

SHENLEY BROOK END SCHOOL



Anti-Bullying Policy

Review Information

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ANTI-BULLYING POLICY

1. Principles

Everybody has the right to feel safe in **5 Dimension Trust (5DT) schools** including when travelling to and from school. Everybody has the right to an education without being fearful that their work will be mocked, that they cannot speak freely or protect their own space, provided that in so doing they do not harm others.

Everybody has the right to expect the 5DT community to protect them from those who would hurt, threaten or torment them. If one has the right to be safe one also has the responsibility to help towards the safety of others. 5DT schools recognise that the stresses placed on those that are bullied can have a detrimental effect on making progress. This has far reaching effects on their emotional health, wellbeing, attendance, educational successes and subsequent life chances.

We aim to work with staff, students and Parents/Carers to create an inclusive learning community where bullying is not tolerated, where we value relationships and work restoratively with young people. At all times we endeavor to be a *telling* school; bullying continues when it is not reported or when it is not acted upon. 5DT schools will as far as practicable possible to proactively and restoratively deal with the effects of bullying. Please see appendix for school's examples of this.

This policy has been written to reflect the Department for Education latest guidance on preventing and tackling bullying 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

2. Definition and Response to Bullying

What is bullying?

Bullying is a conscious and willful act of aggression and/or manipulation by one person or people. Bullying is when a group of people or an individual pick on someone with a deliberate, conscious desire to hurt, threaten or torment someone else. It is usually recurring. This can be in the form of verbal abuse, physical intimidation or interference with property, or any combination.

Types of bullying

- **Verbal abuse** - name calling and gossiping
- **Non-verbal abuse** - hand signs or text messages, emails, messaging Emotional abuse - threatening or intimidating someone
- **Exclusion** - deliberately ignoring or isolating someone undermining - constantly criticising or

spreading rumours

- **Physical assaults** - hitting and pushing, punching or having aggressive contact
- **Cyber-bullying** – this form of bullying is becoming much more prevalent with the rise of social networking and use of mobile internet devices such as phones and tablets.
 - Cyberbullying will be taken seriously and dealt with in the same way as any other form of bullying. (See appendix 2 – Cyberbullying for more details)
- **Discrimination**, such as bullying related to:
 - specific educational needs (SEND) and disabilities
 - sexual orientation
 - home circumstances (for example Young Carer or Child looked after)
 - race, religion or culture
 - sexual bullying.

Why are people bullied?

- People are bullied for a variety of reasons – and for no reason.
- Bullying can happen anywhere and usually when there is a difference or perceived difference between the person being bullied and the bully, perhaps through being overweight or underweight, wearing glasses or different clothing, being new to the School, or being unable to afford what is considered to be 'cool'.
- Bullying can take place by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.
- Prejudice-based bullying – where people are treated with discrimination.

How does 5 Dimension schools respond to bullying and the promotion of anti-bullying behaviour?

The following strategies have been put in place to reinforce the anti-bullying ethos across our schools.

- Avoid the use of teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sexual orientation or gender.
- Encourage students to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage students to treat everyone with respect, a key feature in our schools ethos.
- At whole school level – through assemblies, tutor activities and Life Skills lessons when students are informed of the schools approach to, and the actions that will be taken to prevent bullying taking place.
- Anti-Bullying Week in November will be used as an opportunity to raise the profile of this issue.
- At classroom level – especially through Life Skills/ Wellbeing (PSHE) the focus will be on developing strong anti-bullying messages.

- 5DT schools recognises that there are times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day and deploy duty staff carefully to have a high presence at this time.
- Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Peer Mentors will be available for those students requiring extra support and be encouraged to organise anti-bullying campaigns and discourage the “bystander culture”.
- Stereotypical views and ‘banter’ are challenged by all staff and students encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality (including LGBTI), ability or disability.

To further support our students, Parents/Carers and staff, we run several strategies to encourage the reporting of bullying incidents or perceived incidents, “Tell, Text, Mail”; Tell Someone, Text someone, Email someone.

