

# ANTI-BULLYING POLICY

**Date:** May 2022

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## Document Control

<b>Organisation</b>	Falinge Park High School
<b>Title</b>	Anti-Bullying Policy
<b>Author</b>	G Skerrow; J Allen. L Pottinger
<b>Filename</b>	
<b>Owner</b>	J Allen
<b>Subject</b>	Anti-Bullying
<b>Review date</b>	May 2022

### Revision History

Revision Date	Revisor	Previous Version	Description of Revision
November 2012	G. Skerrow		In consultation with J. Turrell and Heads of community
February 2013	G Skerrow		
December 2014	G Skerrow		
July 2017	J Allen		
July 2018	L Pottinger	July 2017	
May 2022	J Allen/L Pottinger	July 2018	

### Document Approvals

This document requires the following approvals:

Approval Sought From	Name	Date approved
Governors	Pupil & Curriculum	December 2014
Governors	Pupil Welfare	October 2017
Governors	Paul Young, Chair of Governors	5 <sup>th</sup> May 2022

### Document Distribution

This document will be distributed to:

Individual/Group	Distribution Date
SLT	5 <sup>th</sup> May 2022
HoY/Mentors/Safeguarding	9 <sup>th</sup> May 2022
All staff, pupils, parents	9 <sup>th</sup> May 2022

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## Introduction

The approach to our anti-bullying policy does not differ significantly from our previous practice. The policy has been re-written to reflect the consistency of our language and to take into account our improved understanding and practice of addressing what we determine our 'wicked problems' that is societal or cultural issues that are complex and often difficult to solve.

The policy outlines the following:

- Guidance from the Department for Education
- Our values and principles
- How we prevent bullying
- How we respond to incidents of bullying;
- Examples of what constitutes of bullying behaviours
- Responsibilities and expectations of staff and pupils
- Responsibilities of parents supporting children
- Procedure and practice in responding to incidents and how records are kept.
- Case studies
- Appendices

The policy has been written in conjunction with the Department for Education Preventing and Tackling Bullying Advice, July 2017. The policy will be reviewed every three years or earlier if for example, there is a significant increase in bullying or change in personnel.

## Guidance from the Department for Education

### Impact of bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

### What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in

several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

## Our Values and Behaviours

### Overarching statement from the Compelling Behaviour Policy

We aim for our Behaviour Policy to provide guidance to pupils, parents and staff. A successful behaviour policy requires the commitment and **consistency of practice of all staff** to ensure that pupils know the standards expected of them. It requires parents to work in partnership with the school so that **all members of the school** are expected to help maintain an atmosphere conducive to creating a compelling learning experience, with courtesy, good manners and mutual respect as basic requirements. Learners should be treated fairly and consistently in line with our shared values and the learning behaviours we want to develop through our curriculum.

***Our school has a supportive, family ethos where everyone is encouraged to achieve their potential. We build positive relationships, celebrate diversity and promote tolerance. We believe good manners and respect for each other are of the utmost importance and expect the highest standards of behaviour. We work together in collaboration and are committed to furthering our learning. We believe that to unlock potential in all our children and all our staff our core objective is simply:***

***TO CREATE A COMPELLING LEARNING EXPERIENCE.  
We do this by believing in people and positive relationships.***

### Articles of Human Rights

Our Compelling Behaviour Policy is underpinned by the following articles of Universal Declaration of Human Rights:

Article 1 – All human beings are born free and equal in dignity and rights.

Article 2 – that everyone in our community is entitled to this policy without distinction of any kind.

Article 3 – we all have the right to live, and to live in freedom and safety

Article 26 – everyone has the right to education. We should be able to learn a career or continue our studies as far as we wish. We should be able to develop all our talents and be taught to respect human rights and to get on with others, whatever their race, religion, gender, sexuality or the country they come from.

## Compelling Behaviour at Falinge Park

*Compelling: evoking interest or admiration in a powerfully irresistible way; not able to be refuted, inspiring conviction; not able to be resisted, overwhelming.*

Compelling positive behaviour at Falinge Park is inextricably linked with our objective to create a compelling learning experience. Without high standards of good behaviour which are consistently promoted and modelled by staff and pupils we cannot create a compelling learning experience: teachers have a right to teach and pupils have a right to learn.

We know that good behaviour can be “caught, taught and sought.”<sup>1</sup> We also know that this won’t happen at the same time for everybody. Therefore, whilst we influence the social norms through ‘catching’ and highlighting positive behaviour (caught), explicitly teach key learning behaviours and provide structure (taught) and actively seek opportunities, positive role models and experiences outside the classroom (sought), our practice has to have inclusion at its heart and an understanding of the individual needs of pupils. This seemingly paradoxical approach (consistent yet flexible) simply means that for some children it may take longer to demonstrate compelling positive behaviour – it does not mean that our expectations are lowered – simply that we acknowledge it may take longer for some children to achieve this and that they may need different support to get there.

Our vision of compelling behaviour is the same as the “big aims” of our curriculum. They are underpinned by our shared values of ensuring equity; building community; strengthening communication and celebrating diversity. The learning behaviours or big ideas we want to promote through our ‘real and lived’ curriculum are:

- Show kindness
- Show empathy
- Be curious
- Be responsible
- Take positive action

### **What do these compelling learning behaviours look like?**

#### Show kindness

It can be as small as opening the door for people, saying thank you and please, recognising when others need support, exhibiting care and concern for others. It can be developed through small acts of kindness or through wider acts of charity demonstrating a commitment to serving others. It means not using derogatory language which hurt, humiliate and wound; it means showing compassion for others in a difficult situation and ensuring that we do not intentionally or subconsciously isolate others. It means showing respect for and tolerance of others who are different to us, whether that is race, religion, gender, sexuality, disability; it means listening to and engaging in dialogue with those with whom we do not agree. It means that we do not think solely of our own rights and we respect the rights of others. This applies as well to all staff in school – no one comes to work for pupils to be verbally abusive or defiant to them, it is about being kind to all staff. Most importantly, it is about being kind to yourself, seeking help when you are struggling, seeking support in times of anxiety or stress, recognising that you have the self-determination to get better.

In the classroom, it manifests itself as ensuring that others have a right to speak and a right to learn and that our behaviours do not prevent others from the right to an education.

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<sup>1</sup> The Jubilee Centre for Character and Virtues: A Framework for Character Education in Schools.

## Show empathy

Empathy is the most important characteristic we can develop in order to become positive citizens and active bystanders. It means seeking to understand others; recognising our differences as individuals yet finding a common ground. In a small way, it is making sure that we act when language is used to hurt and addressing it immediately with our peers before conflict develops. It means understanding how others around the world live and believe and accepting that whilst we are different, we are all entitled to the same human rights as outlined in the Universal Declaration of Human Rights. It means knowing enough to be able to be an active bystander when others are treated unfairly and learning the skills to be able to do this. To show empathy requires a high degree of critical thinking – to be able to discern between how things are presented and how they actually are; to recognise bias in people’s actions and words and crucially that we think objectively in order to put ourselves in other people’s shoes. For example, we might look at someone who is being teased and see something in that person we don’t like or that their background, culture and way of being represents something that is different to our own experiences. It is easy to brush off the teasing therefore that that person might be facing and to ignore it. To be empathetic is to think critically and objectively about what is happening, why it is happening and to then think about how we might respond and feel in the similar situation. Being empathetic is the first step in “putting ourselves in someone else’s shoes” and consequently in taking action to uphold our human rights. Being empathetic means that we can tackle the language of “us” and “them” and it can be developed – it is not an inborn trait. By being empathetic, we can make sure that divisions whether in school or in the wider community are not exacerbated.

