Anti-Bullying Policy

Document name: Stopsley High School Anti-bullying		Issue Date:	December 2023
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Stopsley High School is committed to safeguarding the wellbeing of our students. This anti-bullying policy forms an essential part of our Safeguarding Policy Portfolio and demonstrates our commitment to ensure our learners feel safe within our school community. This policy outlines what Stopsley High School will do to prevent and tackle bullying.

Anti-Bullying Rationale

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students to enable them to make progress and learn in a positive learning environment 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. Stopsley High school aims to make all staff and students feel safe and takes bullying very seriously

This section should be read in conjunction with the MLT Safeguarding Child Protection Policy, the MLT Online Safety Policy and Stopsley High School's Positive Behaviour Policy.

At Stopsley High School we place importance on promoting a caring and supportive environment in order to enable all members of the school community to feel secure, valued and respected.

We want our school community to be one in which children can develop attributes and capabilities which will enable them to contribute in a positive way as co-operative, responsible and increasingly independent members of society.

The development and growth of all children's emotional wellbeing is vital, understanding that positive mental health is a key factor in helping children engage and thrive in education.

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 (including peer on peer abuse)
- 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 should 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.

Stopsley High school adopts a restorative approach, whenever this is appropriate and where possible this will form part of the intervention around bullying.

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 Support staff, students and parents should have an understanding of what bullying is.

All governors, teaching and Support 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 newsletters.

As a school we take bullying seriously. Students and parents 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 1

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
- We aim to create an environment which is safe.
- The school is totally opposed to bullying of all kinds.
- Where bullying of any kind is experienced or witnessed a member of staff will be informed immediately .
- Stopsley High School will always treat any case of bullying very seriously.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding from friendship groups, tormenting, social manipulation
Physical	Taking another's belongings, or any use of violence e.g. hitting, kicking, pushing barging, pinching
Prejudicial	Taunts, graffiti, gestures or comments that are derogatory relating to race, ethnicity, religion, sexuality, gender or other protected characteristic
Sexual	Explicit sexual remarks, implied sexual remarks, display of sexual material, sexual gestures upskirtying, sexting, unwanted physical attention, inappropriate touching or comments about sexual reputation or performance
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing or other negative comments
Cyber-bullying	Use of technology to harass, make threats, send hurtful messages, emails or social media posts
Verbal	Name calling, sarcasm, spreading rumours, teasing, insults, comments.
Indirect	Behind someone's back.

Racist	Related to race, religion or culture; racial taunts, graffiti, gestures (the school takes racist incidents very seriously)
Child on Child	Child on Child Abuse Some bullying may amount to child on child abuse, and should therefore be referred to the Designated Teacher for Child Protection

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

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.

The Student Voice group will be consulted and be part of the evaluation of the content of the anti bullying policy and the policy will be regularly reviewed.

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. Display boards highlight the issue and have resources for students to access (such as helpline numbers). Students are reminded of the policy through Form Time, within the (Personal, Social, Health, Citizenship and Economics,(PSHCE), curriculum, engaging and thought provoking posters around the school building, well-being days and assemblies. Our PSHCE is aligned to ensure the statutory element of the Relationships and Sex education programme is covered. 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. Student safeguarding voice provides another layer of transparency and an outlet for student discussion 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.

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.

Learning to understand and manage conflict is an important part of growing up. 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.

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
- 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. Year base)
- Regular 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 understand the hurt it is causing and 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. With persistent bullying a log will be completed and remain as a live document until it is resolved. Numbers, types and outcomes of bullying incidents will be monitored on a termly basis. Individual bullying incidents will be monitored after the incident as appropriate by the Year Team. The policy itself was initially devised in consultation with LA, students, staff and parents and any reviews, modifications and changes will be discussed and shared with all appropriate stakeholders via relevant mechanisms.

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.
- 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

Strategies to support students who have made a disclosure:

- Reassuring the student and providing continuous support.
- Offering the student an immediate opportunity to discuss the experience with their Tutor, Year Team, the Designated Safeguarding Lead, or a member of staff of their choice.
- Advising the student to keep a record of the bullying , which the school will then record on SIMS as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self -esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers and restorative justice practices, as appropriate.
- Where necessary, working with the wider community and local/ national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through
- 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.
- It is expected that all adults will have an adequate awareness and understanding of mental health. Staff must be vigilant and understanding and always show the utmost care and respect when approaching a child around any issues that may arise. Staff also have a duty of care to report any concerns to the appropriate member of staff as soon as possible.

