



# WEST GRANTHAM

Church of England Secondary Academy

## ANTI-BULLYING IN SCHOOL POLICY

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### 1. Introduction

At The West Grantham C of E Secondary Academy we aim to provide a safe, caring and friendly environment for learning, for all our pupils underpinned in our Christian vision and values to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity. Fundamentally, enabling all to be integral within our community and following our school value of 'Integrity'.

*“There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” (Galatians 3:28)*

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it. He paid special attention to the disadvantaged, excluded, despised and feared. Therefore, we recognise that a school has a responsibility to:

- Understand the community that we serve and respond to identified concerns proactively
- Provide a safe setting in which to learn, where children, parents, governors and staff know that they are valued
- Ensure that we work closely with families and outside agencies, where appropriate, to deal with bullying and peer on peer abuse
- To teach children about potential threats to their health and safety

We aim to:

- Provide a safe and inclusive learning environment where all can thrive.
- Provide knowledge, skills and experiences that enable our students to make meaningful choices.
- Develop positive and conscientious citizens of great character, who take responsibility for their future
- Create an open and honest environment where both children and staff are encouraged to take risks; make mistakes and learn from them
- Work to prevent bullying of any kind to ensure that all children experience joy at school
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Recognise that mistakes are part of human experience; therefore, we will have a robust approach to dealing with situations when they go wrong.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

## **2. Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- through regular agenda items at staff meetings and safeguarding briefing, consultation documents and teacher voice
- Governors/IEB – through discussions at governor meetings and specific training opportunities
- Parents/carers
- Children and young people – through contribution to the development of the policy through the school council. The school council will develop a student friendly version to be displayed in each classroom
- Representatives from the local Church Community

This policy is available:

- On the website
- From the school office

### 3. Roles and responsibilities

The Governing Body are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adapts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Head Teacher is responsible for:

- The overall responsibility for the policy and its implementation
- Liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is Mrs Teresa Pendleton

Safeguarding is the responsibility of all; however, all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school is Mrs Caroline Milligan.

Their responsibilities are: -

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying is Mr Martin O’Connell.

### 4. Definition of Bullying

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

**[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)**

Behaviour often associated with bullying

**a) Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

**b) Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'  
Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

**c) Peer on Peer Abuse**

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

**d) Sexist and sexual bullying**

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

**5. What does bullying look like?**

Bullying behavior can be:

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

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## 6. Why are children and young people bullied?

Specific types of bullying include:

### i. Prejudice Related Bullying

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’

- ii. Other vulnerable groups include
- young carers
  - looked after children
  - bullying related to home circumstances
  - bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## **7. Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **8. Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

## **9. Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
- 

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

## 10. Reporting and responding to bullying

Our Academy uses the acronym 'STOP', firstly to help pupils understand what is bullying and when it becomes bullying behaviours, this is Several Times On Purpose. This acronym can also be looked at as Start Telling Other People, Which helps pupils to understand the importance of Reporting and incidents that occur.

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

These include:

- **Reporting to a staff member**, who will then investigate the incident, set appropriate sanctions for the perpetrator and informs the Headteacher and anti-bullying coordinator of the incident and outcome via CPOMS and a Bullying Report Form (see appendix A) attached to CPOMS
- **Parents and carers** report any concerns to a staff member in person or via MCAS. They can also phone the office to highlight any concerns they have which will then be passed on to the relevant member of staff in school
- **Children and young people** in school - report any concerns to a staff member, Anti Bullying Ambassador or in the worry box for anonymous disclosures.
- **All staff and visitor** will report any concerns via CPOMS (if applicable) or to the appropriate adult within school

## 11. Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

When investigating a bullying incident, the following procedures are adopted:

- Interviewing all parties separately including target, student displaying bullying behaviours and all others involved
- Informing parents/carers via phone call
- Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken
- If the incident is a case of bullying behaviour, all students involved and their parents/carers are made aware of this, and explanations given as to why. Both parties are told that the school does

not tolerate bullying behaviours. A sanction is then issued depending on the incident in line with the Academy's Graded Response to Bullying (see Appendix A).

- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Liaise with the wider community if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer to the Children Social Services
- Following up all reported incidents, keep in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary. (See Appendix B for Flow Chart of follow-up procedure)

## **12. Recording bullying and evaluating the policy**

Bullying incidents will be recorded on CPOMS by the pastoral team, and this will be stored by the Anti-bullying coordinator.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and Safeguarding Briefing

This information will be stored in accordance with GPDR

The policy will be reviewed and updated every two years.