These strategies are intended to encourage those that are being bullied, or those that think that they are witnessing bullying to come forward and let us know in order that the appropriate action can be taken to stop the bullying in its tracks.

‘TELL SOMEONE’

Students can leave messages in the Year Leader/ Return to Learn (R2L) office space, or student services/reception reporting their concerns about bullying, if they are being bullied themselves or they are worried about friends.

Students are also encouraged to complete a student statement sheet, if they have seen something taking place that concerns them, in the building, on the way to and from the school or perhaps a form of cyber-bullying taking place in the evenings or at the weekends. Students are also encouraged to speak to someone about a concern; their form tutor being the most important and easy accessible adult in the building, Progress Leader or Year Leader/ Learning Mentor in R2L or class teacher.

‘TEXT SOMEONE’

5 DT schools have a designated bullying text number for students, Parents/Carers and other family members to text should they need to tell someone about a bullying situation. Numbers are publicized in classrooms and student planner/learning passports.

Messages are checked twice each day and will always receive a confirmation text with the issues being addressed the next school day.

Shenley Brook End School 07907398828

‘EMAIL SOMEONE’

There is an email address for students, Parents/Carers and other family members to use, if they have a particular concern about bullying issues. All emails will be acknowledged, and the problem

investigated as appropriate as quickly as possible.

Shenley Brook End school Anti-BC@sbeschool.org.uk

On each student desktop computer an Icon is available to enable students to access this email address immediately.

3. Action to be taken when bullying is reported or suspected

1. The student who is bullied must be offered help within the pastoral structure of the school. Each case must be dealt with discreetly and sensitively. Interviews with parties must take place.
2. The bullied student, bully or bullies should all record the events in writing.
3. The parents of all the students involved should be contacted. Discussion of action strategies must take place, hopefully with parental co-operation.
4. Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim will need support and strategies need to be used to rebuild the student's self-esteem.
5. The student who bullies others however will need time to reflect on their actions and work towards repairing any relationship breakdown through careful restorative and reflective exercises. Counselling is available via Year Leaders, Wellbeing and Therapeutic support and school counselling.

CONSEQUENCES FOR THE BULLY

By taking one or more of the seven disciplinary steps described below we aim to prevent more bullying. We also work restoratively and place high value on positive relationships to try to help people who have been bullied in the following ways:

- By talking and reflecting about what happened, to discover why they became involved.
- Informing the bully's Parents/Carers/Guardians.
- Working restoratively with those involved.
- By challenging prejudiced attitudes as far as possible.

Disciplinary steps

1. They will be warned officially to stop offending.
2. The bully's Parents/Carers/guardians will be informed.
3. They may be internally isolated or isolated at another school, 'Off site' provision.
4. They may be isolated at break and/or lunch times.
5. We may arrange for them to be escorted to and from the schools premises.
6. If they do not stop bullying, they may be externally excluded for a period of time.
7. If they then carry on, they will be recommended for external exclusion for a longer fixed period. If they will not end such behaviour, they may face permanent exclusion.

We will always look to repair any relationship breakdown and work restoratively, using opportunities for reflection, drawing back upon the 5 Dimension Trusts guiding principles that we

- know that the differences between us make us even stronger;
- understand honest mistakes occur and learn from them together;
- are positive in our communications and understand their power;
- reward cooperative and positive relationships but understand that sometimes new levels can only be reached through dialectic;
- are humble enough to give and receive support;
- gain fulfilment by playing a positive role in our community

Alternative strategies are also used to help the 'bully' and the 'victim'. These include individual and group counselling, peer group monitoring, safe space and acceptable behavior contracts. Positive approaches to improve behaviour are also used through the 5DT schools stamp and rewards system.

What to do if you are:

4. A Student

Silence and secrecy encourage bullying, therefore you must tell an adult if you are being bullied, and you should expect that adult to try to do something effective to stop the bullying as soon as practically possible, either that day or the next morning. You can tell someone in a variety of ways; face to face, text, email or writing it down.

