

ANTI BULLYING POLICY

Date for renewal/updates/review	October 2021
Named person responsible for monitoring	Headteacher
Agreed by Governing Body	October 2018

1. Introduction

1.1 The Anti-Bullying Alliance defines bullying as:

"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Bullying occurs when people deliberately hurt, harass or intimidate someone else. Every year more than 20,000 young people call ChildLine; bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

1.2 Recent research indicates that having a specific policy helps to combat bullying if:

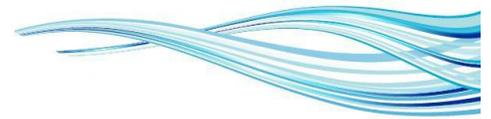
- everyone knows what the policy is
- the policy is applied consistently
- everyone accepts and believes in the policy.

1.3 The universal nature, indeed the normality, of bullying should not obscure its effects on:

- the victims of bullying
- the bullies themselves
- the silent majority who are not involved

It may mean that bullying is all too easily overlooked, not least because those who are victims of it and/or those who witness it are reluctant to come forward.

2. Bullying Policy: Aims



2.1 The policy aims to promote an environment which is free of the fear of threat or intimidation by:

- ensuring that all students accept that bullying of any kind will not be tolerated
- raising awareness of all in the school community that whenever bullying occurs it must be dealt with as effectively as possible, that it must not be ignored and that the prevention of bullying is everyone's responsibility.
- promoting a safe and caring atmosphere in which students can work freely and are able to come forward when bullying occurs, without fear of retaliation
- identifying ways in which bullying can be prevented
- indicating ways in which bullies and their victims are dealt with
- reassuring parents and the wider community that bullying will be dealt with as effectively as possible within the school.

2.2 The school's policy on bullying is consistent with the aims of the school generally and the aims of the wider policy on Behaviour for Learning.

2.3 In all cases of bullying, the safeguarding of all students involved is paramount and safeguarding policy and procedures must be applied.

3. Implementation of the policy

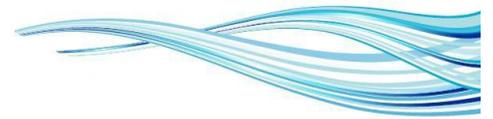
3.1 The school's attitude to bullying is very clear. Under no circumstances is bullying of any kind tolerated. Students are encouraged to come forward and approach staff, or an older student or parent if they find this difficult who will then speak to a member of staff on their behalf, when bullying involving themselves or others is suspected. The school will invariably consider the most serious sanctions and punishments available for those found to be responsible for bullying.

3.2 All sections of the school community are involved in the formulation of the policy, as far as possible.

3.3 Opportunities are created wherever possible for students to talk about the nature of bullying, amongst themselves and with staff. This may be on an informal basis or more formally as part of a planned curriculum programme of study. Discussion of aspects of bullying takes place in several areas of the curriculum such as drama; including role-play, and pastoral and citizenship programmes across the whole age range in the school. Wherever relevant, use is made of audio-visual material relating to bullying. This includes consideration of issues such as social relationships, change of expectations on transfer to secondary school, peer group pressures and matters relating to race and gender. There are also opportunities from time to time to introduce aspects of bullying in school assemblies.

3.4 All students are made aware that bullying is considered to be a serious breach of school rules and is contrary to the school's code of conduct and standards of reasonable behaviour. Importantly, an attempt is made to ensure that all students know that the school cares about bullying and will act swiftly and firmly when it is reported.

3.5 Students are made aware through discussion with Form Tutors, Heads of Year and



Pastoral Managers what constitutes bullying. The accepted broad definition is anything said or done deliberately to cause distress to another. This may be over a period of time or a one-off incident. It can be violent, aggressive behaviour of a physical or verbal nature, including threat, intimidation or teasing. The school seeks to prevent bullying by creating opportunities for discussion, across the curriculum, of its serious and sometimes potentially tragic consequences.

3.6 Students are encouraged to come forward and inform staff when they know that bullying has occurred without fear of retribution. As a matter of principle, students are persuaded that to remain silent when they have knowledge of bullying is to condone it and possibly encourage it in the future. It is important that students are aware and confident that staff are readily accessible to consider cases of bullying.