In the classroom it means engaging with our Ripples of Hope programme and seeking to reduce conflict before it occurs and when it occurs. It means having a strong sense of fair justice and taking positive action to make a difference. We teach empathy through showing different points of views, creating safe spaces for dialogue, focusing on dialogue and not debate – it is not about winning an argument but finding a common ground – we look at communities, cultures and beliefs that are different to our own and seek to understand human behaviours and when they trespass on our human rights. It also means that we “sweat the small stuff” –through showing empathy we can take positive action over the smallest issues before they become much bigger.

## Be curious

We want Falinge pupils to be able to ask, to be inquisitive and to do this in a way which is respectful and evokes positive dialogue rather than heated debate and conflict. Being curious can demonstrate itself in a number of ways, developing our practice beyond the classroom, researching topics which interest us, participating fully in MyFPHS (the ‘real’ curriculum), reading, learning and asking questions that can help drive the learning on. Being curious is key to develop as a learning behaviour as it helps you to be reflective and resourceful and to make sure you are taking the right action in the pursuit of knowledge, truth and understanding.

In the classroom, it is clear that curiosity can be taught. Strong teaching helps spark a light of curiosity and it is important that we give children the space to be curious. This means that we ensure our behaviour in the classroom is responsible enough so that teachers can teach and learners can learn. It is about knowing that learning is an intellectual virtue in itself and something to be proud of.

## Be responsible

It means coming to class with the correct equipment, completing home learning, being ready to learn – Focus, Prepare, Habits, Silence. It means arriving on time, getting to lessons on time, being honest and owning up when things have gone wrong. Responsibility is key and comes alongside our rights – it is not about individual rights but about our individual rights and shared responsibility to others. This means being positive role models and helping to influence the social norms in school –

not pushing in queues, recognising that school is a place of learning and whilst there are a number of freedoms in our school, these freedoms come with a responsibility to others. It means not littering, clearing tables at lunch, helping staff and other pupils maintain a calm, purposeful learning atmosphere.

In the classroom, this responsibility is for the individual – knowing that you can achieve and persisting even when it is difficult; and also for others – being a compassionate pupil who contributes effectively to the environment in the classroom and in the wider society. It is about knowing that learning is hard but understanding yourself, understanding how best to learn and accepting the support from your teachers and all other staff who are committed to helping you learn.

### Take positive action

All of the above learning behaviours mean nothing if you are not prepared as an individual to play an active role in your own learning and that of others. If you stand at the side whilst others are hurt, you are a passive bystander and not showing kindness, empathy or responsibility. If you say that you will improve but don't take steps to make a small difference to yourself, your peers, the school, the wider community then that is not taking responsibility. If you are saddened when you see human rights abused globally, yet do nothing to make a difference in our community in and out of school then you are not taking positive action.

We want you to take positive action so that we flourish as individuals and as a community – to develop intellectual virtues such as autonomy, critical thinking, good judgement, reasoning, reflection and resourcefulness; moral virtues such as compassion, courage, gratitude, honesty, humility and integrity; civic virtues such as citizenship, community awareness, neighbourliness, service and volunteering; performance virtues such as confidence, determination, motivation, perseverance, resilience and teamwork.

All of this will develop over time – but at Falinge we will help you achieve this. These are our big aims, our learning behaviours and we will make sure that we can achieve this by planning carefully for it and not assuming they will appear through chance or at random.

### So what does it look like in practice?

As you walk around Falinge, we would expect you to see pupils walking happily but purposefully, they may walk in groups or they may walk in pairs talking and laughing but what stands out is the way that pupils are conscious of other people in the building – they move to the side, they keep to the left, they open doors, they say thank you and refer to adults as Miss or Sir, they follow the one-way system and don't see it as something to rebel against, recognising it is there to help us all show responsibility in a small building with lots of people – indeed, it is unusual if a child speaks to an adult without respect. If they do, they are corrected immediately in a calm manner and asked to respond appropriately. Compelling positive behaviour means pupils are quick to get to their lessons as they recognise the importance of learning and staff consistently apply the appropriate sanctions if pupils are late to the lesson or any other incident that contradicts the Falinge family ethos.

