



# Anti-Bullying Policy

Next Review: Mar 2020

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## 1. Acronyms and Education Terms

In order to ensure all readers fully understand this policy, acronyms and phrases with particular meaning in an education context are as follows:

DSL	Designated Safeguarding Lead
IAG	Information, advice and guidance.
LGBT+	Lesbian, gay, bisexual, transgender and all other gender minorities which would make the acronym too long for practical use.
My Concern	Safeguarding record-keeping software.
RRSA	Rights Respecting Schools Award. A UNICEF award scheme which puts children's rights at the heart of schools in the UK.
Stonewall	A charity campaigning and lobbying for LGBT+ equality.

## 2. Aims & Objectives

This policy aims to:

- Safeguard the pupil who has experienced bullying.
- Provide support resources for the pupil.
- Ensure all pupils understand that bullying is unacceptable and that any reports of bullying will be taken seriously, recorded and acted upon.
- Reassure pupils that they will be listened to, and that it is all right to talk to an adult about bullying.

To enable these aims, the objectives of the school are to:

- Meet the statutory duty to have an anti-bullying policy in place.
- Develop preventative strategies, including the provision of a stimulating and personalised curriculum to re-engage our pupils in learning.
- Provide a safe, caring environment for the whole school community.
- Listen to parent/carer's concerns and to keep them informed of actions taken in response to a complaint.
- Fully investigate any report of bullying and keep detailed records of these incidents.
- Take appropriate action against bullies, including exclusion: *Pupils must not be excluded from school for being bullied* – Education Act 2002.
- Work closely with other professional agencies to ensure that children in protected and vulnerable groups are kept safe, including those with disability, SEN, those perceived to be LGBT+, of targeted races and religions, or vulnerable to sexist and sexual bullying.
- Provide appropriate training and support to ensure a high level of professional expertise.

- Ensure all members of the Local Governing Body, teaching and non-teaching staff, pupils and parents/carers have an understanding of what bullying is.
- Ensure all members of the Local Governing Body, teaching and non-teaching staff know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- Ensure all pupils and parents/carers know what the school policy is on bullying and what they can do if bullying occurs.
- Reassure pupils and parents/carers that they will be supported when bullying is reported.
- Remove barriers to learning by supporting the social and emotional needs of learners.
- Provide a safe, stimulating and supportive learning environment in which educational and personal potential can be realised.
- Ensure pupils are given the opportunity to make good progress.
- Ensure personal integrity, self-esteem and social skills are developed
- Promote positive behaviour for learning, in line with the school Behaviour Policy.
- Work in partnership with mainstream schools.
- Guarantee equal opportunities for all.
- Value, respect and encourage understanding of all cultures.
- Provide a safe, healthy and happy work place.
- Promote a thoughtful attitude towards the immediate and wider community.
- Provide positive role models in order to foster courtesy, kindness and mutual respect.
- Value and celebrate pupils' successes and achievements.

### 3 What is Bullying?

Bullying is defined as “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, where there is an imbalance of power between the parties involved”.

Types of bullying include:

- **Physical** – hitting, kicking, spitting, tripping up, stealing/damaging belongings, etc.
- **Verbal** – name-calling, insulting the subject or their family, threatening physical violence, spreading rumours, continual derogatory comments.
- **Emotional/psychological** – excluding from a group, humiliation.
- **Racist** – insulting language or gestures based on actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.
- **Sexual** – sexually insulting language or gestures, name-calling, graffiti, and unwanted physical contact.

- **LGBT+** – insulting language or gestures based on actual or perceived sexuality, name-calling, graffiti, ‘LGBT+’ violence.
- **Cyber**– bullying by text message, on the internet, or on social media.

#### **4 What Is *Not* Bullying?**

It is important to understand that falling out with friends, one-off name calling, arguments, or the occasional trick or joke are not bullying. It is bullying when it is done Several Times On Purpose (STOP).

Children do sometimes fall-out, or say unkind things when they are upset. Occasional problems of this kind are not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, occasional name-calling or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

#### **5 Signs of Bullying**

A pupil may indicate, by different signs or behaviour, that he, or she, is being bullied. Adults should be aware of these signs and investigate further if a pupil:

- Is frightened of walking to or from school.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide, or runs away.
- Cries themselves to sleep at night, has nightmares and/or bed-wetting .
- Feels ill in the mornings.
- Begins to under-perform in school work.
- Comes home with clothes torn or books damaged.
- Have possessions that go missing.
- Asks for money or starts stealing money (to pay the bully).
- Has unexplained cuts or bruises.
- Comes home hungry (snack/sandwiches have been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Starts swearing or using aggressive language for no apparent reason.
- Is bullying others.
- Stops eating.
- Is frightened to say what's wrong.
- Gives excuses which seem implausible for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility, should be taken seriously and investigated without delay.

