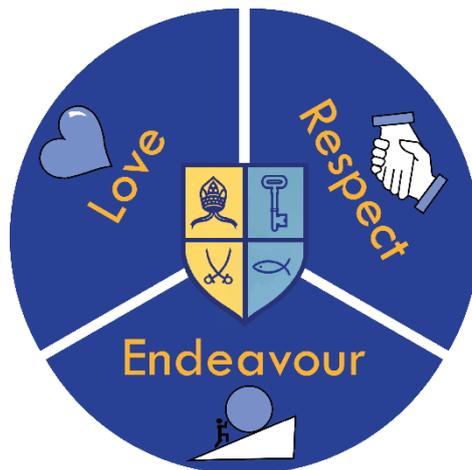


ST EGWIN'S C.E. MIDDLE SCHOOL

Anti-bullying Policy



Approved September 2022
Next Review September 2024

Interim Headteacher

A handwritten signature in blue ink, appearing to be 'J. A.', positioned to the right of the text 'Interim Headteacher'.

Contents:

- 1. Statement of intent**
- 2. Legal framework**
- 3. Definition**
- 4. Key Roles and responsibilities**
- 5. Types of bullying**
- 6. Signs of bullying**
- 7. How we set the right ethos**
- 8. Our processes when dealing with bullying**
- 9. Engaging with parents**
- 10. Monitoring and Review**

1. Statement of intent

We strive to create a culture based on our core values of **Love, Respect, Endeavour** and our school vision in which, **‘Our community fosters dignity by valuing every individual and their God-given uniqueness. We endeavour to act justly, showing love and respect. We recognize people thrive by developing resilience.’**

Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards it is important that we aim to create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at St Egwin’s CE Middle School.

2. Legal framework

This policy has due regard to legislation, including:

Education and Inspections Act 2006
Equality Act 2010
Children Act 1989
Protection from Harassment Act 1997
Malicious Communications Act 1988
Public Order Act 1986
Communications Act 2003
Human Rights Act 1998
Crime and Disorder Act 1998
Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to: DfE ‘Preventing and tackling bullying’ (2017)

This policy will be implemented in conjunction with the school’s:

- Behaviour Policy
- E-safety Policy
- Equalities Policy

3. Definition

For the purpose of this policy, bullying is as **persistent behaviour** by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with special educational needs and disabilities.
- Pupils who are adopted or looked after (CLA).
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

4 Key roles and responsibilities

The **governing board** will evaluate and review this policy to ensure that it is non-discriminatory.

It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The **headteacher** reviews and amends this policy, considering new legislation and government guidance, and using staff experience reviews procedures annually.

Staff will record Bullying on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.

Senior leaders and Key Stage leaders will monitor the data in CPOMS in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

Appropriate training for staff members will be provided by Senior Leaders.

5. Types of bullying

- Bullying is usually described as being behaviour by an individual or group, usually 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 or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities). It might be motivated by actual differences between children, or perceived differences.
- Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See Preventing Bullying 2017, DFE).
- The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more people involved as content can be forwarded at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people.
- Where bullying outside school is reported to school staff, it will be investigated and acted on as appropriate. The Headteacher or senior teacher will also consider whether it is appropriate to notify the police in their local authority of the action taken against a student. Parents normally would be informed of this before the police are contacted. There may be exceptions to this. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed

6. Signs of bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact

- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

7. How we set the right ethos of being a ‘telling’ school

A ‘telling’ school is one where students do inform staff when bullying is taking place.

If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. ‘Victims’ must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes

If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- treating other people with respect at all times
- doing nothing that could be construed as bullying
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices
- analysing available data to ascertain how the school environment, ethos and the journeys to and from school can be improved.

8. Our processes when dealing with bullying:

Procedure for dealing with complaints of bullying will be improved by:

- Investing in staff CPD and anti-bullying initiatives like the Anti Bullying Alliance

- Ensuring that pupil voice is heard through questionnaires, discussion and other activities
- Raising the profile of anti-bullying through assemblies, form time activities and theme weeks
- All staff following our school behaviour policy and following up any complaints from pupils

How to deal with bullying and who to tell

We will teach all our students to take the following action if they feel they are being bullied:

- If you feel able to, then let the 'bully' know that you do not like what is happening to them and ask the bully to stop;
- If the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.

What any adult – teacher, support staff, parent – who has been told about bullying should do

- It may be that you deal with the incident. You might speak with the Form tutor. In some circumstances it may be a Key Stage leader or DSL
- If a parent does not know who the appropriate Key Stage Leader is they should contact school and the Receptionist will advise them.

Who should investigate?

Generally, in the first instance, we would expect the member of staff who was been told about an incident to deal with it. If the problem persists or is more serious then the student's form tutor should discuss any issues with their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will contact the Key Stage leader or Assistant.

The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened. This may take time.

How we deal with incidents that cross the inside/outside school boundaries will vary based on the information we are able to gather

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek

help from members of staff if they witness another student being hurt or they are concerned about others.

The following includes some of our sanctions. A serious case of bullying, however, might result in immediate exclusion. This is not an exhaustive list:

- Initially the incident may be dealt with internally and pupils encouraged to build resilience by dealing with the incident themselves
- If the problem persists a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be contacted and asked to support school in improving the situation.
- If the bullying continues parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student may spend time in the re-focus room at break and lunch
- Removal from specific classes if appropriate will be used.
- Further sanctions such as the Re-focus room or exclusion from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.

9. Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when bullying comes to light, whether their child is the student being bullied or the one doing the bullying. This may not happen in the case of a one-off incident or low-level incidents. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate Early Help.

We will

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.

- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- encourage parents to work with the school to role model positive behaviour for pupils, both on and offline.
- Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that all school staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

How we monitor the situation

Staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

11 Monitoring and review

This policy is reviewed every **two years**

The scheduled review date for this policy is **September 2024**