Compelling positive behaviour means at lunch, pupils are allowed to use all areas of the building but have a responsibility to others to behave appropriately; at lunch, pupils do not push in the queue and they clear their tables showing kindness to the staff who are working hard and for those others who wish to eat; they do not litter because they know they recognise that if we work together responsibly then the environment is a pleasanter place to be. There is a collegiate atmosphere in school which the pupils lead because they manage their behaviour appropriately at unstructured times meaning there is little conflict between each other and with staff.



Compelling positive behaviour has high expectations: pupils' uniform is of a good standard with shirts tucked in and ties the right length. Badges that pupils wear recognise their achievement in school. All staff in school remind pupils if they are not wearing their uniform correctly because all staff in school recognise that promoting compelling positive behaviour is the responsibility of everybody – not just a few. The importance of the consistency of approach in these areas is paramount – pupils respond well to consistency and fairness and we have to model it.

In lessons, pupils know what is expected of them and positive behaviour is demonstrated. Pupils are keen to learn from and to listen from each other. Low level disruption is dealt with immediately at the point it occurs and is stopped: work is completed to a high standard and there is a thirst for learning and pride in their learning which is compelling. Pupils know that mobile phones and toys are not allowed in school and know that if they have them they will be taken from them; pupils know that they should speak respectfully to staff and that defiance will not be tolerated; pupils know that they have an opportunity to speak but they know the right times to do so and learn when it is not appropriate; pupils know that if they have done something wrong which goes against a happy, safe and supportive environment that the best way is to be honest, to own up, to take the sanction and to learn from mistakes. They know this and compelling positive behaviour shows that they act upon it.

Language and the way we use it is incredibly important. Language can hurt and degrade and pupils know that homophobic, racist, sexist or any type of language or bullying, either in person or online is not acceptable. They modify their language against the external noise in favour of a harmonious, supportive and safe family ethos. They use language that unlocks our individual and collective potential.

At all times we look for opportunities where we can highlight where pupils are **showing kindness, showing empathy, being curious, being responsible and taking positive action** so that our Falinge family thrives and flourishes. This is what we wish for our school and is our expectation for our compelling behaviour policy.

### How this links to an anti-bullying policy

Without setting out the learning behaviours or big aims of the curriculum that form our Compelling Behaviour Policy we are not setting the tone of what is acceptable and what is not acceptable. It is clear therefore that we do not accept behaviours that hurt or demean others either physically or emotionally. If these behaviours are repeated to an individual or group then that could constitute as bullying, especially where there is an imbalance of power. Bullying is usually deliberate, intentional and repeated although there may be one off incidents which could constitute as bullying.

Safeguarding is our only non-negotiable in school and as such bullying could create an impairment in a child's mental health and wellbeing which constitutes as bullying and therefore would mean we are not safeguarding young people. However, the issues are often complex because bullying happens in all societies, at all levels. Therefore it is important that we make our pupils knowledgeable about bullying and provide strategies that enable them to be a positive bystander where they see an imbalance of power.

Bullying is a source of anxiety for parents and children and it is important that we work with parents to ensure we have all the information that will help us to resolve issues at the earliest opportunity. We also need to work together to ensure that young people are able to be confident in who they are. Sometimes there is conflict between pupils or groups of pupils which individuals and families may believe is bullying. We aim to look at all aspects of incidents at the earliest opportunity and

intervene appropriately through conflict resolution. Where this continues, we will make a decision to instigate the bullying procedures in this policy.

## How we prevent bullying

### Safeguarding the environment

The two most important things we can do to prevent bullying is to:

- make sure our classrooms and our school environment are safe
- create a culture where pupils feel they have a trusted adult who they can talk to and that they are listened to.

In terms of our classrooms and our school environment, this is the most important part of Safeguarding and creating an environment where bullying doesn't take place.

