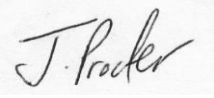




Anti-Bullying Policy

Document Name	Anti-Bullying Policy	
Review cycle	1/2 /3 years	
Reviewed by	SLT /HT/HOS/SENDSCO/SL	
Approved/Adopted by	FGB/Lead governor/ Headteacher	Date: November 2019
Linked policies	Child Protection and Safeguarding Policy Online Safety Policy Mental Health and Wellbeing Policy Behaviour Policy	
Signed		Date: October 2023
Position	Executive Headteacher	
Date of next Review	October 2025	

ANTI-BULLYING POLICY

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1. Guiding principles for preventing and tackling bullying

The Governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that all pupils can work in an environment free of fear or intimidation. As outlined in our Child Protection & Safeguarding policy, we recognise that safeguarding children is everyone's responsibility and are aware of specific groups who are vulnerable to bullying. We recognise that poor mental health can both cause and be a result of bullying behaviour and adopt a whole-school approach to promote positive mental health and wellbeing for all.

Bullying is unacceptable at St Mary's and will not be tolerated.

2. Understanding Personality and Heritage

Every individual is different, and some are more introverted or extroverted. There are children who are naturally more introverted or extroverted and schools, parents / carers and others around them must recognise and respect these and support the development of skills when outside of their personality comfort zone.

Alongside this it is important to recognise and understand that upbringing, culture and social norms feed into children's personalities and these may not always align with others. Behaviours that are often used within the home environment can impact on children and young people and develop into habitual or subconscious behaviour. These are not negative as long as the behaviour is not anti-social.

3. 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. (*Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4*)

Knowing the context of the interaction is an important part of understanding and applying the definition. A further definition is provided by National Centre Against Bullying which states:

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening."

What bullying is not

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

When looking to classify aggressive behaviour as bullying the three areas to analyse are 'repetition', 'power imbalance', and 'intent to hurt'.

We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

At St Mary's, we recognise that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Four main types of bullying can be identified:

Physical	hitting, kicking, taking or hiding belongings, pushing and barging
Verbal	name-calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
Emotional	being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
Online	email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (cyber bullying) – more information can be found in the East Sussex Online Safety policy.

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others actively joining in and therefore afraid of ringleader (associates).
- Those who give positive feedback to the bully, perhaps by smiling or laughing (reinforcers).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Physical contact and intent to hurt – including deliberate pushing
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

3. The role of Governors

The Governors will liaise with the Head of School over all anti-bullying strategies, and the Governor responsible for safeguarding and/or the Chair of Governors will be made aware of individual cases where appropriate. There is also an Anti-Bullying Governor, who works with staff and children to ensure that bullying does not happen at St Mary's. The Governing Body will discuss, review and endorse agreed strategies and they will monitor the effectiveness of the Policy.

4. The role of Staff (duties):

The Senior Leadership Team will:

- ensure that all staff have an opportunity of discussing strategies and these strategies are reviewed regularly;
- determine the strategies and procedures;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- report to the governing body.

Teachers will:

- be responsible for liaising with other staff over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution;
- teach the anti-bullying programme in the PSHE and Citizenship courses;
- keep the leadership team informed of incidents;
- ensure proper record keeping.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils, addressing any bullying patterns of behaviour and ensuring they pass it on and monitor;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where it is most likely.

5. The role of Staff (responses):

If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the adult approached using the seven steps of the procedure:

- Step One – Interview with the victim: talk to victim about their feelings and experience

- Step Two - Convene a meeting with the people involved: adult arranges to meet with the people who were involved (minus the victim), including witnesses as required.
- Step Three – Explain the problem: adult tells them about the way the victim is feeling.
- Step Four - Share responsibility: the adult states that they know the group/individual is responsible and they can do something about it.
- Step Five – Ask the group for their ideas: each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- Step Six – Group solution developed and implemented
- Step Seven – Meet them again: about a week later the adult discusses with each student, including the victim, how things have been going.