## **6 Where Does Bullying Happen?**

Bullying can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground and on the way to and from school. However, schools are only legally responsible for bullying incidents which occur on the school premises.

Nevertheless, we are also concerned with our pupils' conduct and welfare outside school, and will address any bullying issues that occur outside the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets.
- Talk to the Headteachers of other schools whose pupils may be involved in bullying outside school premises.
- Draw-up safe routes to school for children, linking them to the School Travel Plan.
- Discuss coping strategies with parents/carers..
- Talk to the pupils about how to handle, or avoid, bullying outside the school premises.

N.B. The Education and Inspections Act section 89, 2006: *The law empowers Headteachers to such extent as is reasonable to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyber bullying).*

## **7 How we handle bullying at The Quay School**

Staff, parents and pupils at the academy work together to create a happy, caring and safe learning environment. Bullying will not be tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. To achieve this:

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and to find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any pupil who is being bullied to support and encourage that pupil in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any pupil who is bullying to support and encourage that pupil in finding alternatives to the bullying behaviour.
- Where appropriate the academy will try to involve colleagues from outside agencies (e.g. IAG services, the area Youth Offending Team, Police etc.) in supporting pupils who are experiencing bullying or who are bullying.
- Excluding pupils from school is an absolute last resort. If particularly serious victimisation, abuse, intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying will have to be suspended from school activities while it is investigated and solutions are sought. If the solutions have no effect, or if the bullying is so severe that

it would be harmful to the rest of the school community to allow the suspended pupil to return to the school, it may be necessary to permanently exclude, in line with statutory guidelines.

## **8 Strategies for the Prevention and Reduction of Bullying**

Whole-school initiatives and pro-active teaching strategies will be used throughout the school to develop a positive learning environment, with the aim of reducing the occurrence of bullying. These will include:

- Undertaking questionnaires to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Use of the 'All Together Programme' audit tool.
- Making national anti-bullying week a high-profile event each year, as part of our *Rights Respecting Schools* Award agenda.
- Prominently displaying anti-bullying posters produced by the pupils.
- Using praise and rewards to reinforce good behaviour.
- Developing awareness of the roles that pupils can play to stop bullying.
- Use RRSA programme charters, based upon respect for each other and upon human rights.
- Active participation in the *Stonewall Education Champions* programme.

## Appendix A Procedures for Reporting and Responding to Bullying Incidents

Staff will:

- Respond calmly and consistently to all allegations and incidents of bullying.
- Deal with allegations impartially and promptly.
- Give all those involved the opportunity to be heard.
- Protect and support all pupils involved whilst allegations and incidents are investigated and resolved.
- Use the following step-by-step procedure for reporting and responding to bullying allegations or incidents:
  1. Report all allegations and incidents of bullying to the senior management team.
  2. Ensure the victim **is** safe and **feels** safe.
  3. Give appropriate advice to help the victim(s).
  4. Listen and speak to everyone involved about the incident.
  5. Identify the problem and suggest possible solutions.
  6. Adopt a problem-solving approach, which will move pupils on from simply justifying their behaviour.
  7. Take appropriate action to end the bullying behaviour or threat of bullying.
  8. Discuss with the bully the unacceptability of their behaviour, and explore reasons for their actions.
  9. Those bullying should be encouraged to apologise:
    - a. If possible, reconcile the pupils.
    - b. Encourage restorative justice/mediation.
  10. Give support to help those responsible for the bullying understand and change their behaviour.
  11. In cases of serious bullying:
    - a. Record the incident on '*My Concern*'.
    - b. Inform parents/carers and offer a meeting to discuss the matter.
  12. After the incident has been investigated and managed, pupils will be watched to ensure repeated bullying does not take place.
  13. Bullying incidents will be discussed regularly at staff meetings.
  14. The nominated anti-bullying link governor will liaise with The Anti-Bullying Champion or DSL.

**If necessary and appropriate, the Safeguarding Officer in school, Social Services or Police should be consulted.**

## **Appendix B Sanctions**

Sanctions for bullying are intended to provide an opportunity for the pupil to repair the harm they have caused.

- Culprit required to apologise to the victim(s) verbally or in writing.
- Parents will be invited in to school to discuss the matter.
- Temporarily removal from class.
- Meet with the Head of Base.
- Fixed-term exclusion if absolutely necessary and in accordance with exclusion arrangements.
- Permanent exclusion as an absolute last resort.

