



Anti-Bullying Policy

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ANTI-BULLYING POLICY

Rationale

Bullying can be defined as behaviour by one or more people that produces damaging or hurtful effects, physically or emotionally, to any individual.. It is deliberate and often repeated.

Definition of bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/students with protected characteristics):
 - o Bullying related to race, religion, faith and belief and for those without faith
 - o Bullying related to ethnicity, nationality or culture
 - o Bullying related to Special Educational Needs or Disability (SEND)
 - o Bullying related to sexual orientation (homophobic/biphobic bullying)
 - o Gender based bullying, including transphobic bullying
 - o Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying of any sort is unacceptable and will not be tolerated at Seven Hills School.

Objectives

- To create an ethos where students learn within a positive and supportive environment
- To help students to develop empathy, understanding and social skills to reduce the occasions where bullying behaviour exists and positive behaviours are the norm
- To have in place a curriculum, which provides opportunities for pupils to consider bullying and how to respond to it.

Roles and Responsibilities

Students are expected to:

- Act in a respectful and supportive manner to their peers
- Report incidents of bullying to staff as soon as possible
- Refrain at all times from any behaviour which would constitute bullying or could be construed as bullying behaviour
- Put right any relationships which have become negative

Parents/carers are expected to:

- Stress to their children the importance of appropriate sociable behaviour
- Communicate to school any concerns regarding bullying that their child has shared with them
- Support the school if it is necessary to apply sanctions to their child

School staff are expected to:

- Look out for and attend to any incidents that they observe or that are brought to their attention
- Listen sympathetically and with empathy
- Inform parents and seek their support in resolving the situation
- Provide support for both the victim and the bully
- Record all incidents of bullying on CPOMS
- Follow up with consequences, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

Governors are expected to:

- Monitor the recorded incidents of bullying
- Conduct a formal investigation into the processes and procedures carried out by the school and ascertain the appropriateness of these, in the event of a complaint being made about the school's handling of alleged bullying

Whole school responsibilities

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, looked after children or those with caring

responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.

Education and support for staff and students – how to prevent bullying

Senior leadership team will:

- Train all staff, including: teaching staff and support staff (e.g. administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of students

We will:

- Involve students to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the CAMHS.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour/discipline policy; this may include lunch time detentions and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CAMHS

Approach/Policy Content

The school manages incidents which constitute bullying, in line with the ethos and positive behaviour policy.

The learning difficulties, of some of our students, means that their social skills and maturity may make them more vulnerable to being bullied and carrying out bullying behaviours. Their level of understanding which makes a behaviour 'deliberate' may be less well developed than others of a similar age. The investigation of any issue or incidents should be mindful of this whilst treating the situation fairly and fully.

The strategies used to deal with any incident should help improve the future behaviour of those involved rather than be solely punitive.

Success Criteria/Required Outcomes

- Reduce and eradicate wherever possible instances in which children and young people are subjected to bullying in any form
- Establish appropriate means of providing after-care should an incident of bullying occur
- Provide a learning environment free of any threat or fear

Links to Other Policies

Positive Behaviour Policy

Safeguarding Policy

Peer on peer abuse Policy

Code of Conduct

Monitoring and Evaluating

The effectiveness of this policy will be reviewed through the systematic process of whole school self review and evaluation. This process will use the following evaluation tools:

Lesson Observations

Analysis of behavioural data and incident logs

Interviews and surveys of pupils', staff and parents' views

Learning Walks