



Anti-Bullying Policy

Version 3.0

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ANTI-BULLYING POLICY

At The Snaith School 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. If bullying does occur, all pupils should be able to speak out and feel confident that all incidents will be dealt with promptly and effectively. We are a school which stands together against bullying. This means that anyone who knows that bullying is happening is expected to speak out and tell the school, either by telling a member of staff, parent, friend or peer. As a school we take bullying seriously. Pupils and parents will be supported when bullying is reported. Bullying will not be tolerated.

This policy refers to bullying of all members of the school community, pupils and staff. This policy refers to bullying of all members of the school community, pupils and staff. The Snaith School is aware of the Equality Act 2010 and we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

WHAT IS BULLYING?

Bullying is any behaviour by an individual or group that (it does not necessarily have to be all 3 to be bullying):

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- Usually happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident.
- The person being bullied will usually find it very hard to defend themselves – it involves an imbalance of power.

Bullying can be:

- Emotional: being unfriendly, excluding, and tormenting e.g. hiding books, threatening gestures.
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Verbal: name-calling, sarcasm, spreading rumours, teasing, making personal remarks.
Discriminatory language is not acceptable and will be challenged.
- Written: notes, offensive graffiti.
- Cyber: misuse of all areas of internet, such as email, internet chat room, social networking sites, mobile threats by text messaging & calls, misuse of associated technology, such as camera or video facilities.

Types of bullying can include:

- Sexual – unwanted physical contact or sexually abusive comments.
- Racist – including taunts, jokes and gestures.
- Focused on religion or belief.
- Homophobic and transphobic – because of, or focussing on the issue of sexuality including taunts, jokes, gestures e.g. using 'gay' as a word of abuse.
- Disablist bullying – including taunts, jokes, gesture.
- Sexist (including discrimination against transgender) – including taunts, jokes, gestures.

A bullying incident is "any incident which is perceived to be bullying by the victim or any other person".

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

Schools have a responsibility to respond promptly and effectively to issues of bullying. Everyone has a right to feel safe in school.

Bullying can have detrimental long-term effects on the victim.

Bullying can have a significant impact on the victim's family.

If the victim does not report the incident or does not feel supported, they might take action themselves and this may not be appropriate.

The bully may need support. Students who are bullying need to learn different ways of behaving.

EXPECTATIONS AND GUIDANCE

The following expectations apply to all our pupils:

- Come to lessons ready to learn, stay focused and work to the best of your ability.
- Follow instructions the first time of asking.
- Take full responsibility for your actions.
- Show respect for students, staff and other members of the community.
- Arrive on time, in correct uniform and with the right equipment.
- Treat resources and the school environment with care and respect.

These standards and expectations are the backbone of our Behaviour for Learning Policy. Students participate in activities which discourage bullying behaviour and are encouraged to speak up when they see or hear bullying behaviour.

- Students make an annual pledge to stand up to bullying behaviour with their form groups and these will be displayed within classrooms across school.
- Students can report bullying to any member of staff, prefect or our wellbeing ambassadors

The following expectations apply to all our staff:

- Expectation to enforce the standards and expectations of the school.
- Provide students with a framework of behaviour which supports the Whole School Behaviour Policy.
- Provide a safe learning environment.
- Watch for early stages of distress in students; for example, deterioration in work, spurious illness, isolation, and desire to remain with adults, erratic attendance, and internal truancy. Whilst this behaviour may be symptomatic of other problems, it may also be the early stages of bullying.
- Listen carefully to students' concerns and record all incidents as per the agreed policy (see below).
- Pastoral staff offer the victim and bully behaviour support and help by putting our school
- Be positive role models for students. They should model a calm and polite manner with each other and towards students.

The following expectations apply to parents and carers

We expect that parents and carers will understand, and be engaged, in everything that is being done to make sure their child enjoys, and is safe, at school.

Wherever possible the school offers advice to parents in order to help ensure their child is safe online, including advice regarding sexual exploitation and radicalisation.

PROCEDURES

The bullied pupils should record the events in writing on the Bullying Incident Record Sheet, preferably with their Year Leader.

The member of staff should assess the nature of the problem and take appropriate action.

Available strategies are:

- Contacting parents/carers
- Information gathered from staff to identify any patterns.
- Applying appropriate sanctions.
- Constructing arrangements to discourage future incidents of bullying behaviour.
- Arranging further support for either the bullied student or the bully as appropriate. It may be at this stage that a formal referral is made to the Anti Bullying Co-ordinator for further intervention and support. In practice, pastoral staff should be considering a referral if there is a second occasion of bullying.
- Sharing a support plan with pastoral staff.