1. Our classrooms should be managed so that they are free from disruption and where all pupils are given equal opportunity to speak without fear of ridicule or embarrassment. This is where good behaviour management is key and where the behaviour management advice in our Compelling Behaviour Policy outlines the responsibilities for all staff within the school, alongside practical guidance for managing a classroom. In addition, we also use the guidance within the What Makes Great Teaching Toolkit around Dimension 3 – Maximising the Opportunities to Learn. All staff have access to high quality professional learning in this area as well as incremental coaching which can support effective behaviour management. If we utilise our FPHS – Focus, Prepare, Habits, Silence when the teacher is speaking or others are sharing information – we can safeguard our classrooms.

The environment of the school should have highly visible senior staff and pastoral leads. On duty we should be alert and not stand around talking to each other. We should be conscious of changes in pupil behaviour when they are in groups and be sensitive/conscious to any changes in body language and/or attitudes with groups of pupils. The school should be covered so that staff are everywhere with yellow jackets used for staff on duty. All staff should be on the corridors between lessons, meeting and greeting and ensuring pupils move along in a timely manner.

2. Our strategy for everything is believing in people and positive relationships. This applies to our interactions with pupils, families and staff. We should create a sense of family in our tutor groups and know that every member of staff is there for the children, first and foremost. We should make sure we listen and are open to when children come to speak to us. We must listen and take on board what they say and not dismiss if a child is upset. Staff must take the time to speak to families in a respectful way and tutors should engage with home regularly to build relationships.

Above all, we should **notice**. We should **notice** the child who is by themselves, the child whose behaviour changes, who appears to fall out with their friends and we should notice the language that is used between children as part of our work to be an anti-racist, anti-sexist, anti-homophobic/transphobic, anti-disablist beacon of good practice. We have clear guidance in place for how we deal with these incidents through our Compelling documents and Compelling Behaviour Policy.

## Curriculum

Our curriculum in tutor time is based around the Universal Declaration of Human Rights. We call it Robert F Kennedy or Ripples of Hope as it is based around the words of Robert F Kennedy in South Africa in 1966:

*Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.*

Through following this programme we teach empathy and what it means to be a positive bystander. We celebrate our differences and affirm our similarities. We look at our history together and what it means to be a local, national and global citizen. We explore our past, our present, our future and look at individual stories of people who have taken action to address inequalities, discrimination and social justice. The programme also draws in on drop down days with external speakers and a celebration of our communities.

As a Beacon School for Holocaust Education we teach the Holocaust to all pupils through the telling of individual stories of courage and people who have stood up to oppression.

We ensure that PSHE and Citizenship is central to our practice and pupils throughout the school receive specialist PSHE teaching one period a fortnight throughout the five years. This covers all aspects of PSHE including bullying, friendships, consent, cyber bullying and wellbeing. All pupils in Key Stage 3 receive one hour of Citizenship a fortnight and it is a very popular option at Key Stage 4.

We ensure our curriculum is diverse and pupils receive a range of information from diverse authors and explore local history and geography exploring a sense of who they are and how they are valued.

We also have themed terms which are responsive to changes we see as part of our data collection or that are responsive to external contexts which are complemented by a structured assembly programme.

## Uniform

We have developed our uniform guidance so that it is 'poverty proofed.' In addition, we have spent considerable time thinking about how we can celebrate diversity and the Protected Characteristics are recognized within a uniform. Our uniform guidance outlines the work we have undertaken in this area.

## Protected characteristics and The Equality Act

We have a legal duty to ensure that we ensure that the Protected Characteristics and The Equality Act are enacted in school. We know that for many children who are LGBTQ+ or have additional needs that they are at increased risk of bullying. Within school we have "Compelling Approaches" to:

- embedding an anti-racist approach;
- tackling gender based violence;
- addressing harmful sexual behaviours;
- addressing derogatory language;
- addressing homophobia, biphobia and transphobia.

These are for staff as a guide to their practice and more can be found out by contacting the Headteacher.

### Mentors in Violence Prevention

Through working with GM VRU we have trained a number of young people who can work across school to empower a positive bystander approach. These pupils will take a role in working to support young people to take positive action. The aim is they will empower bystanders to stand up, speak out and stop bad behaviour.

