Anti-Bullying Policy

2023-2024

Document Control

Author/Contact:	Key Stage Leaders and Mr Carrick (Deputy Headteacher) Tel: 0121 323 2221
Document Reference:	Anti-Bullying Policy
Version	02
Status	Final
Publication Date	June 2024
Related Policies	Praise and Behaviour Policy
Review Date	September 2025
Approved/Ratified by:	Mrs M George – Secondary Strategic Lead

1.   Introduction and Rationale

"We believe at Arthur Terry that every individual student has the right to enjoy, achieve and live life each day in school without fear".

Our Anti-Bullying policy has been created using recommendations from the Anti-Bullying Alliance and guidance from Department of Education such as 2017 Preventing and Tackling Bullying. We have utilised research from The Annual Bullying Survey 2017 and the 2017 NSPCC How Safe are our Children Report. We have used the most recent statistics from Childline and will continually aim to update parents and share where they can access further advice and recommendations.

Our Praise and Behaviour policy enables teachers and support staff to effectively record positive and negative behaviour so that Pastoral Teams can effectively track and communicate any identified needs, concerns or developments to parents and carers. Teachers and Tutors develop and promote the Arthur Terry Learning habits to ensure students are actively learning and collaborating positively.

We recognise the impact the increase in use of social media has on how children conduct their relationships and the impact this can have within school. We believe it is vital we continue to empower our young people, their parents and carers as well as all those that work with them so that they can recognise where a child may feel bullied and how to prevent and deal with the legacy of this.

This policy sets out how Arthur Terry will work together with pupils and parents to tackle bullying behaviour.

2.   Statutory obligations

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

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." Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issues which has contributed to a child engaging in bullying.

The Equality Act 2010 replaces previous anti – discrimination laws with a single Act. It requires public bodies to have due regard to the need to:

o   Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

o   Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

o   Foster good relations between people who share a protected characteristic and people who do not share it.

o   The wider search powers included in the Education Act 2011 give teacher's 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.

o   Criminal law does not specify bullying as a criminal offence in the UK, however 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 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. The school may need to seek assistance from the police if an incident is a criminal offence.

3   Definition and Forms of Bullying

The ABA (Anti-Bullying Alliance) defines bullying as:

"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."

Bullying may be identified as repeated aggressive actions or comments over a period. It may be directed at a student, or involve stealing or destroying his/her property. Bullying is when an individual or group of people engage in behaviour to hurt others several times on purpose.

Bullying comes in several forms: verbal/physical assaults, racial/sexual harassment or abuse, extortion, coercion, stealing, taunting/teasing and Cyber Bullying.

Cyber Bulling occurs when information and communication technology is used deliberately to cause someone harm and distress. This is usually in the form of email, text messages, phone calls and the misuse of social networking sites. Although bullying is not a specific criminal offence in UK law, criminal and civil laws can apply in terms of, for example, harassment or

threatening behaviour, and particularly relevant for cyberbullying – threatening and menacing communications:

- o Protection from Harassment Act 1997, which has both criminal and civil provision
- o Malicious Communications Act 1988
- o Section 43 of the Telecommunications Act 1984
- o Communications Act 2003
- o Public Order Act 1986

The 2014 DfES Cyber bullying guidance for Head teachers and school staff states:

"All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children. School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying".

Using recommendations from the 2016 Anti-bullying alliance Achievement for All programme we aim to reduce the bullying of all students including disabled children and young people and those with special educational needs.

- o Bullying may start from an individual or from a gang.

- o Girls and boys are equally involved in bullying/being bullied.

- o Bullying occurs more frequently when there is less teacher supervision, before or after school, during break and lunch-hour, in toilets, PE changing rooms.

- o Students being bullied tend to be isolated, anxious, feel inadequate, and are unable to make and maintain friendships and have a low self-image.

- o Most bullying is hidden from teachers; they may be the last to learn about incidents of bullying taking place in their own environment.

- o Bullying may occur from older to younger students, or within a year group. Bear in mind it may occur from adults to children, or even children to adults.

4   Strategies for Eliminating Bullying

A whole staff approach is essential.

All staff should be committed to watching out and listening for incidents of bullying and dealing with any incident, however trivial or serious. All staff must ensure their own actions are above reproach.

All staff (including support staff) must be aware and alert around school, keeping a watchful eye upon quiet corners and students who might be at risk. Teachers on duty will be aware of areas likely to be frequented by bullies, e.g. toilets, quiet corridors and unfrequented areas. Non-teaching staff must be made aware of whole school strategies to deal with any incidents involving negative language and actions towards students or other staff.

Students must realise that AT school will not condone bullying and that all reports of bullying will be acknowledged, acted upon and investigated. It is vital that students and parents feel empowered to report any concerns of bullying and are informed of how it will be investigated.

Tutors, teachers and support staff will look out for signs of stress, distress, deterioration in standard of work, conflict within friendship groups, absence from school, hanging around adults when in school, and any form of unusual behaviour.