In all cases:

Submit the Bullying Incident Sheet to the Anti-Bullying Co-ordinator who will send copies to Year Leader.

Record all incidents on CPOMS.

The Bullying checklist must be completed

Action to prevent, discourage or alleviate bullying behaviour

- We provide restorative practice
- We provide victim support and education
- We provide support plans
- We provide perpetrator education
- We include discussion of bullying behaviour in our APEX programme – as part of the teaching programme and in assemblies
- We actively engage with students through Student Voice to gather their views and feeling about bullying patterns and support
- We use anti-bullying questionnaires to assess patterns of bullying.
- We work with the Anti Bullying Alliance and take part in their 'United Against Bullying' national programme
- We create safe spaces so that vulnerable children can have a haven during lunchtime and breaks e.g. The Peer Mentor room, The Link
- We take part in national anti-bullying week every year
- We work with outside agencies when appropriate to support either bullied students or bullies
- The Anti-Bullying Co-ordinator will review the bullying database regularly and take appropriate action
- The Anti-Bullying Co-ordinator will meet individually with all involved for periodic reviews of the initial incident to make sure that there have been no further issues/incidents, these meetings will be logged, and notes be kept on a database. Parents/carers will also be contacted after every follow up meeting with students for feedback
- Student voice sessions with Senior Leaders will explore bullying to ascertain student perception and identify any issues/patterns
- The Peer Mentoring scheme aims to prevent bullying, by using older students to befriend and mentor younger and/or potentially vulnerable students

- Members of staff will wear bright red staff jackets to ensure they are easily visible
- Students are taught about how to stay safe online (see E-safety Policy for details).

Monitoring the impact of the action to prevent, discourage or alleviate bullying behaviour

- Student questionnaires are used to help identify how students feel about this topic. It is important that students feel safe, and to highlight areas where this may not be the case
- Parent/carer questionnaires monitor parental experiences and perception
- Analysis of bullying logs identify target areas and inform the whole school Improvement Plan
- Half termly KPI data is reviewed by Senior Leaders and acted upon

Role of the Anti-Bullying Co-ordinator

- To be a point of contact for all Year Leader and teaching staff if assistance or advice is required
- To support with the investigation incidents of bullying
- To be responsible for the recruitment, training and deployment of peer mentors
- To provide data weekly for the weekly Core School Information monitoring form to identify patterns or concerns
- To write a half termly review of all recorded bullying incidents for Senior Leadership Team
- To conduct follow up meetings and periodic reviews with all students involved in incidents of bullying and follow up with phone calls to parents
- To assist in Anti-Bullying policy reviews
- To link with Senior Leadership Team over Anti-Bullying week activities and others through the year.

Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Supporting Students

Students who have been bullied will be supported by the following steps as appropriate:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the student and providing continuous support to restore self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Students who have bullied will be helped by the following steps as appropriate:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to support improvement and resolution
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

Supporting Adults

- Where the bullying involves a member of staff a senior member of staff must be informed.

Adults who have been bullied or affected will be supported by the following steps as appropriate:

- Offering an immediate opportunity to discuss the concern with a colleague and/or a senior member of staff. Discussing what happened with a senior member of staff and establishing the concern. At this point the senior member of staff may offer a meeting to enable parties to resolve their differences
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

APPENDIX 1

Bullying Incident Record

	Name	Tutor Gp	Attendance	Days off due to incident	Location and timing of incident			
Student/s experiencing bullying behaviour								
Student/s engaging in bullying behaviour								
Reported by				Date				
Investigated by				Date				
Details of bullying incident – Those experiencing bullying behaviour								
Details of bullying incident – Those engaging in bullying behaviour (please include names of spectators)								
Action Taken by Head of Year/Anti-bullying Co-ordinator								
Review dates								
Category of incident (circle or highlight)								
Physical		Verbal		Indirect		Cyber		
Racial	homophobic	sexual	appearance	Disability	Ability	Gender	LAC	Other

Please forward this to the Year Leader who will investigate and record on Arbor.