## **Appendix C Advice and Information for Stakeholders**

### **a. All pupils**

All of us find ourselves in vulnerable positions at times, e.g. when we start a new school/job/subject, if we are having problems at home, etc. As part of the school community, you have a responsibility to help combat bullying by supporting other pupils when they are vulnerable. Don't 'gang-up' against another pupil in a vulnerable position, instead try to help them feel less vulnerable. Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself. Don't turn a blind eye to bullying and victimisation.

If you know that another pupil is being bullied (this could be a friend that you know really well, someone in one of your classes, or someone that you just see around the school - and the bullying could be happening at school, or on the way to and from school), let a member of staff know about the bullying. You can do this in lots of different ways:

- Find a quiet moment to speak to a member of staff. After class can be a good time to approach teachers. You can always pretend that you need help with some work if you are worried that other pupils might hear you ask the teacher for a private word.
- Tell a trusted friend at school, who can advise you how to tell staff and support you in doing so, or tell them for you if you are unable to do so.
- If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), do not hesitate to tell a member of staff so that they can take immediate action to keep the pupil safe with the help of other staff at the school, parents/carers and the police and ambulance service if necessary.

## **b. Pupils who are being bullied**

If you are being bullied, you are promised that:

- You will be listened to and taken seriously.
- Action will be taken to help stop the bullying.
- You will be involved in the process of deciding what action to take to help stop the bullying, and any worries that you have will be considered and respected.
- You will be given the opportunity to talk about the way that the bullying has made you feel, to find strategies to deal with these feelings, and to understand and cope with bullying behaviour. This means a senior staff member will be told about your situation so that they can help to support you.
- You may be offered the chance to talk with staff from other agencies as well, e.g. Personal Advisers from an IAG service, the school counsellor.
- Staff will ask to let your parent(s)/carer(s) know what is going on, to offer them the chance to help support you, too.
- You can have regular meetings with staff to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going.
- If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school, parents/carers and outside agencies like the police and ambulance service if necessary.

### **c. Pupils who are bullying**

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour will be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
  - You will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving.
  - You could be offered the chance to work with staff from other agencies who can help you to stop bullying, e.g. Personal Advisers from an IAG service and the school counsellor.
  - Staff will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
  - You may need regular meetings with staff to review your behaviour.
- If you don't work at changing your behaviour then the school will have no choice but to involve your parent/carer.
- Our priority is to make our school a safe and positive place for the whole school community. If you take part in a serious campaign of victimisation, abuse and intimidation, or episode of physical bullying against any other person belonging to the school community, you will be expected to co-operate with staff, to keep yourself and others safe, and to work towards a resolution.

#### **d. Staff**

All staff can expect to be properly trained and supported in dealing with bullying. All staff will be expected to:

- Promote an environment that is constructive and safe for all pupils through their own teaching practice and actions.
- Regularly refer to the *Rights Respecting Charter* during lessons and discussions.
- Follow the procedures set out in this policy when they are dealing with bullying.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and the school's board of governors to combat bullying.

#### **e. Parents/carers**

All parents and carers can expect to be kept informed of the school's anti-bullying work throughout the school year.

Staff will do their best to address any concerns that you may have about bullying. You will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied, you can expect that:

- You and your child will be listened to.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you may have.
- Wherever necessary, the school will put you in contact with outside agencies (e.g. IAG services, counselling services, etc.) that can help to support you and your child in addressing his/her experience of being bullied.

If your child is bullying another pupil, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

If you have any concerns that another child who attends the school (e.g. a friend of your child) may be experiencing bullying, please do not turn a blind eye but mention this to a member of staff.

#### **f. Governors**

School Governors can expect to be kept up-to-date on the progress of the school's anti-bullying work, and to receive a regular report on this.

School Governors will be expected to:

- Give feedback on the monitoring and evaluation of the anti-bullying policy and practices in the school.
- Publicly support the school's anti-bullying message.

## **Appendix D    Monitoring and Evaluation**

To ensure this policy is effective, it will be regularly monitored and evaluated by the Head of School and Governors. Questionnaires will be completed by all stakeholders, and comments will be taken into account when reviewing the policy. Following a three-yearly review, any amendments necessary will be made to the policy, and all stakeholders will be informed - a report will be issued to governors, and the policy will be distributed to all parents/carers.

## **Appendix E Relevant Legislation**

Education Act 2002.

The Children Act 1989, 2004 and 2011.

Special Educational Needs and Disability code of practice 2014.

The Equality Act 2010.

Education and Inspections Act 2006.