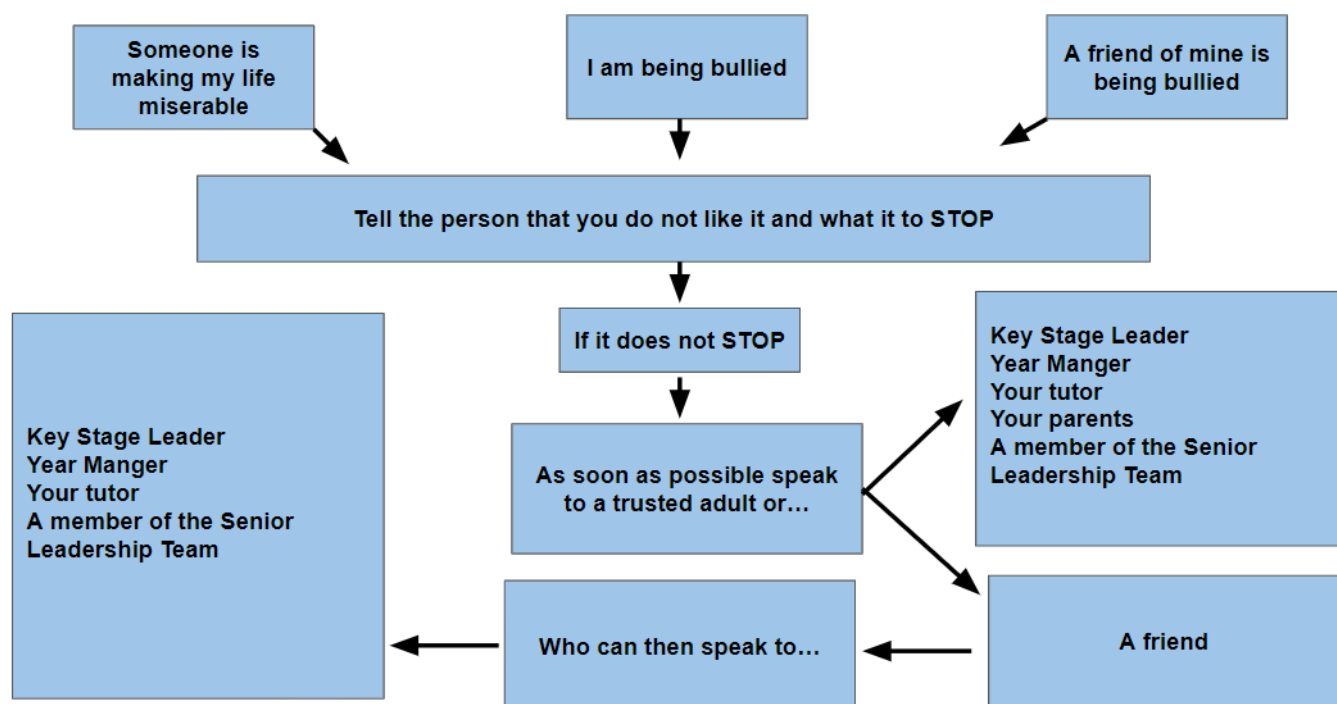## Other ways in which a bullying incident can be reported

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 which includes any member of staff or pastoral staff such as Form Tutor / Year Manager / Key Stage Leader or a peer such as a Wellbeing Ambassador
● 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.

Parents can report bullying:

● Email the relevant member of staff

Stopsley High School is a Telling School

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┌─────────────────┐        ┌──────────────────┐        ┌─────────────────┐
│ Someone is      │        │ I am being       │        │ A friend of     │
│ making my life  │        │ bullied          │        │ mine is         │
│ miserable       │        │                  │        │ being bullied   │
└─────────────────┘        └──────────────────┘        └─────────────────┘
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Tell the person that you do not like it and what it to STOP

If it does not STOP

As soon as possible speak to a trusted adult or...

Key Stage Leader
Year Manger
Your tutor
Your parents
A member of the Senior
Leadership Team

A friend

Who can then speak to...

Key Stage Leader
Year Manger
Your tutor
A member of the Senior
Leadership Team

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 Year team as this assists in monitoring the frequency of incidents around the school and on the behaviour of students. Pastoral teams will keep a record of the incident. 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 Year team . 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 Year teams
- 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. 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.
- The situation surrounding the students involved and being sensitive to the needs and situations of these students.
- Ensuring that 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 Year team
- The Year Manager 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.
- 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 Positive Behaviour Policy
- Continue to monitor the situation through a bullying log if necessary.
- 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).

