



Anti-Bullying Policy

Overview

In this school bullying and any other forms of intimidation will not be tolerated. All will treat others with kindness and respect and all will care well for one another. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. **We have defined bullying as...deliberate hurtful behaviour repeated over a period of time, which may be verbal, physical, social or psychological.**

Objectives

1. To ensure that all feel safe and free from bullying and intimidation.
2. To build an ethos where learners feel safe, free from threat and intimidation.
3. To promote good relationships where all are treated well and learners care for each other.
4. To act promptly and effectively at the first sign of bullying.
5. To encourage learners and parents to report any attempted bullying.
6. To protect and reassure any victims of bullying.
7. To have effective sanctions to deter bullying and to have effective strategies to reform bullies.
8. To make this a happy school free from bullying.

Strategies

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
4. Every allegation of bullying will be investigated and followed up.
5. Any victim of bullying will be well protected immediately and in the future.
6. Any allegation of bullying will be reported to the Headteacher.
7. PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
8. We will use the school's behaviour management strategies to reinforce this anti bullying policy.
9. Learners and their parents will be made aware of this policy.
10. The parents of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.

Outcomes

This school will have a warm, friendly, welcoming and safe ethos. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

Guidelines for Staff when dealing with Bullying

LISTEN to the pupils.

- A senior member of staff will undertake a full investigation to verify what has actually been going on.
- Encourage them to speak freely.
- Assure them that their allegations will be dealt with in confidence but that you may need to refer them to another member of staff.
- Assure them that we will consult with them at all stages of the investigation.
- Assure them that appropriate action will be taken.
- Explain to the child that we may need to contact someone at home to discuss the problem.

PSHE, Citizenship and SEAL

PSHE and Citizenship lessons, circle times, class meetings and assemblies all provide excellent opportunities to raise awareness about the school's stance on bullying, including what can lead to bullying, definitions of bullying and how the school tackles bullying.

Senior staff are available to provide additional support for parents, staff and students in dealing with bullying. Whole school initiatives such as Anti-Bullying Week are also effective in reinforcing this policy.

The School Council and Learning Mentor will play an active part in anti-bullying strategies.

Homophobic Bullying

What is homophobic bullying?

- Homophobic bullying occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are gay, lesbian or bisexual (LGS).
- Young people who are thought to be gay, lesbian or bisexual.
- Young people who are different in some way – they may not act like the other boys and girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be lesbian, gay or bisexual.

Who does the bullying?

- Anyone. Especially if they have not been told it's wrong.
- They think that gay and lesbian people should be bullied, because they believe gay people are 'wrong'.
- People who are gay themselves, and are angry about that.
- People who think 'boys should act like boys' and 'girls should act like girls'.
- People who think gay people shouldn't have the same rights as heterosexual people and use this as justification for bullying.

How do we recognise homophobic bullying?

- Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are gay. A recent survey found out that three in five gay pupils never tell anyone (either at home or school) when they are being bullied. The fact that young people are particularly reluctant to tell is a distinctive aspect of homophobic bullying.

- Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:
- Verbal abuse – including spreading rumours that someone is gay, suggesting that someone or something is inferior and so they are 'gay' – for example, 'you're such a gay boy!' or 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

How do we respond to homophobic bullying?

- School staff interact with pupils on a daily basis and are more likely to see, and be told about, incidents of homophobic bullying. It is important that staff responses are, in line with Ofsted guidelines, 'swift, proportionate, discreet, influential and effective'. Staff should feel able to respond effectively to incidents of homophobic bullying, and instil confidence in pupils and parents/carers that issue will be dealt with.

How do we respond to homophobic language?

- Casual homophobic language is common in schools but if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:
- Ensure that pupils know that homophobic language will not be tolerated in schools. Make sure it is included in policies and procedures.
- When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated.
- If a pupil continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.
- If a pupil makes persistent remarks, they should be removed from the classroom and teachers and staff should talk to him or her in more detail about why their comments are unacceptable.
- If the problem persists, involve senior managers. The pupil should be made to understand the sanctions that will apply if they continue to use homophobic language.
- Consider bringing the parents/carers to school to discuss the attitudes of the pupil.