## **13. Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we at The West Grantham Academy C of E Secondary have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti Bullying ambassadors to act as buddies for peers
- A safe space at lunches and Breaktimes
- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Anti-Bullying week annually in November and Safer Internet Day in February
- RSHE/PSHE/Citizenship lessons, development of the curriculum offer all include themes which work on challenging prejudice - related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Reactive programmes for vulnerable groups or groups involved in bullying include:

- Restorative Justice
- Counselling and/or Mediation schemes



- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

#### Support for parents/carers

#### Parent groups

- Parent information events/ information-on the school website

#### Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff as part of on-going CPD

#### Links with other policies

<b>Policy</b>	<b>Why</b>
Peer on Peer Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable Use Policy	Cyber bullying and online safety
Equalities Policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

#### 14. Appendix A

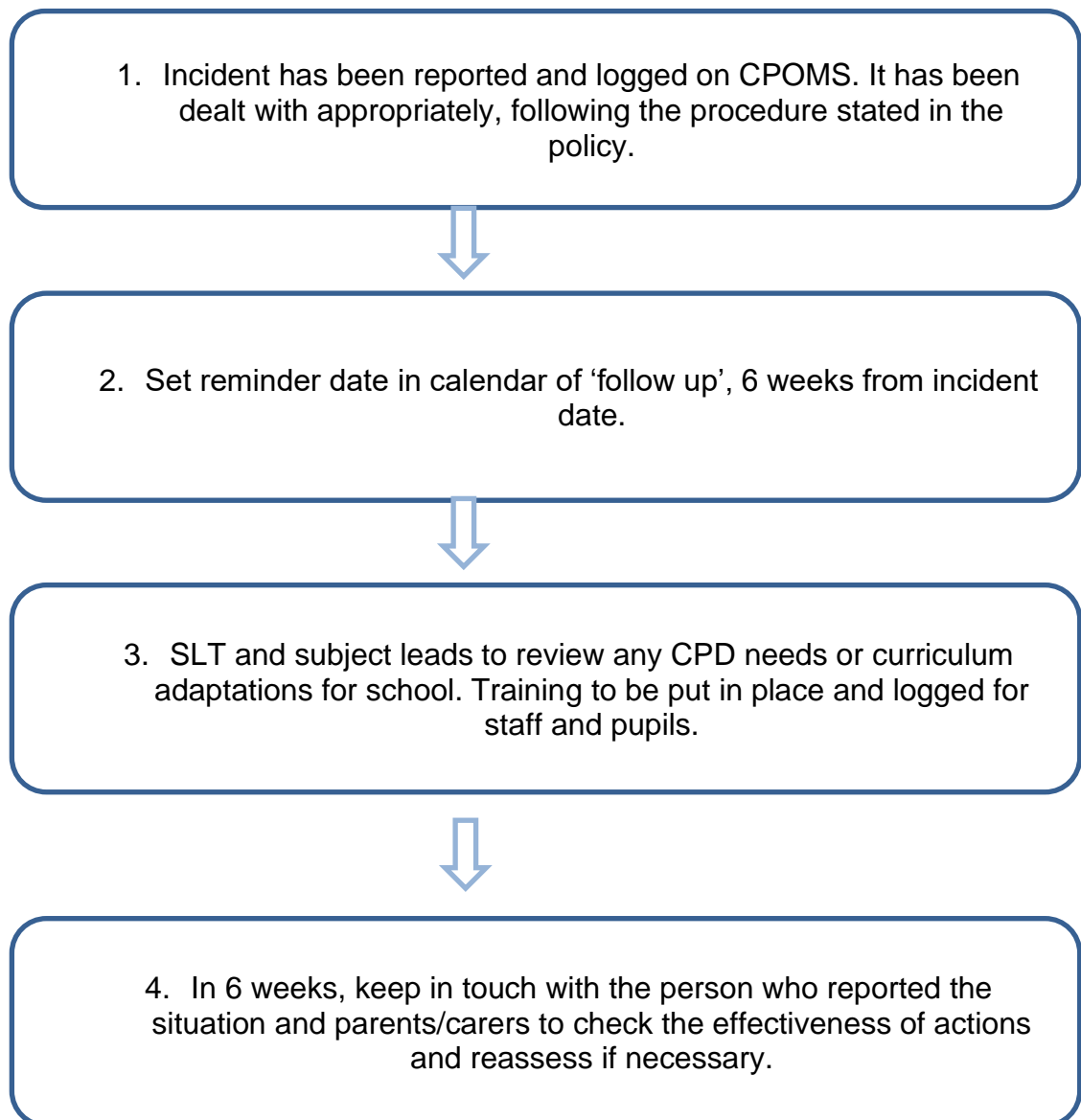
Graded Response to Bullying:

First occasion within a 12 month period	Warnings/Restorative Justice
Second occasion within a 12 month period	Report Card/Parent Meeting
Third Occasion within a 12 month period	Detention/ILU
Fourth Occasion within a 12 month period	Exclusion

These actions will be used as a guideline and depending on the circumstance stages may be missed, or repeated.

#### 15. Appendix B

##### Following up Procedure



## 16. Appendix C

We have based our response on the Anti Bullying Alliance findings which are

'Many young people tell us they prefer responses to bullying that support perpetrators to understand the impact of their behaviour and less so sanction based responses that can make perpetrators focus on their own punishment.'

A young person told us:

*'They need to understand how it makes the person they're doing it to feel. They need to be told how it feels.'*

Parents suggested appropriate actions could include speaking to the individuals, getting them to acknowledge their actions and apologise; or for the bully to be moved into another class. Other possible actions could be for teachers to use warnings and exclusions (selectively), so that the bully knows they cannot continue with this type of behaviour. Some actions may only need to occur once, and others may require longer term support

From Anti Bullying Alliance