All students will receive regular guidance on how they can easily access Student Support to report bullying or discuss any friendship or relationship issues. Parents and families of children affected are updated about any concerns regarding friendships and e-safety.

Student Support Services will provide mediation where appropriate.

Learning Support will ensure SEND will meet three times a year to check on emotional, wellbeing, academic progress, in line with Code of Practice 2014.

Through the PSHCE programmes each student will be educated on the importance of tolerance and awareness of everyone's human rights. We will plan opportunities to reflect on the impact of local and global events on communities. We aim for our students and staff to value difference and diversity to prevent prejudice and discrimination within the school and wider communities.

Within PSHCE, the wider tutor programme and assemblies, students will study friendships, e-safety, relationships and the impact of bullying and discrimination. Students will be taught the potential effect of banter, baiting and bullying to understand how their own actions may be interpreted by their peers.

5   Consequences

Parents/Carers must be made aware of any concerns about bullying involving their son/daughter

All students must be encouraged to talk about incidents of bullying, this is not `snitching', and it is preserving the atmosphere of a good school for all the students in its community.

When a bully is identified, it is important for teachers not to over-react with excessive shouting and punishment, this may appear to reinforce the aggressive attitude which bullies themselves adopt.

Where appropriate, a peer-orientated approach can be used (including peer mentoring and peer mediation) and each child involved should feel they have an advocate through the process.

If bullying is persistent, then this will be dealt by the pastoral team and a suitable consequence be agreed.

In some cases, a support session through use of the Student Support services with bully and victim together, may be successful.

6   Practicalities and Communication

Any reported forms of discrimination must be reported and kept on the schools Discrimination database. Any racist, religious, sexist, homo / bi / trans phobic language or actions must be recorded.

We will aim to use the recommendations from the Anti-Bullying alliance by:

- o Securing the safety of the 'target'
- o Focus on identifying the attitudes and values underpinning the behaviours
- o Utilising additional support or expert knowledge where needed.
- o All tutors/teachers must keep records of incidents of bullying and report these to the pastoral team.
- o The pastoral team must keep a record of bullying incidents, how incidents are dealt with, and punishments to bullies.
- o The pastoral team must monitor victims of bullying to check for reoccurrence. Any incidents must be communicated to parents and teachers so all become further aware of how to continue to monitor.
- o A record of sanctions must be kept and monitored against re-offending.

7   Counselling

`Bullies' should be required to provide a written account of their actions, then to discuss whether their actions were acceptable or wrong.

They should be encouraged to identify the harm they have done to their victim.

Retribution should be discussed with the bully.

Support from pastoral team to support both the victims, the bully and their peers.

8   Curriculum Activities

Curriculum map will identify how and where students are educated about the relevant skills needed to form and maintain healthy relationships and how and where to access help.

Posters/slogans around school prominently displayed to promote Student Support Services, tolerance and themed events. Statistics and charts displayed to communicate latest research about bullying.

Each chosen charity and awareness campaign is chosen to promote further understanding and tolerance of a range of local and global issues.

9   Parental involvement

Parents/carers must be encouraged to listen to their children, to read between the lines, to be aware of the possibility of bullying and to report to the school any fears or worries.

They should report to the school changes of mood, outbursts of temper, unexplained cuts, bruises or torn clothing and truanting or fear of coming to school.

Parents/carers should be advised never to say, "Don't tell tales". "Rubbish! You're imagining it". "You deserved what you got". "Don't be so wet". "Stand up for yourself". "Go away. I'm too busy".

Parents/carers, teachers and all adults must always respond sympathetically to a cry for help.

Any concerns that parents/carers may have regarding Bullying, must be reported immediately.

Parents/carers of bullies/victims should be kept informed and in serious cases, invited in to participate in support sessions.

Parents/carers made aware of the anti-bullying policy when their children enter the school which is located on the school site and thereafter by reminders in newsletters periodically.

The school will continue to educate parents and families on the to keep their children safe when using the internet through promoting the work of CEOP within the school's website.

10 The Future

Prevention is better than cure.

A calendar of regular training on Social/Emotional Wellbeing/ SEND needs is programmed

This policy will be regularly reviewed and updated to reflect the changing needs that young people have in how they socialise and interact with each other.

An ideal situation would be a happy, confident school community, each student caring for others, the calm waters only rippled by occasional squabbles between friends. We may never reach the ideal but our aim should always be to strive towards this to the best of our ability.

Updated: June 2024

By: Key Stage Leaders and Mr Carrick (Deputy Headteacher)

1. The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Schools and the law

By law, all state (not private) schools must have a Behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

ANTI-DISCRIMINATION LAW

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

Northern Ireland has different anti-discrimination law.

2. Reporting bullying

You should report bullying to your school in the first place - or someone you trust if it happens outside school, e.g. in a club or online.

Tell the police if the bullying involves a crime.

Schools - reporting bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is.

They might deal with it in school, e.g. by disciplining bullies, or they might report it to the police or social services.

Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

Police - reporting bullying

Anyone can make a complaint to the police about bullying but it's usually a good idea to speak to your school first.

If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive.