



# Anti-Bullying Policy

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## **POLICY ESSENTIAL INFORMATION**

**Title:** Anti-bullying Policy

**Date of Last Review:** February 2020

**Staff Lead:** S Mitchell

**Governor Lead:** K Smith

**Review Process:** 4 Yearly

**Location:** Website

**Date of Next Review:** February 2024

Stopsley High School is committed to safeguarding the wellbeing of our students is the first priority of Stopsley High School. This anti-bullying policy forms an essential part of our Safeguarding Policy Portfolio and demonstrates our commitment to ensure our learners feel safe in our school community. This policy outlines what Stopsley High School will do to prevent and tackle bullying.

## **Anti-Bullying Rationale**

### **Lead Anti-bullying: Assistant Headteacher (Inclusion)**

#### **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. We aim to create a culture where the rights of the individual are valued and upheld and the well-being of each student is paramount. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, consistently and effectively. We aim to be a TELLING school where reporting bullying gains respect. This means that anyone who knows that bullying is happening is expected to tell the staff.

This section should be read in conjunction with the Child Protection Policy and the sections on E-safety and Data Security, acceptable use of ICT, Race and Equality policy and the Safeguarding and Positive Behaviour policy.

#### **Aims**

To educate about the nature of bullying, through the curriculum, and to encourage a safe and secure environment in school and beyond the school gates as directed by legislation.

To prepare procedures for dealing with incidents of bullying.

To identify specific responsibilities of students, staff, parents/carers and Governors.

To establish preventative measures.

To facilitate the development of a consistent approach where appropriate action is taken in every case.

#### **Objectives**

We will not tolerate any form of bullying and do not accept that it is an inherent part of school life. Everyone is to understand that no-one has the right to make you feel bad in any way.

We will maintain the teaching of non-bullying behaviours and encourage the practise of respect and tolerance. We will celebrate diversity and raise awareness of different people within our society.

Incidents of bullying will be dealt with consistently and appropriately and records will be kept of these incidents. New staff will be trained to be effective in this area.

Victims and bullies will both be offered support.

All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.

All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is recorded.

All students and parents should know what the school policy is on bullying, and what they should do if bullying arises. Awareness will be provided through various mediums such as the school website; assemblies and termly newsletters.

As a school we take bullying seriously. Students and parent should be assured that they will be supported when bullying is reported.

## **Roles and responsibilities of all stakeholders at Stopsley High School are detailed in Appendix A**

### **Definition of Bullying**

“Bullying is any behaviour which is reasonably perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless”.

Bullying takes different forms, including:

- **Verbal** – name calling, sarcasm, spreading rumours, teasing, insults, comments.
- **Physical** – pushing, kicking, hitting, punching or any use of violence. Damage to belongings.
- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) alienating friends, Relational aggression.
- **Indirect** – behind someone’s back.
- **Cyber** – All areas of internet, such as email, social media and internet chat room misuse.
- **Mobile** – threats by text messaging and calls.
- **Misuse of associated technology** – i.e. camera and video facilities.
- **Sexual** – unwanted physical contact or sexually abusive comments, including sexist comments.
- Some bullying may amount to child on child abuse, and should therefore be referred to the Designated Teacher for Child Protection.
- **Racist** – related to race, religion or culture; racial taunts, graffiti, gestures (the school takes racist incidents very seriously and we have an Education Against Racism co-ordinator).

Bullying is often linked with prejudice towards perceived difference. It may be linked to:-

- Race, religion or culture.
- Disability or special needs.
- Sexism – because you are a girl or a boy.
- Sexual orientation – homophobia/transgender?
- Chronic or long term illness.
- Appearance.
- Family circumstances.

### **Prevention**

## Education and promotion of anti-bullying:

A wide variety of opportunities exist in the curriculum to develop the theme of bullying and in several theme weeks during the year. The theme will be discussed in assemblies and in form time. House boards highlight the issue and have resources for students to access (such as helpline numbers). Students are reminded of the policy through tutor time, aspects within the PSHCE curriculum, engaging and thought provoking posters around the school building, well-being days and assemblies. Subject teachers are to be alert to classroom behaviour and social interaction between students and will promote acceptable standards of behaviour. Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place within lessons and in the wider school activities. Students also receive training on e-safety (for example CEOP training and safe use of the various forms of social media) which is age appropriate and embedded into the curriculum for ICT and other relevant curriculum areas. On starting the school, students sign the Acceptable Use of IT document as part of their induction pack. Parents are advised of various aspects of our anti-bullying work and also sources of help and advice. This gives us the opportunity to engage parents in being proactive in supporting their child and the school in our anti-bullying work.

