



Policy Number:	SU03	Originator:	Richard Hibbert
Issue Number:	5	Authoriser:	Mike Deacy
Issue Date:	01/05/2022	Service Type:	Education
Next Review Due:	01/05/2023	Policy Location:	Policy File

## 1. Aim of the policy

The Greater Horseshoe School helps children toward a better future by supporting our students in the change and growth that leads to progress and success.

### 1.1. Background

In formulating this policy, we have made reference to the following documents / websites:

- Our curriculum policy
- The Human Rights Act 1999
- The Race Relations Act 1999
- Keeping Children Safe in Education DfE September 2021
- NSPCC
- DfEs-Bullying Website
- Preventing and Tackling Bullying Dfe October 2014
- Cyber-bullying Advice for Head teachers Dfe factsheet
- Kidscape
- The Anti-Bullying Alliance
- The Diana Award
- Childline
- Young Minds
- Family Lives

## 2. Policy

### 2.1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all Students should be able to tell and know that incidents

will be dealt with promptly and effectively. We work very hard to be a 'telling' school. This means that anyone who knows that bullying is happening is expected to tell the staff.

## 2.2. 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.

Staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

### Bullying can take many forms, for instance:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
- Physical: Pushing, kicking, hitting, punching or any use of violence.
- Racial: Racial taunts, graffiti, gestures.
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic/biphobic: Because of, or focussing on the issue of sexuality
- Transphobic: because of, or focusing on issue of transgender identity
- Disability: because of, or focusing on individual's disability
- Verbal discrimination: Name-calling, sarcasm, spreading rumours, teasing.
  
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

## 2.3. Why is it important to respond to bullying?

Bullying is harmful. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

We all have a have a responsibility to respond promptly and effectively to issues of bullying.

## 2.4. Objectives of this Policy

- All management, teaching and non-teaching staff, Students and parents/ carers should have an understanding of what bullying is.
- All management and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

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- Is frightened of walking into or out of school
- Begs to be driven to school rather than going in taxi
- Changes their usual routine
  
- Is unwilling to go to school (school phobic)
- Begins to exhibit truancy
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm, suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Becomes unusually aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 2.5. Useful Resources

The following organisations provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying:

- Kidscape
- The Diana Award
- The Anti-Bullying Alliance
- Childline
- NSPCC
- Young Minds
- Family Lives

## 2.6. Implementation – Students

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their Mentor or member of staff of their choice

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- Reassuring the student
  - Offering continuous support
  - Restoring self-esteem and confidence
  - Students who have been bullying will be helped by:
  - Discussing what happened
  - Discovering why the student became involved
  - Establishing the wrongdoing and the need to change
- 
- Informing parents/carers to help change the attitude of the student.

## 2.7. Parental Involvement

The parents/ carers of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be educated off the main school site.). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Parents/ carers are reminded to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

## 2.8. Dealing with Bullying

Staff should deal with bullying in different ways, depending on how serious the bullying is. This could include dealing 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 students involved may have.

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

If staffs are reporting cyber bullying, a record of the date and time of the calls, emails or texts should be made- any messages received should not be deleted.

## 3. Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyber-bullying based on protected characteristics such as:

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- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Prejudice-based bullying includes the above protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

Further support/advice on prejudice-based bullying can be found at:

<http://respectme.org.uk/bullying/prejudice-based-bullying/>

## 4. Anti-cyberbullying

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Cyberbullying is the use of technology, commonly a mobile phone or the internet, deliberately to upset someone else. It includes: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); manipulation and any behaviour that can be perceived as hate crime, including regarding social media.

The aims of this policy are to ensure that:

1. GHS provides a 'safe to learn' environment for all our students
2. pupils, staff and parents are supported to understand what cyberbullying is and what its consequences can be
3. GHS has within its community the knowledge, policies and procedures to prevent and minimise incidents of cyberbullying within the school community

Furthermore, incidents of behaviour related to cyberbullying are:

- Dealt with effectively and supportively
- Are recorded and the incidents, their frequency and associated policies and practice are monitored and assessed regularly.

Any incident of cyberbullying will be dealt with under the procedures and practices detailed earlier in this policy. However, there is a recognition that the development and the widespread use of different technologies has enabled 'cyberbullying' as another media for bullying.

## 5. Monitoring and evaluation

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We believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources to support our action.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class tutorial time, assemblies and subject areas, Anti Bullying week projects, as appropriate, in an attempt to eradicate such behaviour.

All staff will record all accounts of bullying via the reporting function on EMS. The senior leadership team will review all records each week in SLT/HoF meetings. Patterns or behaviour and records will be evaluated and actioned accordingly with the intention of reducing/eradicating bullying throughout the school.

## 6. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Richard Hibbert

Date: 1<sup>st</sup> May 2022

Signed:

This policy is quality assured by Mike Deacy, Regional Director.

Signed:

Date:

The policy is quality assured by Governor:

Date:

Signed: