



## Anti-Bullying Policy

### Introduction

All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, or abuse them. Bullying behaviour is a problem for both the aggressor and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development of the individuals involved. Bullying is not acceptable under any circumstances and is best prevented through a school ethos based on mutual respect, fairness and equality. Management of bullying is a shared responsibility and strategies should involve the school staff, students, parents and other professionals as appropriate.

### Aims and objectives

Governors, teaching and non-teaching staff, pupils and parents should understand what bullying is, and should be familiar with the school policy implementing the policy when bullying is recognized or reported. They should know that bullying is not acceptable and will not be tolerated, and should work together to build a school ethos where bullying is minimized. Bullying can cause physical harm, emotional harm and psychological damage. The head teacher is responsible for ensuring that all teaching and non-teaching staff receives sufficient training, to be equipped to identify and deal with incidents of bullying.

### Definition

Bullying is behaviour where there is the **intention** to hurt or cause suffering or humiliation to another person. It results in pain and distress to the victim. Bullying is the abuse of power which leaves the victim feeling powerless and can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. by hiding books or threatening gestures)
- Physical- pushing, kicking, hitting or any use of violence
- Racist /ethnic background -racial taunts, graffiti or gestures
- Discrimination based on religion or cultural background
- Sexual - unwanted physical contact or sexually abusive (or homophobic) comments or behaviour.
- Verbal- name calling, sarcasm, spreading rumours, teasing.
- Cyber- Misuse of internet, e-mails and chat rooms, mobile threats (unwanted text messages and calls) misuse of camera and video technology.

### Pupils with SEN or Disabilities.

Particular care should be given to those pupils with SEN, sensory impairment, or behavioural, emotional and social difficulties(BESD) as they may find it more difficult to recognize and to resist bullying, They may also be more reluctant to tell people about it, increasing their sense of isolation.

**Signs and symptoms** which can be used to recognize when bullying is taking place include when the pupil

- Is frightened of walking to and from school or of using public transport.
- is unwilling to go to school
- becomes anxious, withdrawn or lacking in confidence
- feels ill in the morning
- begins to do poorly in school work

- comes home with clothes torn or books damaged or “lost”
- has unexplained cuts or bruises
- Is afraid to use the internet or mobile phone
- Becomes aggressive or unreasonable

#### **Preventative measures.**

The school will encourage an environment where bullying is minimized by

- Raising awareness of staff through training and by taking actions promptly in terms of negative or discriminatory behaviour (See Pastoral care discipline policies, safeguarding and equality statement)
- Seeking to develop pupil’s self esteem and ethos of respect for others through the assembly, PSHE, Religious studies and other parts of the school curriculum.
- Ensuring that pupils understand what bullying is and what strategies are available to them to deal with situations where they feel that they or others are being bullied.
- ensuring that all students know that bullying is not acceptable and will not be tolerated
- use of stories, poems, drama, role play and discussions about bullying
- Using the suggestion box placed in the school to inform staff of bullying. Direct action will not be taken on anonymous information but may make staff aware of areas of concern.
- Taking reasonable steps (e.g. adequate supervision etc) to reduce the likelihood of bullying at times and in places where it is most likely to occur (e.g. changing rooms, toilets, playground areas etc.)

#### **Dealing with Bullying**

All reports or evidence of bullying should be taken seriously and appropriate action taken

- In the case of minor bullying subject teachers and form teachers should talk to the student, document the incident and give a demerit and some punishment. The incident should be recorded on the student’s behaviour record.
- Where a pattern of bullying is noted form teachers are responsible for counselling students, and should formally record and inform the senior teacher who will deal with the problem recording actions taken. The chaplain could be involved at this stage.
- When a bullying incident is severe it should be referred directly to the senior teacher keeping a written record of what occurred. The senior teacher will record the incident, and give an appropriate punishment. This may involve referral to a discipline committee leading to suspension (and if repeated expulsion)
- Parents should be informed where serious bullying occurs or where there is a pattern of bullying, and where appropriate invited into the school to discuss the issue with relevant staff members and the student.
- Pupils who persist in bullying may face suspension or expulsion, and both the aggressor and victim may need to be referred to specialist support agencies such as social services.

Monitoring of bullying records should take place regularly, to ensure that this bullying policy is being implemented and is effective. The data collected should be evaluated annually to look at changes and to assess to what degree pupils feel safe in the school. A questionnaire can be used for this purpose.

This policy is based on the following documents

*Safe to learn – Embedding anti bullying work in schools DCSF 00656-2007*

*Safe to learn -Homophobic bullying DCSF 00668-2007*

*Safe to learn- Cyber bullying DCSF 00658-2007*

*Safe to learn- Bullying involving children with SEN and Disabilities DCSF 00372-2008*

*Don’t Suffer in Silence 2000*

*Kidscape 2005*

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Stanborough Secondary School

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