## The way the school operates on a day-to-day basis:

We are committed to providing a caring, friendly and safe community. We will work with students and staff to raise awareness of bullying through regular briefings, assemblies and targeted training.

Strategies to prevent bullying include:

- Adequate supervision around the school and grounds by staff and senior students (Prefects).
- Appropriate classroom management and vigilance.
- Giving the anti-bullying stance a high profile.
- Creating a school culture which creates mutual respect, a restorative approach and safe practises.
- Treating bullying as a serious issue.
- Having clear expectations regarding safe behaviour, aimed at avoiding bullying.
- Responding promptly to bullying issues.
- Discussions with those concerned with bullying incidents.
- Providing safe areas for students feeling vulnerable (e.g. Student Support)
- Actively engaging in the LEA 'anti-bullying' initiative.
- Regular House, year group or key stage assemblies provide opportunities for any significant incidents or trends in behaviours to be shared and discussed.

## Why it is Important to Respond to Bullying

Schools have a responsibility to respond promptly and effectively to issues of bullying. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. A student who is being bullied often fails to thrive and progress academically. Students who are bullying others need to learn different ways of behaving. Bullying behaviour is often a sign that a student is unhappy.

## Monitoring of incidents

All reports of bullying will be recorded and investigated. Numbers, types and outcomes of bullying incidents will be monitored on a termly basis by the Assistant Headteacher for Culture. Individual bullying incidents will be monitored after the incident as appropriate by the House Team. The policy itself was initially devised in consultation with LEA, students, staff and parents and any reviews, modifications and changes will be discussed and shared with all appropriate stakeholders via relevant mechanisms (e.g. Student Voice, Parent Voice).

### **Signs and Symptoms**

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

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Insists on being 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 bully).
- Reports that dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong or gives improbable excuses.
- 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 explored.

### **Disclosure of an incident**

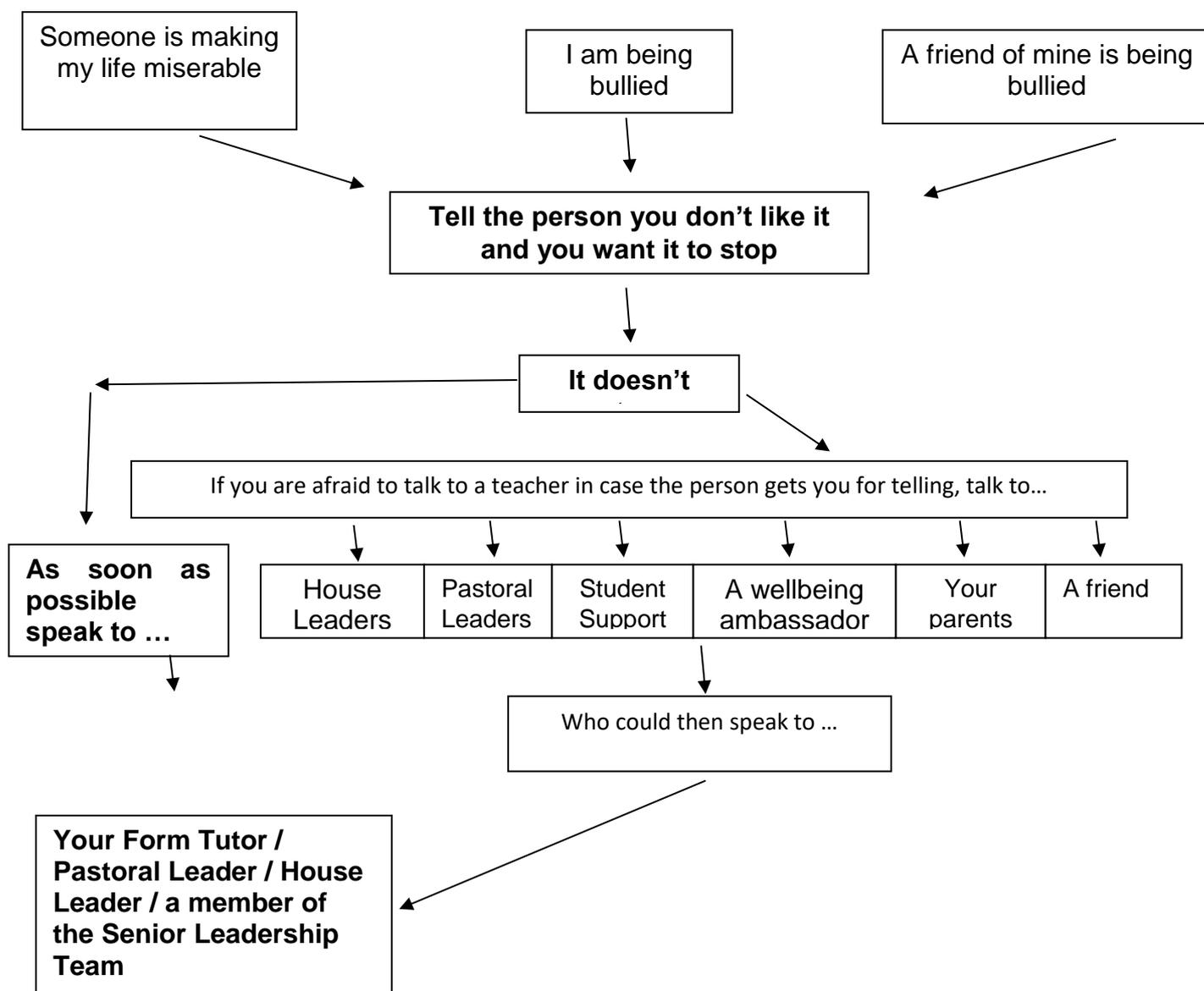
It is important that reported incidents are treated seriously and acted upon quickly. Listen very carefully to what the student is telling you. It is very important to a victim that they feel they have been listened to properly and have been supported. Further investigation is carried out more successfully if a written report of the incident is made.

