ANTI-BULLYING POLICY

(This policy is posted on the school website)

RATIONALE

The Trustees expect all members of the School to behave in a manner that will enable the School to operate in an efficient and cooperative way for the good of all its pupils and staff. We wish to create a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people and thrive.

Bullying is not tolerated and will be dealt with in accordance with procedures set out in this policy. This document also has regard to the DFE *Preventing and Tackling Bullying (July 2017) and Cyberbullying: Advice for headteacher and school staff (2014)*

IMPLEMENTATION AND PROCEDURES

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 (which may cause psychological harm).

Bullying can take many forms (for instance, cyber-bullying via text messages, social websites, mobile phones, text messages, photographs and email) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, sex, homophobia, special educational needs and disability or because a child is adopted or has caring responsibilities and socio-economic background. It might be motivated by actual differences between children, or perceived differences.

The following list outlines the main forms that bullying may take. It is not necessarily exhaustive;

- Emotional   being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical   pushing, kicking, hitting, punching or any use of violence
- Racial   Racial taunts, graffiti, gestures
- Cultural   comments or acts designed to be hurtful
- Religious   comments or acts designed to be hurtful
- Sexual   unwanted physical contact or sexually abusive comments
- Sexist   making purposefully derogatory comments designed to insult
- Homophobic   because of, or focusing on the issue of sexuality
- Disability   comments or acts designed to be hurtful or clearly discriminatory whether directed at those with mental, physical, emotional disabilities or at those with other special educational needs
- Familial   because a child is adopted or is a carer
- Verbal   name-calling, sarcasm, spreading rumours, teasing
- Cyber   all areas of internet, such as email, social websites & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

The School seeks to protect children and young people against all fundamentalist, extremist, supremacist and violent ideologies.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalization of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalization should be viewed as a safeguarding concern.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognize those vulnerabilities (see School Safeguarding Policy).

It is not bullying when:
- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental
- There is a one-off fight/argument between pupils of equal stature or strength
- There is a good reason why others cannot be included in a group activity
- A pupil is called a nickname with which they are happy

Stopping violence and ensuring immediate physical safety is obviously the School's first priority but emotional bullying can be more damaging than physical; teachers will therefore make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside School. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) unless required as evidence on electronic devices, including mobile phones.
(See the E-safety policy for more information).

Ethos of the School:

At St Edward's, we create an ethos of good behaviour where pupils treat one another and the school staff with respect because we know that this is the right way to behave. We teach the pupils the value of respect for staff and for other pupils. We each have a part to play in the community and understand how our actions affect others within the school environment. Our Sixth Form pupils know that they have a responsibility to set a good example to the younger pupils. Our School Motto is 'Strive for the best'. Everyone connected with St. Edward's School accepts responsibility for each member's welfare and happiness. All staff, whatever their role in School, believe it is their responsibility to prevent bullying from occurring and take immediate steps to deal with it should evidence of bullying be found.

The school staff proactively gather information from subject teachers and tutors about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in subject lessons, the PSHE programme and through assemblies.

We try to prevent bullying by:
- promoting the 'telling' atmosphere; on the School Dashboard there is an ICON, pupils can click on this to report incidences of bullying which are then emailed directly to the Senior Deputy Head.
- being vigilant in our supervision of difficult areas of the School, being on duty, and in our classrooms in good time for the pupils;
- reminding pupils frequently about the behaviour that is expected;
- stressing that all the children should be friendly and support each other;
- using information gathered from reported incidents as pointers to improvements that can be made within school's general organisation;
- conscious teaching of social skills through role play, drama, literature, etc.
- role-play - for all pupils to cope with bullies or bully placed in situation to appreciate the feelings of the victim;
- building the confidence of children by valuing them and their work as individuals;
- using Assemblies, RE and PSHE lessons, projects, drama, stories, literature, historical events and current affairs to promote values, beliefs and moral issues with discussion of differences between people and the importance of avoiding prejudice-based language;
- Teachers offering a positive role model refraining from name calling, teasing, sarcasm, etc.;
- ensuring clear communications between all members of staff regarding the behaviour of the children throughout the day in varying situations;
- recording all incidents concisely and consistently;
- implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in the cases of severe and persistent bullying);
- having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;
- involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- supportive procedures for dealing effectively with individual complaints from parents;
- watching for signs of unhappiness, distress or change of character in the children.

Where bullying occurs in School and on school trips, etc, the policy will be applied. If bullying takes place out of School, and there is a school connection, eg. both are pupils, the School will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked, but the School may offer support.

We intend that our procedures are good and effective, so that it is easy to report bullying (by using the special Antibullying ICON on the School Dashboard), including cyber-bullying and bullying outside School and bullying records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

Raising awareness

We raise awareness of bullying using educational elements such as Personal, Social and Health Education, assemblies, projects, drama, stories, literature, historical events and current affairs with discussion of differences between people and the importance of avoiding prejudice-based language.

Raising staff awareness

We raise staff awareness of bullying issues and anti-bullying strategies through INSET, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate, we can invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils. We also aim to raise staff awareness via our pastoral structure. The staffroom meets once a week where pastoral staff relay concerns or information. Once a week, pastoral staff meet with the Headmistress and Senior Deputy Headmaster to discuss events of the week. More informal, ad hoc meetings take place through the week, as and when they are required. Action is taken when discussion uncovers structural issues; for instance if an area of the School is identified as a location for bullying, staff will be deployed there at suitable times.

PROCEDURES FOR DEALING WITH BULLYING

Staff
Listen to the child - take action.

All staff - if you witness / are called to an incident of bullying

1. Keep calm and make the situation safe; The main priority for staff is the welfare of the child
2. Call in Senior Staff if necessary;
3. Take the incident seriously;
4. Reassure the victim - do not make him / her feel foolish or inadequate;
5. Report incident on the same day to the Head of Section who will liaise with the Senior Deputy Headmaster;
6. Never bully the Bully as this gives credibility to the behaviour;
7. Write up an account of what happened on an Incident Form and forward to Head of Year.

If bullying is reported to you:

1. Take the report seriously - assure victim / reporter it will be dealt with confidentially;
2. Make notes of the victim's comments;
3. Reassure the victim that 'telling' was the right thing to do, the bully is at fault not the victim;
4. Report the incident to the Head of Year to discuss further with the Senior Deputy Headmaster;
5. Make provision to follow up detection and reporting of incidents so victim is supported and bully deterred;
6. Write up an account of what has happened on an Incident Form and forward to Head of Year.
7. A centralized register enables Heads of Year and the SMT to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.
8. A bullying incident should be treated as a Child Protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The DSL must be contacted in this situation. The DSL will then contact the GSCB for advice and make a referral if required. The DSL will record all information in the Child Protection file.

Action the School will take;

1. It will never ignore suspected bullying. All allegations of bullying will be investigated fully by an appropriate member of staff.
2. Parents will be kept informed.
3. Depending on what is found, and in what context, the action taken is likely to differ. There are many possible approaches that might be used. These could include mediation between both parties if appropriate, through to

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sanctions for the bully. Sanctions will follow the guidelines in the Behaviour, Rewards and Sanctions Policy and will reflect the seriousness of an incident and convey a deterrent effect. Referral could be made to external agencies (eg. Police, Children's Social Care, Channel) if the nature and level of the bullying was considered to require more serious action.

4. Support will be given to both the victim and the bully.
5. The School will keep on checking with the affected parties to see whether the bullying has continued or stopped. If it has not stopped, further investigation and intervention will take place.
6. Bullying can lead to suspension and indeed expulsion if the bully does not change their behaviour.
7. If a referral has been made to social services then the DSL will follow up the actions taken and support the external agencies where possible.

Student

1. Tell any member of staff, Form Prefect or another student if you feel you are being bullied in school or outside school (including cyber-bullying).
2. Use the special Antibullying Icon on the School Dashboard and an email will be sent directly to the Senior Deputy Head.
3. If you see or hear that bullying in any form is taking place you must report this to any member of staff, Form Prefect or another student.
4. If bullying is reported to you, it is your duty to inform a member of staff.

Associated documents:

1. Student Planner – The Twelve Classroom Rules; Behaviour; Property; Detentions etc.
2. Parents Information Booklet - School Rules
3. Staff Handbook:
4. Drugs (including Alcohol and Tobacco) Policy
5. Complaints Policy
6. Conditions of Acceptance for Entry into St Edward's School
7. Behaviour, Reward's and Sanctions Policy
8. Safeguarding Policy
9. E-safety policy

Updated   September 2018
By whom   Headmistress & Senior Deputy Headmaster
To be Reviewed Annually

(Health & Safety Committee)