3.7 All staff are expected to deal with bullying whenever and wherever they encounter it. In a large majority of cases, bullying will be reported to the form tutor, Head of Year or the relevant Pastoral Manager at an early stage, whether or not the member of staff reporting it has already dealt with it. When bullying has been identified and it is established that there is a clear bully and victim, the school aims in the short term to support the victim and punish the bully. The first concern is to ensure that the bullying stops. In the longer term, steps are taken to identify with both parties, often through a non-judgemental approach, the point at which the bullying started and the reasons for it. This is particularly important where there might be blame on both sides and may assist in identifying ways in which, by agreement, the cause of the bullying may be eliminated in future. The form tutor has an important role here. He/she may in the position to identify potential bullying situations at an early stage. The form tutor may be the first point of contact for the victim.

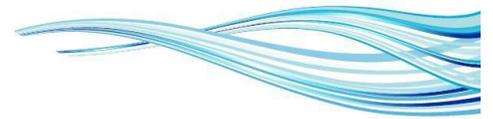
The form tutor will have an essential role in monitoring peer relationships when an incident has occurred within the form group and endeavour to support a harmonious climate. In situations of difficulty, the form tutor would be expected to advise the appropriate Head of Year.

3.8 Once immediate steps have been taken, bullying incidents will always be followed up at a later date. Both victim and bully may need counselling as to how to cope with similar situations if they recur. Follow up counselling may involve any member of staff whom the victim or bully feels comfortable talking to. In certain cases, it may be appropriate to involve other students in any counselling offered, eg sixth form counsellors, senior prefects or valued members of the victim's peer group. Behaviour strategies may be suggested to both bully and victim to help them cope in future. In exceptional cases, victim and bully may be brought together for discussion if this is thought likely to be productive.

3.9 Victims are dealt with in a variety of ways, depending on the particular circumstances of the case. Frequently, there is a need to consider ways of increasing the victim's self-esteem. Confidentiality is important, and the victim needs to be reassured that as far as possible he/she is protected from retaliation.

3.10 Bullies are counselled and/or reprimanded as appropriate. Several factors need to be taken into account when considering punishment. These include the seriousness of the offence, the assessed harm suffered by the victim, the period of time over which the bullying has occurred, whether or not there has been any provocation on the part of the victim, the previous record and conduct of the alleged bully, etc.

3.11 Punishment is administered on the basis of the particular circumstances of each

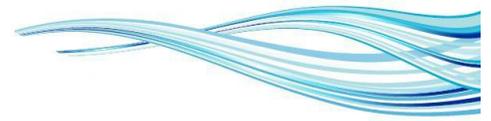


case.

- 3.12 Parents are always informed of any case of bullying. Wherever possible, their support is enlisted in any attempt by the school to prevent any repetition.
- 3.13 All incidents of bullying are recorded. As a matter of course, all staff will record all cases referred to them.
- 3.14 The school seeks to involve where relevant the wider community in its approach to bullying, particularly in the publicising of ways of preventing bullying amongst young people in society generally and the school in particular. This may involve liaison with the local community police officer, governors, parent's association, education welfare service, school medical service, etc.
- 3.15 All staff should have access to written guidance on suggested strategies for dealing with victims. Please see Appendix 3.
- 3.16 Liaison with parents is paramount. Parents often hear about bullying before teachers and are potentially a powerful source of support both in detecting and dealing with it.
- 3.17 The school seeks to publicise to parents its approach to bullying whenever a suitable opportunity arises. Reference is made to this as part of the presentation of the main aims of the school at meetings of prospective parents during the school year.
- 3.18 New intake students are made aware of the school's policy on bullying during information sessions held in the primary school before transfer at 11+.
- 3.19 When investigating cases of alleged bullying, staff emphasise the need to listen to victims, witnesses and bullies. This listening may take place at different levels e.g.
 - a) talking with individuals or small groups directly involved
 - b) discussion with a whole class or tutor group.
- 3.20 An important outcome of listening to students is the identification of where and when bullying most frequently occurs in the school. This assists the school's arrangements for staff supervision of key areas of the school premises.

4. Evaluation and Development

- 4.1 The school's policy on bullying, as an integral part of its overall behaviour policy, is regularly evaluated. Monitoring occurs in several ways and involves discussion at peer group level and within pastoral and departmental groups of staff.
- 4.2 There is an on-going need to review ways of improving the quality of social relationships in the school, at all levels, as part of the evaluation of the main aims of the school.
- 4.3 The school must continue to seek ways of creating a climate in which young people and teachers actively co-operate in rejecting the destructive and debilitating effects of bullying. Bullying cannot be tackled in isolation. It goes to the heart of what the school is about in terms of the ways in which students relate to each other, relationships between staff and relationships between staff and students. Freedom from fear of bullying is not enough to ensure successful learning but is a necessary condition for effective learning.



Appendix 1: Advice for students

(from student planners)

ANTI-BULLYING INFORMATION

"All students at Sir William Ramsay School have the right to learn in an atmosphere free of victimisation and fear."

If you are a victim of Bullying, or you witness students being bullied, please report it immediately to a member of staff.

If you are being bullied...

- Let someone know... a friend, a parent, a teacher or your Pastoral Manager
- Avoid places where the bullying normally takes place
- Use your best judgement. Sometimes giving in to their demands can help, but it's not a long-term solution
- People who bully want to get a reaction out of you, so don't retaliate
- Try noting down dates, times and places of when the bullying happens
- Make sure you've got your friends around you most of the time.

If you know someone who is being bullied...

- Don't ignore someone being bullied
- Try to be there for the person being bullied
- Don't get into a fight on behalf of someone else
- If someone is in danger, get help right away

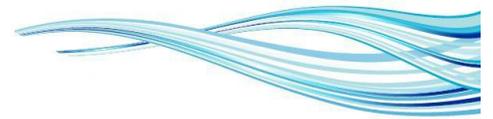
Useful contacts:

- anti-bullyingalliance.org.uk
- nspcc.org.uk
- kooth.com



Tell someone about it - they might be able to help

DON'T SUFFER IN SILENCE



Appendix 2: Advice for parents

- Parents often feel angry if they find out that their child is being bullied but over-reacting and storming into school will not help the situation.
- Many children are good at hiding their feelings and the first you may know of the problem is when your child suddenly doesn't want to go to school.
- Other signs of bullying can include unexplained cuts and bruises, lost dinner money, friendship problems and mood swings.
- When you find out that your child is being bullied, you should speak to your child's Head of Year or form tutor and explain your worries in a friendly way. Ask the teacher to keep an eye on the situation.
- If bullying continues the following steps can be taken:
- Keep a diary of what your child says is happening
- Speak to the teacher again, explaining that the problem is still unresolved
- Schools have a variety of sanctions they can use, depending on the seriousness of the allegation. These include: a warning, detention, conference with the bully's parents and exclusion.
- If your child has been assaulted at school, then make a complaint to the police.

Appendix 3: Advice for staff

Classroom Staff

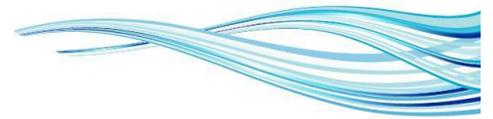
Throughout the school day teachers should be alert to bullying behaviour and be pro-active in stopping it.

- In line with the Behaviour for Learning Policy, use a range of behaviour management strategies in all your lessons to establish an expectation for good behaviour.
- Use prompt positive correction for low level disruption that targets individuals; which includes - verbal put downs, taking of possessions, pushing and shoving; eg. we treat each other with respect in this classroom.
- Always 'separate the behaviour from the child' by making it clear that the school does not accept bullying behaviour [see section 1] and there is no place for this behaviour in this school; e.g. Bullying behaviour is not tolerated in this school.
- A calm request to stop the behaviour and a warning that, should they continue, they would be engaging in bullying behaviour, should be sufficient.
- If the behaviour is repeated and/or high-level bullying, then the incident should be reported promptly.
- In lessons, forward planning should aim to achieve social inclusion of all students by carefully planning seating and management of groups.