You should tell your Tutor or another teacher or adult in the school or your Parents/Carers - or all of them if you wish. If the bullying continues you should tell the teacher and your Parents/Carers again. If you report that you are being bullied you can expect help and support, usually provided by your Tutor or Year Leader. If you witness the bullying of others you should help by reporting the incident to an adult.

5. A teacher or member of staff

Members of staff should watch for early signs of distress in students which **might** be the first signs of worries about bullying that has not yet been disclosed- decline in work standard; frequent minor illness/erratic attendance; reluctance to mix with other students; tiredness.

- All allegations will be taken seriously and those involved will be interviewed and accounts taken.
- Progress Leaders or Senior Leadership Team will determine the relevant sanction and action to be taken to resolve conflict or modify the behaviour of a bully.
- Staff to report alleged bullying via CPOMS as the primary reporting process.

6. Parent/Carer

Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their normal standard.

Possible signs of bullying

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, or feigning illness. They may also show a reluctance to go out at break and lunchtime or into an unsupervised area. These students may also be reluctant to walk home when others do. They may show changes in their work patterns, may lack concentration or may even truant from school.

- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously, and appropriate action will follow.
- Contact the following agencies for support and advice:

Childline: www.childline.org.uk/explore/bullying/pages/bullying.aspx

or call 0800 1111 (open 24hrs a day)

Kidscape: Offers advice and guidance, visit <https://www.kidscape.org.uk/advice/>

Family lives: Is a free, confidential, 24-hour help line for Parents/Carers concerned with a wide range of issues, including bullying. Call 0808 800 222 or visit www.familylives.org.uk

Get connected: 0808 808 4994 Free confidential advice for under 25s

7. Working Together

Parents/Carers/Guardians must help us to ensure we collectively work towards our 5DT guiding principles and have a culture of tolerance and respect by promoting this at home.

Parents/Carers need to contact the school as soon as they think their child is being bullied.

Parents are encouraged to contact the form tutor in the first instance, or use the dedicated anti bullying email address

Shenley Brook End school Anti-BC@sbeschool.org.uk

They can also email the Year Leader or the schools email address

Shenley Brook End enquiries@sbeschool.org.uk

The school has a dedicated email address that we encourage parents, carers and students to use, if they are worried about anything at all. This includes bullying, but can also be about, friendships, exam

concerns, general wellbeing concerns, anxiety. Anything at all and we will attempt to support.

Shenley Brook End Anti-BC@sbeschool.org.uk

Most bullying stops immediately if it is dealt with. Students, teachers and Parents/Carers working together can greatly reduce bullying in educational establishments. Additional help is available through our Police Liaison Officer.

We encourage parents to notify and work with the school, rather than reporting bullying directly to the police. 5 DT schools have a good relationship with the safer schools police officer and hold regular meetings.

Appendix 1 - Homophobic Bullying factsheet

Homophobic Bullying (including lesbian, gay, bisexual and transgender bullying)

What is homophobic bullying?

Homophobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual sexual orientation. You do not have to be a lesbian, gay, bisexual, transgender or intersex (LGBTI) person to experience homophobic bullying.

The main factors that influence whether a person is a target of homophobic bullying are:

- People perceive you to have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal bias involving traditional gender roles or traits, which are inaccurate, for example softly spoken boys, and girls with short hair
- You defend the civil rights of sexual minorities
- You have LGBTI friends, parents or family
- You are perceived as being different to your peers or those in your local community
- Or none of the above. The child displaying the bullying behaviour knows such attacks will damage you.

How is Homophobic Bullying displayed?

Like all forms of bullying, homophobic bullying can occur in different ways such as emotional, verbal, physical or sexual. Some of the more common types of behaviour may include:

- Verbal bullying (being teased or called mean names, or having derogatory/inflammatory terms used to describe you, or hate language used against you)
- Being compared to LGBTI celebrities / caricatures / characters that portray particular stereotypes (for example, being compared to Lilly Savage)

- 'Being outed' (the threat of being exposed to your friends and family by them being told that you are gay, lesbian or bisexual even if you are not)
- Indirect bullying / social exclusion (being ignored or left out, for example gestures such as 'backs against the wall')
- Physical bullying (being hit, pushed or kicked)
- Sexual harassment (inappropriate sexual gestures, for example, in the locker room after P.E. or being groped with comments such as 'You know you like it!')
- Cyber bullying (being teased, called names and/or threatened via email, text and on Social Networking Sites)

What are the possible effects of homophobic bullying?

All forms of bullying can affect a child or young person's emotional and social wellbeing as well as their physical health. This could lead to withdrawing from social interactions in class or other activities previously enjoyed, academic underachievement, truancy, academy refusal or leaving education earlier than might have happened otherwise. How severe the effects on a particular child or young person are can depend entirely on the individual and their coping mechanisms and no two people will respond in the same way.

LGBTI people can face negative attitudes and prejudices in their local communities and research has proven that as a result of this, young LGBTI people are particularly prone to poor mental health. This can lead some LGBTI young people to internalise these feelings (internalised homophobia). This might mean:

- Denial of their sexual orientation to themselves or others or attempts to change their sexual orientation
- Low self-esteem and/or negative body image
- A dislike towards other open or obvious LGB young people
- Shame, depression, defensiveness, anger or bitterness
- Self-ridicule to gain social/peer acceptance
- Risk-taking behaviours including substance misuse
- Self-harm and/or suicidal thoughts

What must we do as a School?

Schools and Academies are required to have measures in place to tackle all forms of bullying amongst students, including homophobic bullying (Equality Act 2010).

Some methods of proactively tackling homophobic bullying in our community may include:

- Policies for both staff and students (equal opportunities, bullying policies etc.) including sexual orientation and gender identity issues (see equal opportunities policy)
- Daily reinforcement of the use of positive language and the challenging of inappropriate comments made by staff and students through policy and overall academy ethos etc.
- Awareness raising opportunities for staff and students, including positive imagery/posters and workshops/training delivered through specialist agencies.
- Accessible and diverse support strategies in place to tackle homophobic bullying, including signposting leaflets for helplines, counselling etc., for staff and students.
- Accurate record keeping and tracking.

Support for LGBTI students and staff supporting LGBTI students:

- <http://www.mermaidsuk.org.uk/> Mermaids work to reduce isolation and loneliness for parents and young people dealing with gender issues and empower families and young people with the tools they need to negotiate the education and health services.
- <http://www.gires.org.uk/> GIRES' purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.
- https://www.cornwall.gov.uk/media/13620644/schools-transgender_guidance_booklet-2015.pdf
- <https://www.theproudtrust.org/resources/research-and-guidance-by-other-organisations/trans-inclusion-schools-toolkit/>

Appendix 2

CYBER-BULLYING

Cyber-bullying can be defined as “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. More specifically, it can be defined as:

- Actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm another or others.
- Use of communication technologies for the intention of harming another person
- Use of internet service and mobile technologies such as web pages and discussion groups as well as instant messaging, SMS text messaging or apps such as Snapchat with the intention of harming another person.

It can be an extension of face-to-face bullying, with technology providing the bully with another

route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms including: threats and intimidation; harassment or "cyberstalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification or defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; spreading rumours or "gossip"; manipulation; posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites or social networking sites; the use of mobile phone cameras to cause distress, fear or humiliation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of perceived cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.

It is important that students are made aware of the effects of their actions. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others, images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. Section 127 can be used as an alternative offence to such crimes for example as hate crime (including race, religion, disability, homophobic, sexual orientation, and transphobic crime), hacking offences, cyber bullying, cyber stalking, amongst others.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, schools will have no choice but to involve the police to investigate these situations.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- Impact – the scale and scope of cyber-bullying can be greater than other forms of bullying.
- Targets and perpetrators – the people involved may have a different profile to traditional bullies and their targets.
- Location – the any time and any place nature of cyber-bullying.
- Anonymity – the person being bullied will not always know who is attacking them.
- Motivation – some students may not be aware that what they are doing is bullying.
- Evidence – unlike other bullying, the target of the bullying will have evidence of its occurrence.