### **Other ways in which a bullying incident can be reported**

Students have indicated that they would like more than one way of reporting bullying. Therefore we have developed a number of ways that bullying can be reported:

- In person to a member of staff/House base/tutor/Youth Worker/wellbeing ambassador ambassador/Prefect.
- Young people or parents can also report incidents of online bullying to their service provider or social network. Online sexualised bullying should also be reported to CEOP via the link <https://www.ceop.police.uk/safety-centre/>. CEOP is essentially a mechanism for child sexual exploitation cases or for cases where explicit images of under 18's have been shared or misused, not for every case of cyberbullying.

### **Stopsley is a telling school**



**Parents can report bullying:**

- Email the relevant member of staff

### **Recording an incident: making a written report**

A written report should be taken on a yellow "Student Statement Sheet" and include the victim's account along with the names of all those involved. This included the names of students who were present and witnessed what happened but who were not actively involved. Those allegedly involved in the bullying may also be asked to make a written report of the incident, but this should be handled carefully, and may be inappropriate in the initial stages of an investigation. Copies of all written information should be passed to the House base as this assists in monitoring the frequency of incidents around the school and on the behaviour of students. Heads of House/Deputy Heads of House/Pastoral Leaders will record the incident in SIMs using the appropriate categories. During the course of gathering information it is important to try and discover if there was any particular reason why the incident occurred:

- Had there been any build up to the event?
- Had this happened before?
- Was the victim injured?
- Was anything taken from the victim?
- Support the victims of bullying incidents by suggesting that they bring a friend with them when giving information.

### **Possible action**

It may be appropriate to refer a targeted student or an incident directly to the Heads of House/Deputy Heads of House. This will usually be in cases where there is a history of bullying, where the bullying is serious, where a student has been injured or where the student is unhappy about any teacher intervention. It is important to discuss this with the student involved. In other cases it will be appropriate to follow these guidelines but note that all cases of bullying should be referred to the relevant form tutors and House Leaders / Pastoral Leaders:

- Issue a VERY STRONG warning in the case of a first incident.
- Make sure that the class/form knows that bystanders who do nothing to help are viewed as culpable
- Inform the class/form that this sort of behaviour is not acceptable, highly disapproved of and will be treated very seriously at this school.
- Encourage all students to report bullying. Once students see that their reports result in action they are more likely to report incidents.
- Ensure that any graffiti is removed which may have formed part of an incident. This could be carried out by those involved in the bullying.
- Attempt to recover any lost items which may have been taken and insist that any damage or loss is repaired or replaced. If you do not feel confident in dealing with an incident at any stage then pass on the written records to the Assistant Headteacher (Inclusion) and Assistant Headteacher (Culture) as soon as possible in order that further action can take place quickly. Make sure that you tell those that are involved exactly who has been informed. Parents of the victim should be informed of the incident and all action being taken explained to them.

There is no single answer to every problem and no single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A

positive open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

### **How we react to an incident will depend on:**

- The circumstances – we need to assess the nature of the incident before we apply a strategy. Group bullying for example is dealt with differently from problems created by one individual who persistently bullies another.
- The situation surrounding the students involved and being sensitive to the needs and situations of these students.
- Ensuring that present school policies are used effectively.