### How we respond to bullying

The way we respond to bullying incidents are vital. It's not always easy to identify bullying and the following guidance may be helpful:

- If you notice that something is different with a child, share your concerns with form tutor, Head of Year, SLT or via MyConcern. Never keep it to yourself. There may be wider, historical issues that you may not be aware of.
- Listen to what the child is telling you and take the time to really listen and not be quick to dismiss or rush the meeting.
- Remember the perceptions of the victim are important, their feelings and interpretation. Remember as well that for pupils with Additional Needs, their perceptions may become focused on a specific issue, or they may struggle to articulate and communicate or remember specific incidents. For pupils with Additional Needs, we have a number of highly experienced HLTAs and mentors who can help the pupil articulate through social stories or other targeted interventions. We also have a Speech and Language Therapist with us two days a week who can also help. Similarly, for those who are new to English, we have a number of multi-linguists in school who can support and support with families.
- Remember those who are being bullied are not in a position to stop the process and it is up to those adults working with young people to notice, to recognise and to respond.
- Remember it is the effect that is the key determining factor in how the child feels – not the action.
- For those staff who are investigating incidents, try and find out if it is persistent and has the intent to hurt or upset the victim. Remember it is not just physical, emotional and psychological bullying can have equally long lasting effects.

The effect of bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Equally, those who demonstrate bullying behaviour and those who witness the bullying can also experience emotional harm, and the impact on parents and staff can be significant.

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. We have to be alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. Our work on the curriculum and our practice aims to foster a harmonious, safe and inclusive environment.

For children with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. Similarly, children who have fled conflict and are seeking asylum, or unaccompanied minors may experience bullying and their trauma may mean they are hyper-vigilant and/or not trusting of those in authority. These young people are often the same young people who might need greater support to deal with the impact of bullying. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this and being trauma informed will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

## Examples of what constitutes of bullying behaviours

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings
- Intimidation – including threatening behaviours or taking the possessions of the target
- Verbal – taunts and name-calling, insults, threats or humiliation.
- Emotional – behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly and underhand, behind the target's back, rumour spreading.
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Bullying can be driven by prejudice or fear of difference. It can be linked to

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special needs
- Long term illness
- Appearance
- Family arrangements
- Poverty
- Any protected characteristic within the Equality Act 2010.

As identified earlier there are specific ways we address this within school.

Cyber bullying can be particularly pernicious as it can be an invasion of home and space and can take place 24 hours a day. The scope of the audience can encourage behaviours that do not take place in person. It can range from passing on rumours about someone online, taking a photograph of someone without their consent and using it online to ridicule and hurt an individual, setting up an account in somebody else's name to defame them.

There is also an added issue of online sexual harassment. This can be non-consensual sharing of intimate images and videos; exploitation, coercion and threats which means children are coerced into participating in sexual behaviour online or blackmailed with sexual content; targeting and systematically excluding children from a community with the use of sexual content that humiliates, upsets or discriminates against them; unwanted sexualisation such as unwelcome sexual requests, comment or content. These are always dealt with our Compelling Approach to addressing Harmful

Sexual Behaviour. **Staff must never check the phone of a pupil if there is believed to be content of a harmful sexual nature. Staff must take advice from the Safeguarding Team in school.**

## Responsibilities and expectations of staff and pupils

The Compelling Behaviour Policy outlines the expectations of all staff and pupils in school. This is very detailed.

Pupils should take note of the expectation and modify their behaviours so that the Compelling Behaviour Policy is met. Every pupil has within their planner tear out notes which can be used to notify the Headteacher anonymously of any incidents of bullying. There is a postbox outside the Headteacher's office which can be used. In addition, staff are very visible around school and pupils can speak to anyone with any concerns.

In relation to bullying, **all staff** should notice and share concerns immediately. Every allegation of bullying from whatever source should be taken seriously and acted upon and passed to the form tutor, Head of Year, SLT or MyConcern.