The following procedure will also be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed and will observe and monitor.
- The implementation of the strategy will be overseen the Class Teacher.
- Parents will be kept informed by the Class Teacher.

Other strategies that may be utilised in an investigation into bullying are:

- A 'time line' monitoring/reporting system of reported incidents alongside the MyConcern and investigation recording systems.
- When fact finding, initially staff may ask children to write down everything they wish to tell them about the situation. This puts the onus on children to tell staff what they think rather than answer questions.
- Use of Edward de Bono's 'Thinking Hats' to enable pupils to establish the distinction between 'the factual' and 'the emotional'.

6. Involving Parents:

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and take a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures – all relevant policies are available to parents on the school website.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.
- Parents should speak to their class teacher if they have any concerns about bullying. The class teacher will then complete the relevant procedures outlined above.

7. Involving Pupils:

- Pupils will be involved in the positive strategies through both assemblies and class lessons. Pupils will have an input into the anti-bullying strategy through the Anti-Bullying Ambassadors. There is a Child-Friendly Anti-Bullying policy, where pupils will have outlined their definition of bullying and how it is prevented.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

8. Resolution:

At St Mary's we recognise the influence of Mental Health and Wellbeing on pupils' behaviour. We will work with all children involved to reflect on their behaviour, adopting THRIVE techniques and using strategies outlined in our Positive Mental Health and Wellbeing Policy. Where pupils do not respond to preventative or resolution strategies, tougher action will be taken to deal with persistent bullying. Sanctions are determined by the nature of the bullying on a case-to-case basis. We will ensure that we

work with the instigator, as well as the victim, to educate them and make them aware of the consequences to their actions, ensuring that they are fair and both sides are appropriately supported.

Consequences might include:

- Consequences put in place with reference to the St Mary's Behaviour Policy as appropriate.
- Fixed term and permanent exclusion from school. An exclusion would only be considered in a case of extreme and continuing bullying. Any exclusion for even a short period would be discussed and agreed by the Senior Leadership team.

As with the initial approach, the following procedure will be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Executive Headteacher or Head of School.
- Parents will be kept informed by the Class Teacher.

9. Prevention:

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through the JIGSAW PSHE programme, school assemblies, the Anti-Bullying Ambassadors, use of class assembly time and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.
- There are also extra-curricular activities to educate the children further, such as Anti-Bullying week and Online Safety days.
- There are pupil-led schemes, such as the Anti-Bullying Ambassadors, Play Leaders and Pupil Governors.

10. Monitoring the effectiveness of our approach

The Executive Head, Head of School and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Executive Head will report to the governing body.

BULLYING INCIDENT FORM

Name(s) of children involved:	
Witnesses:	Victim:
Name and position of person completing the form:	Date:
Date and time of incident/concern:	
<p>Record of incident/concern including:</p> <p>1) Details of who raised the initial concern and record of eye witness accounts from adults and/or children. 2) Record of individual interviews. 3) Record of agreed action with all parties. <i>(continue on a separate sheet if required)</i></p> <p>Step 1: Interview with the victim: talk to victim about their feelings and experience</p> <p>Step 2: Arrange a meeting with the people involved</p> <p>Step 3: Explain the Problem</p> <p>Step 4: Share the responsibility:</p> <p>Step 5: Idea on moving forward and helping each other to feel happier</p> <p>Step 6: Group Solution and developed and implemented</p> <p>Step 6 A : Communication with Parents</p> <p>Step 7: Record of follow up meeting a week later:</p> <p>Conclusion/Outcome: Is it bullying – Yes/No. What type of bullying: Physical, verbal, social, cyber?</p>	

'Aggressive behaviour' as bullying has three areas to analyse - 'repetition', 'power imbalance', and 'intent to hurt'.

Next steps:

Reporting Staff Signature: Date:

Parents/Carers informed:	Yes	Head/Deputy informed:	Yes
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