In general, however, the following procedure should be followed:

- When a student informs an adult they are being bullied the report has to be taken seriously.
- Reassurance needs to be given to the victim that the situation will be investigated.
- Report incidents of bullying to the relevant House base.
- The House Leaders or Pastoral (or other member of staff such as the tutor) will speak to victims, bullies and where appropriate witnesses, to decide the next action.
- Both parties are to be listened to and talked to separately or together.
- Mediation at this point may resolve an issue and the bully needs to understand the victim's point of view. This will encourage empathy.
- Consider the involvement of parent/carers.
- Action will be taken as appropriate and in line with the BOSS policy/Behaviour.
- Monitor the situation.
- Follow up with those involved at timely intervals after the incident to monitor impact of actions.
- Record the incident on the online data system (SIMs).

All are encouraged to save any evidence of online/cyber/text bullying by taking screenshots/photos of any incidents.

### **Follow up**

Once House Leaders/Pastoral Leaders/teaching staff/non-teaching staff have been informed of an incident and have been involved in dealing with it, they should keep a close eye on the situation. Inform staff that teach students involved so that the situation can be monitored carefully in all subject areas. Monitor the attendance of the victim. Arrange a further meeting with those involved to ensure that everything is resolved and that there are no further developments.

### **Possible Outcomes**

Those involved in bullying may be asked to genuinely apologise. If possible, the students will be reconciled. Other consequences may take place as per the BOSS system. In serious cases exclusion will be considered. Parents of the victim and those involved in the bullying will be informed and supported.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Monitoring**

- Records of incidents to be kept as part of the online data system SIMs.
- Parents/carers to be asked to co-operate with agreed strategies where appropriate.
- The pastoral/House team will discuss bullying incidents, data and trends through line management meetings half termly.
- Annual surveys are conducted amongst our stakeholders which include specific questions about bullying and also space for comments to be added where relevant (for example our annual student, parent and staff surveys SHEU Survey).
- We hold half termly Parent Voice drop-ins where parents/carers can come to discuss any issues that their child may have. Discussions about incidents of bullying are shared with the pastoral/House teams as appropriate.
- All staff must complete on line training on bullying from the Anti bullying alliance
- Governors will exercise their statutory requirement to hold the school to account for anti-bullying by monitoring HT reports.

## **Policy Review**

This policy will be reviewed by Governors, House leaders, Student Voice and Parent Voice. It will then be shared with parents/carers, governors, staff and students. All parties should be given the opportunity to contribute to the review of the policy.

## **APPENDIX 1**

### **STAKEHOLDER ROLES AND RESPONSIBILITIES**

**All stakeholders are advised that Stopsley High School stands against bullying and discrimination.**

#### **Students' Role**

Students are advised that:

- Silence and secrecy allows bullies to operate so victims need to speak out – students are advised “not to be bystanders”, and to “Make A Noise About Bullying”.
- They should report an incident of bullying in the knowledge that the information they share will not cause them to lose status in their peer group.
- If they are engaged in any action that they feel may be bullying others, then they should seek help.
- Students have many options of how to report bullying. They can:
- Speak to a member of staff they are comfortable with.
- Speak to a wellbeing ambassador.
- Email a member of staff.
- Use external organisations such as ChildLine.
- If a friend is being bullied, students are encouraged to use one of the methods above to support them.
- Parents will be informed in an appropriate way by the House / Pastoral Leaders.

#### **Teachers' Role**

- Teachers need to be vigilant for noticing signs of bullying (e.g. signs of distress, deterioration in work, spurious illness, and desire to be with adults) and promote the message that SHS stands against bullying and discrimination by using the school values as appropriate.
- Deal with incidents and not leave them unchallenged. Early intervention is the best course of action.
- Record incidents on SIM's and refer to the appropriate House Team.
- Be vigilant around school and perform duties and supervision effectively. Be alert to anti-social behaviour and highlight it is unacceptability.
- Be available to listen to students who are worried about bullying. Discuss these problems with the House / Pastoral Leaders as soon as possible.
- Undertake annual on line training

### **Role of non-teaching staff**

- Non-teaching staff need to be vigilant for noticing signs of bullying (e.g. signs of distress) and promote the message that SHS stands against bullying and discrimination by using the school values as appropriate.
- All incidents to be reported to their line manager/Head of House/Deputy Head of House/Pastoral Leader to be dealt with.
- Midday supervisors and all adults should challenge/report inappropriate behaviour. This should be reported directly to a House room.
- Undertake annual on line training