**Form Tutors** can be the first point of contact and can take statements which are signed and dated. This **must** be passed to Heads of Year and recorded on SIMS.

**Heads of Year** should:

- Investigate all reported incidents.
- Record all incidents, include the names of the perpetrator and the target and record on SIMS.
- Contact both sets of parents.
- Apply an appropriate sanction ranging from discussing behaviour to time in Remove Room.
- Decide if a conflict resolution or restorative justice should take place.
- There may be times whereby a one off incident can be severe enough to warrant an exclusion. Discuss with Directors of Key Stage and Louise Pottinger and submit an exclusion consideration form as per the exclusion policy.
- Heads of Year should notify Directors of Key Stage if the incident is repeated.

**Directors of Key Stage** should:

- Work with the Head of Year if an incident is repeated to initiate the anti-bullying procedure. This involves a meeting with both sets of parents in school. A monitoring form for the 'target' of the bullying with regular follow ups; a monitoring form for the perpetrator.
- In certain cases, for a one off incident, it may be worthwhile instigating the anti-bullying procedures and the Directors of Key Stage should discuss this with the Assistant Headteacher for Compelling Behaviour.

**Senior Leaders** should:

- All be fully aware of the anti-bullying procedures and policy and support the pastoral team in specific cases.
- Be aware of patterns of bullying including the data on Wicked Problems that is captured each month.
- Review risk assessments where appropriate.

**The Headteacher** should:

- Be notified of all incidents of gender based violence (including language), racism, homophobia, biphobia, transphobia, disablist language at the point they occur. This should be done by the Head of Year/Directors of Key Stage. This keeps the group focused and means that the people who are dealing with it are dealing with it.
- Review all incidents of wicked problems on a monthly basis.
- Review all incidents of bullying including paperwork on a half termly basis.
- Set a culture whereby Safeguarding is a non-negotiable.

**Governors** should:

- Monitor in committees incidents of bullying and patterns.
- Challenge leaders in their practice in relation to bullying.

## Responsibilities and expectations of parents/carers

It may be difficult not to respond emotionally to incidents within school. At times there may be conflict between two pupils or a group of pupils which is not necessarily bullying. We ask that parents/carers work with the school as we explore the incidents and not engage in disagreements outside of school.

At times parents/carers may be told that their child has been bullying others. This can be as difficult to accept as being told your child has been a victim of bullying. In all cases, school will work objectively and follow the procedures within this policy and the Compelling Behaviour Policy.

If parents are unhappy with the manner in which school has dealt with the issues, the Complaints Policy can always be used to challenge the school.

## Procedure and practice

1. Every allegation of bullying taken seriously.
2. Staff members should listen and share with the relevant staff.
3. Statements should be taken, signed and dated using the correct format. All pastoral staff are trained in taking witness statements by the Local Authority. Where pupils struggle to write for a length of time and/or if there is cognitive concerns, staff may scribe the statement for the pupil but must get the pupil to sign it. All witness statements should be kept by the HoY/Director/Senior Staff to investigate and then they must be uploaded to SIMS.
4. All incidents should be recorded on SIMS at the point it occurs so that it can be looked at by triage each night (HoY and Directors go through all behaviour data every night for their year group).
5. Parents should be informed, at the point we are notified, and told that bullying is being investigated.

Sanctions

1. After all investigations have taken place and it is deemed that this is not conflict between two groups but an imbalance of power, a period of reflection in the remove room must always follow as well as a Pastoral detention. Parents contacted. Recorded as bullying.
2. Work undertaken with the Head of Year to make the perpetrator aware of the consequences of their actions; the distress that is caused; the consequences to an individual if that

continues. Actions agreed. If it is deemed appropriate, a restorative conversation to be undertaken.