APPENDIX 2





DEALING WITH INCIDENTS OF BULLYING - Checklist




- Where an incident occurs separate to school parents will be advised to resolve the matter, involving the police and other support agencies as required
- The following steps may be taken when dealing with incidents. It is recommended that the lead member of staff uses the check list below to ensure all the required steps are taken
- Once the checklist is completed by the appropriate member of the house team a copy can be attached to the notes section of the incident on SIMS

Checklist for Managing a Bullying Incident	✓
1. Bullying (or suspected bullying) is reported or observed by a member of staff.	
2. Report incident to Year Leader as soon as possible via the on bullying incident record. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns immediately to a designated child protection lead in the school.	
3. Year Leader alerts antibullying co-ordinator, who will include the information on the database.	
4. Year Leader or antibullying co-ordinator meets with (or ensures that an appropriate adult meets with) the student experiencing bullying behaviour. Details may be added to the bullying incident record sheet.	
5. As required, Year Leader collects statements from other students, including the alleged bully and witnesses using pupil incident forms.	
6. If there is evidence or admission of bullying, issue appropriate sanctions following behaviour policy.	
7. Provide opportunity for young person responsible to reflect and consider how they might make amends.	
8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	
9. Inform the person who has experienced bullying behaviour of outcomes and actions taken. Keep them informed throughout. Provide on- going support. Ensure this is recorded on the bullying incident record.	
10. Inform the young person responsible of outcomes and actions taken, keep them informed throughout. Provide on- going support. Ensure this is recorded on the bullying incident record.	
11. Year Leader to contact the parents of the student who has experienced bullying behaviour. Inform them of the incident and offer appropriate support. Antibullying co-ordinator will ensure follow up calls are made at appropriate times. Ensure the date and method of contacting parents is recorded on the bullying incident form and bullying database.	
12. Year Leader to contact the parents of the young person responsible for the bullying behaviour. Inform them of the incident and offer appropriate support. Ensure the date and method of contacting parents is recorded on the bullying incident form and bullying database.	
13. The Pupils tutor will be informed by the Key Stage Leader. Teachers will be informed as required by the tutor or the Key Stage Leader.	
14. Where a criminal offence has been committed, consider reporting the incident to the police via the School Police liaison Officer or inform parents of the target that they may want to do so. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.	
15. When responding to cyber-bullying concerns liaise with ICT support staff, contacting the service provider and the police, if necessary. On-line content may be recorded and removed.	
16. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.	
17. Review how successful your approach has been. What additional preventative measures need to be in place?	

Anti Bullying Routine

	Listen to the child and reassure them. Take the report seriously.
	Ensure that you (or someone else from Pastoral Team) call home to make parents aware that we are investigating.
	Complete a thorough, detailed investigation using the anti-bullying checklist as a guide (including completion of all documentation)
	Feedback to all students and parents involved. 'Close the loop'

	"I'm glad you felt able to report this to me. I'll do all I can to ensure that this stops"
	"Have you reported this to anyone else or are any staff aware of it already?"
	"I'll speak to you at _____" (If required, providing a timeframe that can be stuck to)
	"I'm going to let your parents know and I'll keep you and them updated as this is dealt with"

	Use dismissive language. E.g. "Oh what's happened now?" or "That's not bullying, it's a fall out"
	Assume anything or jump to any conclusions based on prior interactions with any students involved.
	Share your perception or preempt any outcomes with parents or students.

Appendix 4:

Bullying Incident CPOMS Record

When completing the CPOMS bullying record, please ensure detailed statements have been taken from all students involved including witnesses. These statements then need to be scanned and attached to the CPOMS log.

CPOMS will automatically record you as the author of the incident and the person investigating the incident.

Required Information	Further details	Completed (tick)
Date of the incident	Include time of the incident	
Student involved (victim)	Name and form group	
Type of Bullying	Physical Verbal Indirect Online	
Nature of bullying	Racial Homophobic Sexual Appearance Disability Ability Gender CLA	
Details of the bullying incident	A detailed account of the incident including names of students involved and their role Tag additional students to the incident including witnesses to the bullying	
Alerts to additional staff	You must alert Form Tutor Michelle O Sullivan The Head of Upper or Lower School	
Action taken	Indicate with the incident statement the action taken and by whom. Share this information with the student – what has happened, what action has been taken.	
Work out the review date	This is for Michelle O Sullivan to check in with the student and to contact parents and carers Include these dates in the body of the information and add to MOS shared calendar 1 week 3 weeks 6 weeks MOS to add these dates to her diary	
Further action following the event	MOS to then add to the incident when phone calls or check ins have been made and share any information if required	