### **Role of Parents/Carers**

- On entry, parents/carers sign the SHS Home-School Agreement which states that parents/carers will support the school upholding school values.
- Parents/carers are advised to be alert for signs of stress, unwillingness to attend school, patterns of illness, requests for extra money, requests to be taken to or collected from school, unexplained minor injuries, withdrawing behaviour.
- Parents/carers are advised to contact school if they suspect there is a problem. This can be done by contacting any member of staff in person, by email or on the telephone; the Form Tutor/Head of House/Deputy Head of House/Pastoral Leader is the start point for such communication.
- Parents/carers will be better able to detect the signs of bullying if they take an active interest in their child's schoolwork and homework by talking about the school day. We would firmly recommend this.
- Parents/carers should encourage their children to join in various aspects of school life to make the most of educational and social opportunities.
- Parents/carers should ensure that correct uniform is worn and that their child is not made to feel different in any way.
- Parents/carers of pupils who bully will be contacted about the unacceptable behaviour. Persistent bullying is referred to the Leadership Team/HT.
- If parents are not satisfied with the way the school has responded to a report of bullying, they are advised to contact the Headteacher. If still not satisfied they may use the school's complaints procedure.
- Parents are strongly urged not to take matters into their own hands or resort to online actions, but to work with the school. Bullying is complex behaviour and can take some time and careful intervention to change.

### **The Role of the House / Pastoral Leaders**

- House / Pastoral Leaders should take action over specific offenders in consultation with tutor.
- House / Pastoral Leaders may enlist the assistance of outside agencies.
- House / Pastoral Leaders will monitor incidents of bullying.
- House / Pastoral Leaders will ensure incidents are recorded on the online data system (SIMs).

- House / Pastoral Leaders will inform the Senior Leadership Team of persistent offenders who do not respond to positive behaviour management.
- House / Pastoral Leaders and the Senior Leadership Team encourage teachers to be aware in their lessons.
- SLT will analyse incidents and share proposals of prevention with whole staff.
- House / Pastoral Leaders will contact parents to discuss incidents and outcomes.
- House/Pastoral Leaders will create and populate a bullying log for ongoing incidents

### **The Role of Governors**

- To support staff and students to combat bullying.
- To discuss bullying at Governors meetings which review Personal Development Behaviour and Welfare.
- To have a designated link Governor for anti-bullying who should meet with the SLT lead regularly.
- To monitor levels of bullying, the nature of incidents and the effectiveness of implementation of this policy.
- To deal with complaints via the school's complaints policy.

## APPENDIX 2

### Help Organisations:

- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)
- BIG [www.bullyinterventiongroup.org.uk](http://www.bullyinterventiongroup.org.uk)
- Diana Awards [www.dianawardsantibullying.org.uk](http://www.dianawardsantibullying.org.uk)

### Government guidance:

- The latest Government Guidance: <https://www.gov.uk/bullying-at-school>
- Further guidance from the Department for Education can be found at <https://www.gov.uk/search?q=preventing+bullying>
- **Helpful documents and resources:**
  - Don't Stick it Stop It! Bullying wrecks lives: the experiences of children with a learning disability MENCAP
  - The School Report: the experiences of young gay people in Britain's schools, Stonewall Homophobic bullying
  - Safe to Learn: Embedding anti-bullying work in schools DCSF 2007. This is best used directly from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications). The downloads are particularly useful and provide scripts to support staff and young people.
  - Cyberbullying Safe to Learn: Embedding anti-bullying work in schools DCSF 2007
  - [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)
  - Bullying Involving Children with Special Educational Needs and Disabilities: Safe to Learn: Embedding anti-bullying work in schools DCSF 2007. [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)
  - Anti-bullying Alliance (ABA) [www.antibullyingalliance.org/](http://www.antibullyingalliance.org/)
    - Anti-bullying Audit tool kit
    - Audit tool for children and young people
    - Audit tool kit user's guidance
    - Audit tool kit for staff
    - Audit too kit for parents and carers
  - On-line bullying and safety. This offers support on-line opportunities for young people to learn while working live with experts.
  - [www.e-engage.net/video](http://www.e-engage.net/video) .
  - Stop Text Bully.
    - [www.stoptextbully.com](http://www.stoptextbully.com). This website offers guidance to children and young people if they are being bullied by texts, calls, photos and emails. There is good advice on how to stay safe whilst using mobile phones and IT.
  - Cyberbullying:
    - News articles on cyberbullying compiled by the National Children's Bureau.
    - Email – [library@ncb.org.uk](mailto:library@ncb.org.uk) , [www.ncb.org.uk](http://www.ncb.org.uk)
    - Child Exploitation and On Line Protection Centre (CEOP)

- CEOP Education runs training on cyberbullying and staff within school are trained.
- To view their DVD's go to [www.youtube.com/ceop](http://www.youtube.com/ceop)