


## Anti-Bullying Policy 2021

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<b>Signed: (Head)</b>	

### Policy Statement

Bullying behaviour goes against our core value of respecting others and the IB Learner traits of being Principled, Caring, Open Minded and Balanced. As such, firm action will always be taken against incidences of bullying.

Bullying in all its forms can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

### Definitions

There is no legal definition of bullying, however it is usually defined as behaviour that is:

Repeated, intended to hurt either physically or emotionally, often based on prejudice of some kind and includes an imbalance of power.

It takes many forms and can include:

Teasing, social exclusion, physical assault, name calling, online activity, threatening behaviour. It also includes taunts, graffiti or gestures that are focused on race, culture, religion, gender, sexuality.

Peer on Peer abuse - see the Whole School Safeguarding Policy for when matters have gone beyond poor behaviour and into unwanted sexual contact or sexually abusive comments.

It can occur during or outside school time. Many acts can be subtle and difficult for an outsider to perceive. When bullying occurs between ICS pupils outside of school time, the school will still intervene.

### Bullying is Not:

Bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

The following policies should be read in conjunction with this:

- Behaviour and Wellbeing Policy
- Wholeschool Safeguarding Policy
- Online Safety Policy

## Prevention

Please refer to our Behaviour Policy for ways in which we promote positive behaviour for learning.

### Roles and Responsibilities

#### Staff

Will undergo training during induction so that they are clear on this policy and are able to articulate its principles to students. Throughout the year they will receive ongoing training to help them be sensitive to the needs of specific students, eg those on the SEN register or from the LGBT community. A key message for staff to communicate is that dismissing actions as Banter or 'Just a joke' is unacceptable and not in keeping with our school values.

See Appendix 1 for Signs and Symptoms of Bullying

#### Students

Within the PSHE (Personal Social Health Economic) Programme students will have opportunities to:

- Develop their empathy towards and understanding of diverse community groups
- Discuss the importance of avoiding prejudicial language.
- Explicitly discuss the impact of bullying on individuals
- Discuss the value of being an 'upstander' rather than a bystander if they observe unkind behaviour
- Develop communication skills and awareness of how they may be perceived by others
- Learn about Personal Space
- Know who they can speak to if they are concerned that themselves or others are being bullied.

See Appendix 2 for Guidance for Students

## Parents

- Will be informed of the Behaviour and Anti-Bullying Policies
- Will be encouraged to discuss any concerns with Class Teachers / Form Tutors
- Will be encouraged to support the school approach to positive behaviour.

The message of school community cohesion will be reinforced through assemblies, guest speakers, focus days, posters and peer mentoring as appropriate.

Alongside this educational approach, the School will ensure the following initiatives are also in place:

- A zero tolerance Policy in the School with clear sanctions that are understood by students and parents (See appendix 2)
- Staff will praise and encourage students when they show kindness and consideration to others
- Active supervision of students during unstructured times.

## Detection

### Staff observation

All staff, including support staff - are educated to have an awareness of the signs of bullying and social exclusion and to feed these concerns to Class Teachers / Form Tutors and Wellbeing Coordinators.

### Pupil action

Through our PSHE programme, as detailed above, pupils are encouraged to be upstanders and to inform a member of staff should they have concerns for themselves or others.

### Pupil voice

Is also encouraged through the student council and pupil surveys that focus on bullying.

### Parents

Are encouraged to develop open communication with the school, in order that they feel able to bring concerns to the appropriate staff. Parents will also be surveyed on this topic.

## Procedure for when Bullying is Detected

- Wellbeing Coordinator and other appropriate staff meet with all individuals involved to ascertain events
- Incident entered on iSAMS (Secondary) or Reflection Spreadsheet (Primary)
- Incident entered on MyConcern
- Parents are informed as appropriate

- The wider faculty is informed
- The following supports are put in place:

### **Support for Students who have been involved with Bullying**

Bullying incidents are often more complex than a simple Victim / Perpetrator division. Each case will be dealt with consistently whilst considering the specific circumstances involved.

Students will:

- Have an immediate opportunity to speak to the School Counsellor or staff member of their choice.
- Have access to on-going support via Form Tutor/Class Teacher check-ins and / or counselling.
- Have opportunities to work with appropriate staff to build self esteem.
- Where appropriate, work with all parties to rebuild friendships and trust.
- Where required, consider their role and any need for changes to their behaviour.
- Have their parents informed of the incident/s and involved in the repairing process as appropriate.
- Have the incident considered when returning to class eg seating plan may have to be altered.

### **Where Bullying has a Severe Impact**

If the bullying incident leads to a child or young person experiencing pronounced social, emotional or mental health difficulties the school will work together with the family to ensure that the necessary supports are in place to help the child recover.

If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child would benefit from being assessed for SEN.

### **Pupils with a Particular Vulnerability to Bullying**

We are aware that some pupils are more likely to be the target of bullying because of the attitudes and behaviours of some people towards those they perceive to be different for reasons including:

- Special education needs or disabilities
- Sexuality, race or religion
- Health problems or with care responsibilities
- Children who are frequently on the move
- Having been bullied previously

These young people may also require greater support to deal with the impact of bullying. Children with special educational needs or disabilities may lack the

social or communication skills to report such incidents or to manage the aftermath. Our staff are particularly vigilant on behalf of these students and where appropriate work to develop their communication skills including assertiveness.

The Anti-Bullying message and methods of reporting will be reiterated throughout the school year to ensure that it is accessible to all.

### **Recording and Monitoring**

- All incidents will be entered on iSAMS, Reflection Spreadsheet and MyConcern
- Details of protected characteristics eg race, gender will be noted that allow us to identify patterns
- A detailed record will be kept of the investigation process, including written evidence from pupils.
- The frequency of bullying incidents will be measured by regular data analysis.
- Weekly Primary Leadership Team, Form Tutor and Wellbeing Team meetings provide an opportunity to review current cases and the impact of interventions

## Appendix 1: Signs and Symptoms of Bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/in the taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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 under perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

## Appendix 2: Guidance for Students

### What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

### What can you do if you see someone else being bullied?

*(The role of the bystander or upstander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

## References

Tackling Bullying in Globeducate Schools

[Anti-Bullying Policy Guide - Diana Award](#)

[Preventing and Tackling Bullying Government Advice 2017](#)

[Westminster Primary C of E Academy Anti-Bullying Policy](#)