Students who have perpetrated the bullying will be *helped by:*

- Recognising that they could be a victim of bullying too.
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/ carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/ content to the service provider.
- Arranging (in line with the wishes of the student who has been bullied) for restorative justice meetings to take place.
- Sanctioning, in line with school positive behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), isolation or suspension.
- Where necessary, working with the wider community and local/ national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CAMHS

Students who are victims of bullying will be *helped by:*

- Discussing what happened and establishing the concerns.
- Regular welfare checks.
- Access to counselling, where considered appropriate
- Pro-active liaison between school and parent/carer

Follow up

Once year teams / teaching staff /Support 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 through a restorative approach . Appropriate sanctions will be put in place. 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 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, the SHEU Survey).
- All staff must complete online training on bullying
- Governors will exercise their statutory requirement to hold the school to account for anti bullying

APPENDIX 1

<u>APPENDIX 1</u>

<u>STAKEHOLDER ROLES AND RESPONSIBILITIES</u>

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

<u>Students' Role</u>

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 Year team

<u>Teachers' Role</u>

- 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 Year Team.
- Be vigilant around school and perform duties and supervision effectively. Be alert to anti-social behaviour and highlight it as unacceptable.
- Be available to listen to students who are worried about bullying. Discuss these problems with the Year team as soon as possible.
- Undertake online training

<u>Support Staff's Role</u>

- Support 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/Year team to be dealt with
- Midday supervisors and all adults should challenge/report inappropriate behaviour. This should be reported directly to the Year team .
- Undertake online training

<u>Role of Parents/Carers</u>

- On entry, parents/carers sign the Positive Behaviour Policy 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/Year team 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 the 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.
- 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 Year team

The Year team :

- should take action over specific offenders in consultation with the tutor.
- may enlist the assistance of outside agencies.
- will monitor incidents of bullying.
- will ensure incidents are recorded on the online data system (SIMs).
- will contact parents to discuss incidents and outcomes.
- will create and populate a bullying log for ongoing incidents
- will analyse incidents and share proposals of prevention with SLT in the first instance.
- will inform the Senior Leadership Team of persistent offenders who do not respond to positive behaviour management, so that they can encourage teachers to be aware in their lessons.

The Role of Governors

- To support staff and students to combat bullying.
- To discuss bullying at Governors meetings
- 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
- Stonewall www.stonewall.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 .
- Anti-bullying Alliance (ABA) www.anti-bullyingalliance.org.uk/
  - Anti-bullying Audit tool kit
  - Audit tool for children and young people
  - Audit tool kit user's guidance
  - Audit tool kit for staff
  - Audit tool kit for parents and carers
- Cyberbullying: News articles on cyberbullying compiled by the National Children's Bureau.
  - Email – library@ncb.org.uk , www.ncb.org.uk
  - Child Exploitation and On Line Protection Centre (CEOP)

Further Supporting organisations

Childline: https://www.childline.org.uk/
Family Lives: https://www.familylives.org.uk/
Kidscape: www.kidscape.org.uk MindEd: https://www.minded.org.uk/
NSPCC: https://www.nspcc.org.uk/
PSHE Association: https://pshe-association.org.uk/
Victim Support: https://www.victimsupport.org.uk/
Young Minds: https://www.youngminds.org.uk/
Young Carers: https://chums.uk.com/young-carers/
SEND Changing Faces: https://www.changingfaces.org.uk/about-changing-faces/contact-us/
Mencap: https://www.mencap.org.uk/
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/ media/ 750755/ cyberbullying_and_send_-_module_final.pdf
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/ government/ groups/ uk-

Race, religion and nationality

Anne Frank Trust: https://www.annefrank.org.uk/

Kick it Out: www.kickitout.org Report it: https://www.kickitout.org/

Stop Hate: https://www.stophateuk.org/

Tell Mama: www.tellmamauk.org

Educate against Hate: https://www.educateagainsthate.com/

Show Racism the Red Card: https://www.theredcard.org/

LGBT Barnardos LGBT Hub: https://www.barnardos.org.uk/get-support/support-for-young-people/lgbt

Stonewall: https://www.stonewall.org.uk/

Sexual harassment and sexual bullying Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/