



Anti-Bullying Policy

Author	Written / Reviewed	Passed by Governors	Next Review
K Pickering/ L Bridgewater	Nov 2017	Nov 2018	Nov 2018

Statement of intent

This policy reflects the values and philosophy of Shenstone Lodge School in relation to Bullying and applies across both sites.

It sets out a framework within which teaching and non-teaching staff can operate, and gives guidance on prevention, responding to bullying behaviour, and supporting bullies and their victims.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

Supporting Legal framework

This policy has due regard to legislation, including, but not limited to, the following:

Education and Inspections Act 2006
Equality Act 2010
Children Act 1989
Protection from Harassment Act 1997
Malicious Communications Act 1988
Public Order Act 1986
Communications Act 2003
Human Rights Act 1998
Crime and Disorder Act 1998
Education Act 2011

This policy has been written in accordance with DfE advice, including, but not limited to:

DfE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's:

Child Protection Policy
Behavioural Policy
Anti-Cyber Bullying Policy

Bullying outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Head of School has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head of School the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The Head of School is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour co-ordinator of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Definition

For the purpose of this policy, bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is **not** when two people have a disagreement or fall out over something. Anyone has the potential to be a target or perpetrator of bullying.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

Verbally

Physically

Emotionally

Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Signs of bullying

Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

1. Being frightened to travel to or from school
2. Asking to be driven to school
3. Unwillingness to attend school
4. Truancy
5. Becoming anxious or lacking confidence
6. Saying that they feel ill in the morning
7. Decreased involvement in school work
8. Returning home with torn clothes or damaged possessions
9. Missing possessions
10. Missing dinner money
11. Asking for extra money or stealing

- 12. Cuts or bruises
- 13. Lack of appetite
- 14. Unwillingness to use the internet or mobile devices
- 15. Becoming agitated when receiving calls or text messages
- 16. Lack of eye contact
- 17. Becoming short tempered
- 18. Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues. Pupils who display a significant number of these signs are identified, their needs addressed, and appropriate action taken.

Our Aims

Aims
To ensure that young people feel safe secure and happy in a caring environment
To encourage the school community to challenge bullying behaviour and to advocate openness.

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example, the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Head of School.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher, classroom assistant or Head of School and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

Preventing Bullying

The school makes strenuous efforts to prevent bullying behaviour.

High levels of staff support and almost constant supervision of pupils is a key prevention strategy.

In addition, we address issues of bullying in the academic and pastoral curriculum by raising pupil awareness of acceptable and unacceptable behaviours, knowing who and how to tell and developing pupil confidence and social skills. These messages are delivered through specific lessons and assemblies.

The school also uses internal and external providers to deliver awareness raising programmes.

Survey/questionnaires distributed to pupils, parents and whole school staff help the school to monitor the general feelings of student and whether or no they feel safe. Feeling safe is on the school council agenda.

Pupils have access to staff and to external agencies such as child line, and for residents the independent visitor if they wish to discuss bullying incidents or concerns.

Procedures

Staff are aware of anti-bullying policy and act accordingly.

Staff are aware of bullying behaviours and should respond to pupils engaged in such.

Bullying incidents will be recorded on a central log (behaviour watch), monitored by the senior leadership team and reported to governors.

Dependent upon the precise nature of the bullying incident, a range of actions may be taken which could include loss of free time, detention or internal separation from group, parents informed, parent meeting requested and for persistent bullying fixed term exclusion may be appropriate.

School aims to support both the victim and perpetrator by offering opportunities for discussion, reflection and modelling. Consideration will be given to how we address specific issues with those pupils who may have neurodevelopmental or diagnosed conditions (such as autism).

If a parent/ carer feels as though an incident of bullying has been dealt with unsatisfactorily they can take the issue to a member of the school Senior Management Team and/or the Head of School. If concern remains then a letter outlining the issues can be sent to the Executive Head Teacher and then the Governing Body (via the school), for appropriate attention.