Name:	Anti-bullying Policy
Approved by:	Governors – T,L,B & S Committee
Policy created:	November 2006
Review:	3 years
Update approved:	September 2020
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The Anti-bullying Policy is committed to and guided by the principles of:
The ethos of the school should encourage respect for people and property, honesty, tolerance, self discipline and a clear awareness that any type of harassment is an unacceptable form of behaviour. Every child, whatever their background / circumstances, should have the support they need to: ▪ Be healthy (physically, mentally and emotionally) ▪ Stay safe ▪ Enjoy and achieve ▪ Make a positive contribution ▪ Achieve economic wellbeing All children have a right to feel safe and be protected in school from all types of harassment and bullying: derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, biphobic, transphobic, racial and cultural harassment; cyberbullying and disability or SEN based bullying. This policy is seen to be closely linked with the school's Pastoral, Child Protection, Sex and Relationship and E-Safetypolicies and to the Safeguarding policy.

PURPOSE

The aims of this Anti-bullying Policy are to:
1. To foster respect, empathy and compassion for others.
2. To provide a clear message to all children that harassment and bullying, in any form, are completely unacceptable.
3. To provide children with an effective means of tackling bullying by ensuring that a known support network exists (using Peer Mentors, Form Tutors, Antibullying Ambassadors, Assistant Senior Tutors and Senior Tutors).
4. To provide all staff and those adults who work with our students (e.g. supply teachers, trainee teachers, midday assistants), with a clear framework to enable effective handling of child protection and safeguarding issues.
5. To provide sanctions which ensure the bully is clear that such behaviour is not to be tolerated.
6. To investigate the reasons for such behaviour and offer support for the reform of the bully.

1.	**Definition of Bullying Behaviour**
1.1	Bullying is a subjective experience and can take many forms, making it extremely difficult to define. The nature of bullying is changing and evolving as technology develops.
1.2	All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique and the effects can lead to: - depression and anxiety - increased feelings of sadness, helplessness, low self-esteem, lack of confidence and loneliness - loss of interest in activities they used to enjoy - lost or destroyed clothing, books, electronics, or jewellery - frequent headaches or stomach aches, feeling sick or faking illness - changes in eating habits, like suddenly skipping meals or binge eating. - difficulty sleeping or frequent nightmares - declining grades, loss of interest in schoolwork, or not wanting to go to school - sudden loss of friends or avoidance of social situations - self-destructive behaviours such as harming themselves or talking about suicide.
1.3	Definitions are different and individuals have different experiences; however, from the accounts that the Anti Bullying Alliance have heard from children and young people, they consider bullying to be: - Repetitive, wilful or persistent - Intentionally harmful, carried out by an individual or a group - An imbalance of power, leaving the victim feeling defenceless
1.4	Bullying can be: - Physical – pushing, kicking, hitting, pinching, biting and other forms of violence or threat. - Verbal – name calling, sarcasm, spreading rumours, persistent teasing. - Indirect – spreading rumours, malicious excluding from groups, writing graffiti, posting photographs or images online. - Emotional – intentional exclusion, ostracising, tormenting, threatening gestures, ridicule, and humiliation. - Racist – racial taunts, graffiti, gestures. - Religious – offensive comments, references to religious belief, lifestyle or background. - Sexual – unwanted physical contact, abusive comments, homophobic, biphobic, transphobic abuse. - Disability/educational need–which leads to any of the above. - Cyber Bullying using technology such as mobile phones, email, social media sites to harass, threaten, embarrass, intimidate or target another person.
1.5	Types of cyber-bullying include: - Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged. - Denigration: Putting mean online messages through email, instant messaging, chat rooms, social media or websites set up to make fun of someone. - Exclusion: Maliciously leaving someone out of a group such as instant messaging, friend sites, or other online group activities. - Outing: Sharing secrets about someone online including private information, pictures, and videos. - Trickery: Tricking someone into revealing personal information then sharing it with others. - Impersonation: Pretending to be someone else when sending or posting mean or false messages online. - Harassment: Repeatedly sending malicious messages to someone online. - Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

1.6	Actions NOT considered to be bullying
	• Not liking someone
	• Unintentionally excluding
	• Accidentally bumping into someone
	• A single act of telling a joke about someone
	• Arguments
	• Expression of unpleasant thoughts or feelings regarding others
	• Isolated acts of harassment, aggressive behaviour, intimidation, or meanness
1.7	Reasons why children might bully someone include:
	• They think it's fun, or that it makes them popular or cool
	• They feel more powerful or important, or they want to get their own way all the time
	• They feel insecure or lack confidence or are trying to fit in with a group
	• They are fearful of other children's differences
	• They are jealous of another child
	• They are unhappy
	• They are copying what they have seen others do, or what has been done to them.

2.	**Guidelines and procedures**
2.1	Students who are victims of, or witness to, bullying should promptly inform any member of staff, which might include the Form Tutor, Sixth Form Tutor, Assistant Senior Tutor, Senior Tutor, Lead Senior Tutor or a teacher.
2.2	If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2.3	The pupil needs to be informed that it will be necessary to log the incident (via SIMS) which will alert the issue to the Senior Tutor.
2.4	A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
2.5	The Lead Senior Tutor will interview all concerned and will record the incident and all information will be recorded for future reference.
2.6	A record of all bullying instances will be logged in a central log kept by the Lead Senior Tutor.
2.7	Parents/Carers will be kept informed by the Lead Senior Tutor.
2.8	Subject teachers and form tutors will be asked to monitor the situation in their classroom.
2.9	There will be a biannual audit and analysis of incident logs and interventions to continually improve practice.

