Anti-Bullying Policy

Approved by:	Terence Breen
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Anti-Bullying Policy

Impact Education believes that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; race, religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment.

Impact will ensure that when applying this policy, Safeguarding will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities. The writing and implementation of this policy is in accordance with the guidance from the Department for Educations '*Preventing and tackling bullying*'.

This policy should be read in conjunction with the Behaviour Policy, the Equal Opportunities Policy, the E-Safety Policy and the 'Keeping Children safe in Education Guidance'.

Impact recognises that bullying is a serious issue. We recognise the damage it can cause to the education of the victim, the perpetrator and the student body as a whole. We are committed to challenging the assumption that bullying is inevitable and are working towards its complete eradication.

Impact believes that every student has a right to enjoy his/her learning and leisure free from bullying. It will not tolerate any behaviour that causes distress to any member of its community.

Aims

The aim of this policy is to provide a definition of bullying and to provide some basic guidelines for:

- The prevention of bullying.
- The reporting of bullying
- The recording of incidents of bullying.
- Supporting the victim.
- Supporting the bully.
- Sanctions.
- Communication.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Definition of Cyber bullying

Cyber bullying is the misuse of digital technologies or communications to bully a person or a group, typically through message or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Behaviour that is classed as bullying includes:

Verbal: name calling, persistent teasing, mocking, taunting and threats

Physical: any degree of physical violence, intimidating behaviour, theft or the intentional damage of possessions

Emotional: excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours

Behaviour that is classed as cyber bullying includes:
Abusive comments rumours, gossip and threats made over the internet or using other digital communications – this includes internet trolling.

Sharing Pictures, videos or personal information without the consent of the owner and with the intent to cause harm and/or humiliation.

Hacking into someone's email, phone or online profiles to extract and share personal information, or to send abusive or inappropriate content while posing as that person. Creating specific websites that negatively target an individual or group, typically by posting content that intends to humiliate, ostracise and/or threaten.

Blackmail, or pressurising someone to do something online they do not want as such as sending a sexually explicit image.

Bullying can take many forms 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.

Effects of Bullying

Students who are bullied are more likely to:

- Have low self-esteem.
- Develop depression or anxiety.
- Become socially withdrawn, isolated and lonely
- Have lower academic achievements due to avoiding or becoming disengaged with school
- Be unable to form trusting, healthy relationships with friends or partners in the future

Students who frequently bully are more likely to:

- Drop out of, or be excluded from school
- Engage in criminal behaviour
- Develop depression or anxiety
- Be abusive towards their partners, spouses or children as adults

Students who witness bullying are more likely to:

- Feel powerless
- Live in fear and guilt

Prevention

Impact is fully aware that a school's response to bullying does not start at the point at which a child has been bullied. We have a more sophisticated approach in which school staff proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

The school is committed to the complete eradication of bullying. In order to do this the school will:

- Have anti-bullying lessons, to give students a greater understanding of the subject and in particular different types of bullying, including: Homophobic bullying, racist bullying, disability bullying and cyber bullying.
- Deliver training to staff on the Anti-Bullying policy and other related issues.
- Have links on the school website where students and parents can access external support about bullying
- Translate the Anti-Bullying policy into different languages as and when necessary.
- Have information available in reception for parents who are concerned.

Responsibilities

Our staff will:

- Foster in our students' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Discuss bullying with all classes, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to students who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the pastoral/behaviour team
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Students

We expect our students to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Bullying outside school premises

Teachers have the power to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head teacher should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the student on school premises or elsewhere when the student is under lawful control of the staff member.

Peer Mentoring

Students from all year groups have been trained in communication skills with an emphasis on techniques that will enable them to effectively support peers of a similar age or younger who are experiencing, or have concerns about bullying.

Through the training provided to the peer mentor they will:

- know what a peer mentoring scheme is and its benefits.
- be equipped with the skills needed to be an effective peer mentor.
- have gained active listening skills
- be able to recognise the common issues faced by young people who are experiencing bullying
- have a practical understanding of the role of the teacher in supporting their peer mentoring scheme.