Tutor/Head of Year/Pastoral Staff

If bullying is reported, you should follow these guide lines:

- Take all reports of bullying seriously.
- Reassure the student making the report that they have made the right decision to tell.
- Adopt an unprejudiced approach and be prepared to listen carefully to all students involved. They should be interviewed individually.
- It is good practice to interview the 'accused' first, so they are given the first

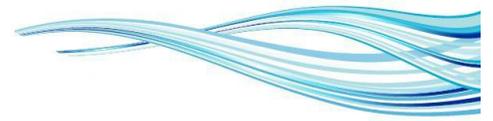


opportunity to give their side of events.

- Ask all those directly involved in the bullying incident, and if appropriately selected witnesses nominated by both 'sides', to complete a Bullying Incident Report form.
- Discuss with the victim the possible actions that could be taken.
- To empower the student who has been bullied, give them the choice of how they would like the incident to be dealt with; ask them what he or she would like to happen next:
 - so that they don't experience this again
 - so that it doesn't happen to others
- Offer the support of a safe room/area if it is necessary.
- Ensure that parents of those directly involved are notified by telephone that an investigation is being carried out – arrange to keep them informed of the outcomes and if necessary invite them into school for a meeting.
- Once the investigation has been completed the action that is required will be determined and communicated to all appropriate people.
- Check with the victim at regular intervals [daily and then weekly] that the bullying has stopped
- Finally place written records [dated and signed] in the files of the students directly involved.

Appendix 4: Possible sanctions for students that display bullying behaviours

- Verbal warning and note in the students file.
- A meeting with the student's parents to discuss changes to their child's behaviour towards his/her peers and any other underlying issues
- Lunchtime/break detention[s]
- Internal isolation in Student Support
- External exclusion [fixed term/permanent]
- 'Managed Move' to another school



Appendix 5: Useful information

SWR Designated Safeguarding Leads:

MR C Carter (Deputy Headteacher) ex 209

Mrs S Hilton (Inclusion Manager) ex 285

Mrs E Wolfenden (SENDCo) ex 207

Useful Phone Numbers:

Childline 0800 1111

NSPCC 0808 800 5000

Samaritans 08457 909090

Useful Web-sites:

antibullying.net

kidscape.org.uk

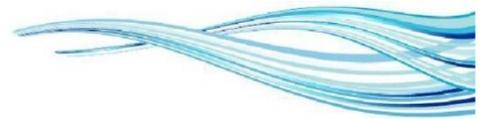
childline.org.uk

anti-bullyingalliance.org.uk

nspcc.org.uk

kooth.com

ceop.police.uk/CEOP-Reporting



APPENDIX 6: On-line and MOBILE PHONE Bullying

- If you're being targeted by mobile phone, contact your service provider with details of the calls or texts that are causing you concern
- You may also want to change your SIM card in your mobile. It's not fair that you have to do this, but it is an easy solution. You still need to tell somebody what's going on.
- If you're being targeted online or by email, contact your internet service provider and also the company who provides your email. If you can produce written evidence of what's been going on, it may be possible to block the bully's account.
- Never give out your email address or mobile number in chat rooms.

Child Exploitation and Online Protection (CEOP)

CEOP is here to keep children safe from sexual abuse and grooming online.

We are here to help and give you advice, and you can make a report directly to us if something has happened online which has made you feel unsafe, scared or worried. This might be from someone you know in real life, or someone you have only ever met online. We take all reports seriously and we will do everything we can to keep you safe.

What kind of things do people report to CEOP?

Some of the things children and young people have reported to us include:

- Someone online has asked me to send them nude images
- I shared a nude image with someone online and they are threatening me
- I did something that I was embarrassed about on webcam and someone has turned nasty towards me
- Someone I don't know is asking me to live-stream and do things I don't want to do
- Someone online kept asking me to meet them face-to-face and I feel pressured by them
- Someone online was talking to me about sex and it made me feel uncomfortable
- Someone online is putting pressure on me to do things I don't want to do
- Someone I met in an online game keeps trying to talk to me privately

If you are in immediate danger, please call the police on 999 straight away. Please also tell an adult you trust who will be able to help you.

<https://www.ceop.police.uk/safety-centre>