3.	**Strategies**
3.1	The "No Blame" Approach – Initially the problem will be tacked using the "no blame" approach, where staff will fully investigate the incident before making judgments. Details of this method can be found in the Staff Handbook.
3.2	The "victim" and the bully are interviewed separately, although the "victim" may elect to have a friend to support her throughout. The "victim" is reassured and the aim of the procedure is explained to them.
3.3	The alleged bully is interviewed separately and is asked to consider how they would feel if they were bullied. The reasons for their behaviour will be discussed. The bully is asked to give a reassurance that the bullying will cease and told that the situation will be monitored and formally reviewed on a specified date.
3.4	The Restorative Practice approach will be used if it is appropriate to bring both pupils together. The aim of this approach is to manage conflict and tensions by repairing harm and building relationships. It encourages acceptance of responsibility and sets clear boundaries.

3.5	It is not always possible to discover all the details of a particular incident, but certain strategies can be used, including: Restorative Practice, circle time, or obtaining an apology
3.6	Advice and support from other agencies – counsellor, educational psychologist, police liaison (where necessary)
3.7	The school will keep parents/carers of the both the bully and the "victim" informed of developments and seek their support in monitoring the situation. It is not the school's policy to discuss with any parents/carers any action taken unless it is specifically about their child.

4.	**Sanctions for Persistent Bullying**
4.1	In cases of persistent bullying, or when the bully fails to comply with the agreed procedures, one or more of the following sanctions may be used:
4.2	Formally recording the instances for the pupil / student record.
4.3	Involving the parents of both bully and victim and informing them of the consequences.
4.4	Isolating the bully at recreation and lunchtime, during which discussions with a Peer Mentor or the Pastoral Mentor can take place.
4.5	Withdrawing the bully from lessons after a discussion with the subject teacher, Head of Department and Senior Tutor.
4.6	In the event of persistent bullying, more serious sanctions can be used, e.g. after-school detention, staying till the end of a school day on days with early closure, removal of other privileges such as participation in school trips, internal exclusion, involvement of external agencies or permanent exclusion. This is not an exhaustive list and sanctions are subject to the particulars of the case. In particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.
4.7	Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport, in nearby public communal areas and online. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.
4.8	Where appropriate the Principal/Vice Principal may inform the police.

5.	**Prevention**
5.1	A range of strategies are used to prevent and reduce bullying, to raise awareness of bullying: - the consistent promotion of the school's code of behaviour which requires all students to respect the rights of others - The active promotion of compassionate relationships and empathy through assemblies, form activities and Citizenship lessons - involvement in initiatives such as Anti-Bullying Week - training for all members of staff on anti-bullying policy and strategy - the supervision by school staff of recreational areas at lunch times and breaks - the training of a cross section of students as anti-bullying ambassadors - Anti-Bullying Ambassador drop in sessions at recreation time. - the celebration of all student's backgrounds and cultures through assemblies - during assemblies and Citizenship learning sessions discuss and explore bullying issues with the children - raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet) - all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Vice Principal. Action will be taken and recorded - effective recording systems - work with multi-agency teams including police and children's services as appropriate

		• contact the parents of both the child being bullied and the bully • challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.
5.2		All members of staff are asked to watch for early signs of distress in students, some of which may be attributable to bullying. It is likely that this will apply especially to students recently received into the school community.
5.3		All areas of the school will be adequately staffed during recreation, lunchtime and after school. Staff on duty should be vigilant and should observe the nature of student behaviour. Special checks should be made on toilets and other isolated areas.
5.4		Students who arrive at school before 8:30 a.m. must go to the dining room, where there is adult supervision.
5.5		Students may wait in the school hall at the end of an after-school activity if they are being collected by parents. The school library is also open until 5:00 p.m.

6.		**Training and Teaching**
6.1		Staff will be given in-service training to highlight the signs and symptoms of bullying; awareness of procedures for dealing with individual cases; the relationship between bullying and child protection issues and advice on making use of the curriculum to build preventative approaches to bullying.
6.2		Bullying will be addressed in Citizenship lessons, drama workshops and assemblies. Assemblies will be led by either the students, Senior Tutor team or SMT.
6.3		Anti-bullying ambassadors are trained in how to deal with concerns about bullying.
6.4		An Anti-bullying noticeboard will be used to advertise helplines and raise awareness.

7.		**Conclusion**
7.1		As a school, we accept the responsibility of recognising and dealing with cases of bullying.
7.2		We will act in a supportive and sympathetic manner when dealing with reports of bullying.
7.3		We will look to increasing the self-confidence and empathy of our pupils as a long-term measure of protection against bullying.

Responsibility

Responsible Staff	Child protection Officer is Mrs Ogunmyiwa; Other designated staff, Mrs Galvin, Miss Wright

8 Useful websites

www.bullying.co.uk   www.anti-bullyingalliance.org.uk
www.childline.org.uk   www.kidscape.org.uk
www.each.education   www.youngminds.org.uk
www.youngstonewall.org.uk   www.nspcc.org.uk
www.stoptextbully.com   www.beyondbullying.com
www.childnet-int.org   www.cyberbullying.org