Reporting

The school is committed to removing the culture of secrecy from bullying. We recognise that many young people will be put off the idea of reporting bullying for fear that it may make the situation worse. In order to promote the reporting of bullying, the school will:

- Provide training for staff on how to deal with a disclosure about bullying.
- Deal with each disclosure about bullying sensitively and with a guarantee about anonymity if requested.
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As with any other behaviour incident, in order to ensure the accuracy of reporting, written statements will be taken from the victim, the perpetrator and any witnesses. These will be treated sensitively and kept confidential.

Recording

In order to monitor the frequency with which incidents of bullying take place, the school will record each incident of bullying centrally on Arbor. The following information will be recorded:

- The victim's name.
- The perpetrator's name.
- If the student is a looked after child
- Whether or not they wish to remain anonymous.
- Brief details about the alleged incident.
- Who dealt with it.
- What action was taken.
- Whether the victim was satisfied with the school's response to the incident.

The school recognises how traumatic being the victim of bullying can be. We are committed to providing each victim with the support they need to continue with their education in an environment free from the fear of bullying. In order to do this the school will:

Victim support

- Arrange a letter of apology from the perpetrator of the bullying.
- Discuss with the student what support they feel that they need.
- Discuss with the parents what support they feel their child needs.
- Make referrals to external agencies if necessary.
- Offer a meeting with the perpetrator of the bullying.

Support for the Bully

The school recognises that bullying can damage the education of the perpetrator as well as the victim. Students that bully will be offered a range of support. This will include one or more of the following:

- Supervised break and lunch times.
- Mentoring
- Use of the school's report system.
- A Pastoral Support Programme.

Tackling Bullying

Sanctions

It is important for the victim of bullying, the perpetrator and the school community as a whole that there are clearly defined consequences for any act of bullying. Each case will be dealt with individually, but the types of sanctions available to the school are;

- Withdrawal of break times and lunchtimes
- Fixed term suspension
- Permanent exclusion

Communication

Whenever an allegation about bullying is made, the parents, behaviour team, pastoral team and headteacher of both the victim and perpetrator will be informed

Safeguarding and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Even where safeguarding is not

considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

APPENDIX A: SCHOOL STAFF – TEACHING AND SUPPORT STAFF

Watch and note down early signs of distress in students.

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Always listen, take seriously and act upon ALL information you receive

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Initially establish the facts

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Inform the appropriate staff member and record appropriately on Arbor–

a joint decision will then be made on how to proceed.

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The person assuming responsibility should then take the following steps in recording the incident

(a) Written accounts, dated and signed, should be taken from all parties present

(b) The member of staff should record their discussions with all parties.

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If necessary, the member of staff should contact the headteacher for further support and advice before proceeding

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Decide what action should be taken and what support will be needed

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Inform parent/guardian of bully/bullies of the unacceptable nature of the behaviour and the consequences of any repetition. This may involve use of the school's sanctions for unacceptable behaviour

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Further counselling will be available for both bullies and victims

APPENDIX B: STUDENTS

REMEMBER that all students have a right not to be bullied.

To report bullying is a positive way of improving the school for everyone.

Remember that no one deserves to be bullied. You should not feel ashamed if it happens to you.

If you are bullied you should tell someone you trust as soon as possible.

You should ask parents / family or teachers or other staff for help and advice.

If you see someone else being bullied you should not stand by. Watching and doing nothing can suggest support for the bully.

If you see another student being bullied you should tell an adult **at once**

REMEMBER – IT IS SAFE TO TELL

APPENDIX C: PARENTS / OTHER ADULTS

Watch and note down early signs of distress in children
e.g. reluctance to come to school

a pattern of minor illnesses

damaged possessions / clothing

missing items of equipment

aggression to brothers/sisters

mood swings / character changes

(these symptoms may not always be an indication of bullying but of some other difficulty so you are advised to contact school to discuss them)

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Listen, take seriously and act upon all information you receive. Try to establish Who? What? When? And Where?

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If you think your child is being bullied please contact school IMMEDIATELY and speak to Cheryl Dudey

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With the appropriate member of staff, devise strategies that will help your child and provide him/her with support inside and outside school

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DO NOT ENCOURAGE YOUR CHILD TO HIT BACK

It will only make matters worse

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Encourage your child **not** to try to meet the bully's demands.

It will only make matters worse