are vigilant at all times but particularly during change of lessons, at break and lunchtime and at the end of the school day.

Members of staff are vigilant in all areas of the school especially in the dinner queue, in corridors, on the Astroturf pitch and playground.

Prefects are positive role models for other pupils - they are responsible, well behaved, supportive and vigilant while on duty.

b) Meetings

Bullying is discussed in regular meetings including:

- Senior Management Team meetings,
- Staff meetings,
- Pastoral meetings involving Key Stage Coordinators and Form Tutors,
- School Council meetings involving the chair person, Head Boy and representatives from each form,
- Prefect meetings involving the Prefect Coordinator, Head Boy, Deputy Head Boy and all prefects,

c) Education Programme

Measures are taken throughout each year to educate pupils about bullying across the curriculum.

Anti-Bullying policy is explained to pupils - they are informed of the procedures they should follow if they find themselves the victims of bullying,

Online Safety is incorporated in to the curriculum and 'Online Safety Rules' are included in the Pupil Planner,

Anti-Bullying literature is available to read and displayed around the school,

Activities are organised to mark National Anti-Bullying Week.

Differences between people and the importance of avoiding discriminatory language/behaviour are discussed. Positive attitudes, tolerance and respect are also promoted in:

- Whole School Assemblies
- Form times,
- Friday prayer sermons,
- Assemblies in which success is celebrated
- Before prayer times,
- PSHCE lessons,
- Enrichment Days

The anti - bullying systems may provide vital information about pupil welfare and behaviour which help to develop strategies to prevent bullying incidents. This information should be swiftly fed back to the Key Stage Coordinator or SLT Pastoral Link and it may include:



- Friendship patterns
- Particular incidents
- A pupil who seems to be isolated
- A growing 'power base'
- A known conflict between a member of staff and a pupil
- A known conflict between pupils

10. Procedures for Reporting an Incident of Bullying

An incident of cyber-bullying will be dealt with in accordance to the procedures described in the Cyber-Bullying policy.

- A **pupil** who feels that he is being bullied, or suspects bullying is taking place, must refer the matter immediately to any member of staff with whom they feel comfortable or his parent/carer.

- A **parent/carer** who is concerned that their child is being bullied should inform their child's form tutor or Key Stage Coordinator without delay.

- A **member of staff** who is concerned about a pupil being bullied should report the matter to a relevant member of the pastoral team. The pastoral team will investigate the matter and inform the Head teacher.

11. Dealing with an Initial Complaint of Bullying

If an incident of bullying has been reported to a member of staff, he/she should respond quickly and sensitively by offering support and reassurance to the alleged victim.

The member of staff should:

- a. Listen carefully and keep an open mind,
- b. Not ask leading questions,
- c. Reassure the child but not give a guarantee of confidentiality,
- d. Report the allegation of the victim and the alleged bully to the Key Stage Coordinator as soon as possible,
- e. The Key Stage Coordinator will see the victim without delay and form an "initial view" of the allegation.
- f. If the alleged bullying incident raises a child protection concern, the matter should be reported in accordance with the **School's Child Protection Policy** which should then be followed.
- g. The Key Stage Coordinator will inform the Pastoral Link on the SLT, Head teacher and contact the pupil's form tutor to agree on a strategy.

A bullying incident should be treated as a child protection concern when there is a reasonable cause to believe that a child is suffering or likely to suffer serious harm.



12. Investigation of a Bullying Incident

The Key Stage Coordinator will carry out the investigation without delay. It will involve the following:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case.
- Provide a summary of the findings to the SLT Pastoral link and Head teacher.
- Decide on the action to be taken in accordance with the School's Behaviour and Discipline Policy.
- The Key Stage Coordinator/Head teacher will notify the parents of the victim and bully to provide them with details of the case and the measures the school intends to take to prevent any repetition.
- The Key Stage Coordinator/Head teacher will inform the appropriate members of staff of the findings and of the school's response.
- Key Stage Coordinator and the relevant form tutor will monitor the effectiveness of the school's remedial action.
- Advice and support will be given to the victim in order to rebuild his self-esteem and confidence.
- The school will decide whether external agencies should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour.

13. Intention

Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game". These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would face stronger disciplinary action such as fixed term or in the most severe cases, permanent exclusion.

14. Sanctions

Once the investigation has been completed and when it is clear that bullying has taken place, the appropriate measures will be taken in line with the School's Behaviour and Discipline Policy. Action will be taken at the appropriate level, depending on the nature of the incident.

Implementing disciplinary sanctions reflect the seriousness of an incident. They will be fair, reasonable and applied consistently, taking into account any special educational needs or disabilities and the needs of vulnerable pupils.

Sanctions have three main purposes:

- a. For the perpetrator to realise that what he has done is unacceptable
- b. Deter the perpetrator from repeating his behaviour
- c. For other pupils to understand that the behaviour is unacceptable and to prevent them from doing it



Pupils who are guilty of bullying will be given opportunities to:

- a. Understand the harm they have caused
- b. Learn to behave in ways which will not cause harm in future
- c. Learn how to take steps to repair the harm they have caused

15. Bullying Outside School Premises

The Anti Bullying Policy will be followed even if the incident of bullying reported did **not** take place in school or the pupil is not under the care of the school at the time of the incident.

16. Monitoring

The situation should be monitored for as long as deemed necessary. Action may include:

- sharing information with some or all colleagues and with some pupils so that they may be alert to the need to monitor certain pupils closely
- ongoing counselling and support
- vigilance
- mentioning the incident at appropriate staff meetings
- reviewing vulnerable individuals and areas of the school

17. Record Keeping:

A record of a bullying incident will be held on the pupil's personal file on the school's database. It is the responsibility of the Key Stage Coordinator to maintain a centralised record of the welfare and development of pupil.

The Key Stage Coordinators and Pastoral SLT Link should analyse pupil records each half term to:

- Evaluate the effectiveness of the approach adopted for incidents of bullying
- Enable patterns of behaviour to be identified both in relation to individual pupils and across the school as a whole

The Senior Management Team will regularly review and analyse the effectiveness of this policy in tackling cases of bullying. The Governors will receive an annual report and review the effectiveness of the policy and its implementation through the Committee Meetings.

18. Staff:

This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying.

Staff members who are concerned about being bullied or harassed should refer to the guidance which is set out in the Staff Handbook (Grievance Procedure). This may include being ridiculed or threatened in person or online by pupils.



It is expected that all staff employed by the school will avoid any behaviour which is bullying of pupils or colleagues and this will be treated as a disciplinary offence.

19. Staff Guidance and Training:

The school will regularly review general and specific staff induction and continuing professional development to ensure that this reflects the Anti-Bullying Policy and the practice of the school.

All staff should be aware of the issues relating to bullying including the risks and indications of bullying, legal responsibilities, how bullying behaviour may give rise to safeguarding concerns and how to deal with such cases.

Specialised training will be arranged where appropriate to understand the needs of the pupils, including those with disabilities or special educational needs and lesbian, gay, bisexual and transgender pupils.

20. Criminal Law:

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour may be regarded as a criminal offence. If it is believed that an offence may have been committed, the school will seek assistance from the police.

For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety. It is also an offence to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.