

Anti-bullying Policy

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Appendix - Curriculum

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Stantonbury School have a responsibility to respond promptly and effectively to issues of bullying. In doing so we have taken guidance from the DFE approaches to tackling, preventing bullying. www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying and the anti-bullying alliance. www.anti-bullyingalliance.org.uk

Rationale

Stantonbury School strives to create a culture based on Respect, Responsibility & Resilience. Students must feel safe and respected if they are to learn effectively. We are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Bullying happens in all societies, at all levels, so it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is often in the news and is a form of real anxiety for parents, so it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

Aims of the Policy

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- to make it clear that all forms of bullying are unacceptable at Stantonbury School.
- to enable everyone to feel safe whilst at school and encourage students to report incidences of bullying.
- to deal effectively with bullying.
- to support and protect targets of bullying and to ensure they are listened to.
- to help and support bullies to change their attitudes as well as their behaviour and to understand why it needs to change.
- to liaise with parents and other appropriate members of the school community.
- to ensure all members of the school community feel responsible for combating bullying.

Definition of bullying

Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that all stakeholders have a shared definition of bullying. This should be understood by the whole school or setting including parents, young people and all staff.

There is no legal definition of bullying. Stantonbury School shares the definition reached by the research of the anti-bullying alliance.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (*Antibullying alliance*)

There are four key elements: it is hurtful, repetitive, there is a power imbalance and it is intentional.

Bullying can take many forms:

- Physical – pushing, poking, kicking, hitting, biting, pinching
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

At risk groups:

- Faith groups
- Different cultures
- Looked after children
- SEN children
- Children with disabilities
- LGBT

Signs and Symptoms of bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school.
- does not want to go on the school or public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn, anxious, or lacking in confidence.
- starts stammering
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.

- begins to do poorly in school work.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay a bully).
- has dinner or other monies continually "lost".
- has unexplained cuts or bruises.
- comes home hungry or starving (money / lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what is wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

Bullying is often secret, and therefore it is difficult to deal with it after it occurs. Stantonbury School aims to address prevention through a variety of techniques:

- Whole school level – through assemblies, when children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly when the whole school will be informed of the progress of the anti-bullying policy and procedures, and any changes which may be introduced. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.
- In the classroom e.g. during Tutor Time and within PSHE. The focus will be on developing strong anti-bullying messages and challenging the idea that bullying is acceptable as part of growing up.
- During social time – break & lunchtimes. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents. With the help of our students locations around the school where incidents of bullying are more likely to occur have been identified and arrangements will be made to ensure that these are properly supervised or students will be forbidden access to these areas.
- Working with Parents. Parents who believe their children are the victims of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- National Events. The school supports the national anti-bullying week in November, to help raise awareness of the issue and the support available.

Working in partnership with Parents

Stantonbury School is committed to working with parents as the best outcomes emerge when professionals and parents or carers are able to work together when bullying occurs.

We recognise the important influence which parents or carers have on their children and their support when their child is involved in bullying – either as victim or a perpetrator is extremely important.

Procedures for dealing with reported bullying

All staff involved in the teaching and/or supervision of children will take responsibility for addressing incidents which fall within the school's definition of bullying and ensure that the victim receives the support required; the bully is informed of the unacceptability of their behaviour and a record is made of the incident.

All children need to be aware that all staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

The Behaviour Policy will be used and the school's behaviour system of C1 to C5 will be used as the basis for sanctions.

The school will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

Support and actions for the victim:

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety.
- positive reinforcement that reporting the incident was the correct thing to do.
- reassurance that the victim is not responsible for the behaviour of the bully.
- strategies to prevent further incidents.
- sympathy and empathy.
- counselling.
- befriending.
- assertiveness training.
- extra supervision or monitoring.
- creation of a support group.
- peer mediation or peer mentoring.
- informing or involving parents.
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability).
- arrangements to review progress.

Support & actions for the bully:

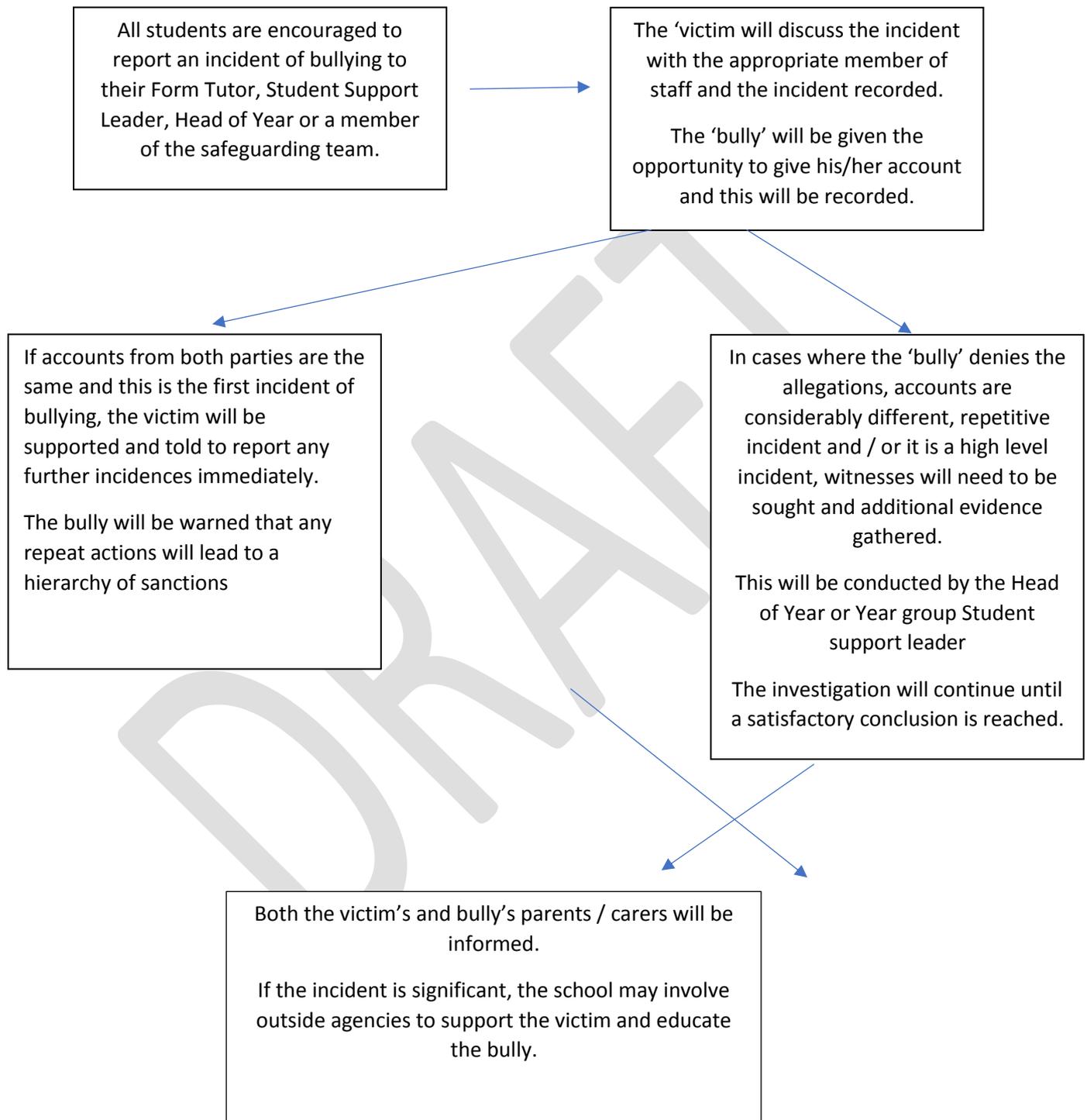
We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress.

- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable.
- loss of lunch or break time privileges.
- detention.
- put on a report card or individual behaviour plan or Personal Support Plan.
- removal from class or group.
- withholding participation in sports or out of school activity (if not essential part of curriculum).
 - parents informed.
 - counselling or instruction in alternative ways of behaving.
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim).
 - fixed periods of exclusion.
 - permanent exclusion (in extreme cases which may involve violence).
 - rewards or positive reinforcement for children in order to promote change and bring unacceptable behaviour under control.
 - external training by appropriate bodies.
 - Signposting to appropriate support materials and support agencies, both internally and externally.

Procedure Flow Chart

Please see the list of support and actions for both the victim and bully in the information above. These will be referred to and used when an incident is reported.



Recording of Bullying Incidents

All bullying incidents are recorded on Go4Schools within our behaviour record system and on Year team logs. More serious and repetitive bullying that puts the victim at significant harm are also recorded on our safeguarding system.

The information including incidents of racist, homophobic and trans bullying issues are reported to the governing body in the safeguarding report at each meeting.

Monitoring

This policy will be evaluated annually and updated where necessary. The views of students and staff will be used to make changes and improvements to the policy on an on-going basis.

Links with other school policies

Safeguarding Policy

Behaviour Policy

Exclusion Policy