Bullying around Race Religion and Culture

What is racist bullying?

- We offer the following definition of racist bullying:
'The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.
- While all occurrences of racist bullying are racist incidents, not all the latter necessarily amount to bullying.

How do we prevent racist bullying?

- We advocate two main strands to prevention work in schools in relation to racist bullying: self-evaluation of the extent to which pupils feel safe in the school from bullying and racist incidents; and curriculum work designed to create (or perpetuate) an ethos which reduces the likelihood that racist bullying will happen.
- On self-evaluation, this guidance offers a range of prompts for the school to consider. In areas such as documentation, discussion, monitoring and review,

the perceptions and involvement of children and young people; ethos and curriculum, working with parents and partnership working.

- On the curriculum, we suggest six themes which could inform every curriculum subject at every key stage and provides a range of specific ideas on how they could be incorporated. The six themes are:
- Shared humanity: similarity, sameness and universality
- Difference and diversity: contrasting stories and interpretations
- Interdependence: borrowing, mingling and mutual influence
- Excellence and everywhere
- Identity and belonging
- Race, ethnicity and justice

How do we respond to incidents of racist bullying?

- In providing support, schools are advised to accept the pupil's account of the incident and confirm that it was right for the pupil to approach and inform school staff. Schools should avoid making light of the incident. They should ask what action the pupil would like to take place, whether the pupil would like other pupils to help solve the situation that has arisen and whether they would like their parents to be informed and involved. They should stress that the pupil was not him/herself the cause of the bullying.
- We advocate a rounded approach to challenging those responsible for racist bullying, which does not rely solely on rebuke and disciplinary sanctions (on the one hand) and reasoning and explanation (on the other). Those responsible need to be clear what they have done is wrong, within the framework of the school's behaviour policy and the sanctions that are part of that policy. But also need to be helped to understand their own behaviour and to change it.

Cyberbullying

What is Cyberbullying?

- Cyberbullying can be defined as the use of Information Communication Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target, however, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space, the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity and even the person doing the bullying and their target.
- Cyberbullying should be taken very seriously.
- Although Cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communication. Schools should contact the police if they believe the law has been broken.
- Cyberbullying takes different forms, threat and intimidation, harassment or 'cyber-stalking' (eg repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to receive any misunderstanding or to feel sympathy. It is important that pupils are made aware of the effects of their actions.

How do we prevent cyberbullying?

- Essential elements of prevention are awareness raising and promoting understanding about cyberbullying. Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying is and how it differs through other forms of bullying. The activities could include staff development activities, home-school events such as special assemblies with parents and addressing cyberbullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.
- We record and monitor incidents of cyberbullying the same way as all other types of bullying.
- We can signpost information about external reporting routes, providing information about contacting service providers directly.
- Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyberbullying appropriately.
- Stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.
- It is useful to publicise progress and cyberbullying prevention activities to our whole-school community.

How do we respond to cyberbullying?

- The person being bullied will usually have examples of texts or e-mails received, and should be encouraged to keep these to aid any investigation. There are also different reporting routes available, through mobile phone companies, internet service providers, and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations as detailed in this guidance.
- Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include, contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
- Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply, provide advice on 'blocking' or removing people from 'buddy lists' and ask them to think carefully about what private information they may have in the public domain.
- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs, identifying and interviewing possible witnesses, and, with police involvement, obtaining user information from the service provider.
- Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyberbullying. In addition, it is important to refer to any Acceptable Use Policies (AUP's) for internet and mobile use, and apply sanctions where applicable and practical.

This policy should be read in conjunction with:

- Behaviour Management Policy
- Preventing and Tackling Bullying (Advice for School Leaders, Staff and Governing Bodies) DfE-00062-2011
- Other SMA Safeguarding policies

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