3. If the child repeats the behaviours, even directed to a different child or group of children, then the monitoring forms must be completed. This is Stage 1 of the formal anti-bullying procedures. This involves:
  - Parents in school for a meeting;
  - Targets set – monitored with parents and children weekly until we are satisfied there are no further incidents.
  - For the child who has been bullied – contact with parents and pupil weekly until we are satisfied there are no further incidents.
  - Consideration re: referral to mentors for victim/perpetrator or in certain cases external partners will be sought.
4. If a child is receiving this monitoring and the behaviours continue then an exclusion will be considered. As part of our Compelling Behaviour Policy, exclusions and sanctions can be given for a one-off incident as well as repeated behaviours. This applies too to the bullying policy.
5. If bullying continues, a permanent exclusion may be considered. This is in line with our exclusion policy after all other considerations and interventions have been enacted.



## BULLYING INCIDENT REPORTING PROFORMA

<b>Victim</b>		<b>Date:</b>			
<b>Perpetrator s)</b>					
<b>Staff Reporting</b>					
<b>Details of incidents (type of bullying, location, dates/times)</b>					
<b>Witness Statements Included</b>	<b>Y</b>	<b>N</b>	<b>Allegation Statement included</b>	<b>Y</b>	<b>N</b>
<b>Support offered/action taken</b>					

## Inclusion Section – to be completed by HoY

Victim to be seen within 24 hours and Stage 1 of monitoring form completed		Y	N
Alleged perpetrator(s) seen within 24 hours and situation explained		Y	N
Follow up meeting week 1			
Follow up meeting week 2			
Follow up meeting week 3			
Parental Meeting			
Detention completed			
<b>Summary of planned resolution</b>			

- Scheduled meeting to be timetabled as required;
  - Stage 2 of Victim Monitoring Form to be completed within 2 weeks
  - Stage 3 of Victim Monitoring Form to be completed within 3 weeks of Stage 2.
- HoY to consider with Director of Key Stage if monitoring period needs to be increased.
- Case to be signed off if the victim reports no further issues after 4 weeks. Evidence of successful resolution recorded.
- Referral to Director of Key Stage/Assistant Head Teacher, Compelling Behaviour if bullying persists or is repeated by Stage 3.

## MONITORING REPORT BULLYING INCIDENTS – VICTIM

<b>NAME:</b>	<b>FORM</b>	
<b>STAGE 1</b> (within 24 hrs of receiving Bullying Incident Form)	<b>Date:</b>	
<b>Initial concerns and feelings</b>		
<b>STAGE 2</b> (within 1 week of Stage 1)	<b>Date:</b>	
<b>Review and summary of progress</b>		
<b>Actions</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>STAGE 3a</b> (within 2 weeks of Stage 2)	<b>Date:</b>	
<b>Review and Summary of progress</b>		
<b>Actions</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>STAGE 3b</b> (within 3 weeks of Stage 2)	<b>Date:</b>	
<b>Review and next stage</b>		
<b>Satisfactory resolution evidenced and incident signed off</b>	<b>Y</b>	<b>N</b>
<b>If no satisfactory resolution evidence referred to KS/AHT</b>	<b>Y</b>	<b>N</b>
<b>Date/Signature</b>		

## MONITORING REPORT BULLYING INCIDENTS – Perpetrator

<b>NAME:</b>	<b>FORM</b>	
<b>STAGE 1</b> (within 24 hrs of receiving Bullying Incident Form)	<b>Date:</b>	
<b>Initial concerns and feelings</b>		
<b>STAGE 2</b> (within 1 week of Stage 1)	<b>Date:</b>	
<b>Review and summary of progress</b>		
<b>Actions</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>STAGE 3a</b> (within 2 weeks of Stage 2)	<b>Date:</b>	
<b>Review and Summary of progress</b>		
<b>Actions</b>		
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>STAGE 3b</b> (within 3 weeks of Stage 2)	<b>Date:</b>	
<b>Review and next stage</b>		
<b>Satisfactory resolution evidenced and incident signed off</b>	<b>Y</b>	<b>N</b>
<b>If no satisfactory resolution evidence referred to KS/AHT</b>	<b>Y</b>	<b>N</b>
<i>Date/Signature</i>		