



Anti-Bullying Policy

Policy adapted from (if applicable):

Governing Body Sub-committee

Name:

Student Matters and Equality Committee

Date approved:

19 October 2017



Introduction

At Belper School and Sixth Form Centre we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect students to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from any member of staff should they feel unsafe. We see the effective application of our Anti-Bullying Policy as a central part of school improvement as it makes each and every student feel valued and respected as an individual and as part of the whole school community.

Policy Development

This policy was formulated working with the school community with input from members of staff, Governors, parents/carers, young people, and other partners, such as Stonewall. Students contributed to the development of the policy through the School Council, one to one conversations and student surveys.

The School Council oversees a student friendly version of the anti-bullying policy which is displayed in various places, such as around the site and on the website.

Parents/carers are encouraged to contribute by taking part in written consultations, parent meetings and surveys.

Definition of Bullying

'Behaviour by an individual or group which is usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

Bullying differs from teasing and falling out between people or other incidents of anti-social or poor behaviour. What makes bullying different is:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent or repeated over time

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, especially if it fulfils all other descriptions of bullying, in particular where there is a power imbalance. This possibility should be considered particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Types of Bullying

There are many types of bullying as it can take many different forms. Bullying can include, but is not limited to:

- name calling
- taunting
- Intimidating body language
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying, such as inappropriate use of social media, text messaging and e mailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

We should be aware that bullying can occur between individuals but it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Certain groups of students are known to be particularly vulnerable to bullying by others. These may include students with special educational needs such as learning or physical disabilities, young carers, Children in Care, those from ethnic and racial minority groups, those young people who are lesbian, gay, bi-sexual, transgender or questioning their gender role and those with same sex parents.

There are specific types of bullying behaviour related to the following that all people should be especially vigilant in recognising as early as possible. This is bullying related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health
- sexual orientation
- young carers or looked after children
- issues related to home circumstances
- sexist or sexual bullying



Although all people should be extra vigilant of certain types of bullying, there is no hierarchy of bullying. All forms should be taken equally seriously and dealt with appropriately.

There is no specific pattern to where bullying takes place or with who bullying occurs. Bullying can take place between, but is not limited to:

- young people
- young people and staff
- between staff
- individuals or groups

Strategies for Preventing Bullying

Belper School and Sixth Form Centre takes a firm stance against bullying and promotes positive relationships built on mutual trust and respect amongst all members of the school community. This is central to the school's vision, ethos and culture and forms an integral part of daily life and interactions. Our culture for learning and school atmosphere is built on tolerance, equality and diversity and through this we foster an anti-bullying position.

In order to nurture an anti-bullying ethos the school implements a number of proactive strategies which include:

- Having a member of staff as the lead person who is named as the Anti-Bullying Coordinator. This is the Head of Inclusion
- Having a named Governor who is the Anti-Bullying Link Governor
- Ensuring a positive culture and ethos is fostered by all and that relationships are built on mutual respect, tolerance, equality and diversity
- Being child-centred as an organisation
- Training and developing staff in all aspects of anti-bullying
- Role modelling expected and acceptable behaviour
- Promoting and rewarding positive behaviour
- Educating students through age-appropriate means about what bullying is and how to respond to it, through such methods as assemblies, PSE delivery, curriculum subject delivery and theatre in education performances
- Promoting awareness of anti-bullying through Anti-Bullying Week and the work of the School Council
- Developing confidence amongst people to report bullying and take a stand against it
- Informing parents and carers through newsletters, information booklets, the website and presentations on how to promote positive behaviours, how to spot bullying and how to respond to it

To support the proactive strategies named above, there are a number of reactive strategies that are implemented to respond to bullying and attempt to prevent further bullying from occurring. These include, but are not limited to:

- Implementation of sanctions
- Restorative approaches from trained staff
- Peer mentoring
- Counselling
- Mediation
- 1:1 key worker sessions
- Group sessions and circle time
- Bespoke training programmes

Identifying and Reporting Bullying

Although there is a culture of respect and there are a number of proactive strategies in place to support an anti-bullying ethos, it is a sad reality that bullying takes place in all establishments. What is important is that bullying is identified, reported and dealt with. Our school has clear and well publicised systems, structures, policies and procedures to ensure that bullying is responded to strongly.

Bullying is often reported by the victim themselves when they approach staff or speak to parents who contact the school on their behalf. It is also identified by friends and peers who witness it or become aware of it. They have a responsibility to report it through the various channels available. Furthermore, staff as part of their duty of care will observe or identify changes in behaviour with students that indicate there may be issues which need unpicking and dealing with. All these and other possible cases would lead to the identification of a bullying issue and the need to report it.

There are a number of ways in which any person can report a case of bullying. Reporting routes include:

- A student to any member of staff in person or through a written means
- A friend of a victim to any member of staff in person or through a written means
- Parents/carers via email, phone or letter to the tutor or class teacher in the first instance
- All staff and visitors in person to any named member of staff within the pastoral system, via an email or through sending a MOSOC slip to the Focus Room
- Anybody through the school's dedicated bullying email reporting line which is called 'Bullseye'. This can be found on the school website under 'Services – Student Links'. This is a form to fill in which goes to the Anti-Bullying Coordinator



Responding to Bullying

Belper School and Sixth Form Centre take a stepped approach to dealing with and responding to bullying. All reports will be taken seriously and analysed within the context. The approaches are outlined below and go from verbal warnings from the tutor all the way to potential exclusion from the school by the Headteacher. All reported incidents will be taken seriously and investigated with the involvement of all parties. The response will be staged and include, generally but not exclusively:

The reported issue will be looked into by a member of staff who will establish what type of behaviour it is. If it is not bullying it will be dealt with according to the Behaviour Policy. If it is bullying then there will be an investigation, usually by the tutor, Head of Year or MOSOC. This will include interviewing all parties and using the Focus Room if necessary to hold those involved whilst the investigation takes place.

The incident will be logged on the behaviour management module of ePortal as bullying and a Bullying Record Form will be started. A sanction will be implemented, which could be a verbal reprimand, formal verbal warning or any other as deemed appropriate by the staff in the given context. Parents will be informed. Support measures will also be put in place which could include utilising a range of responses appropriate to the situation, such as solution focused work, a restorative approach, circle time or individual work with victim/perpetrator.

More serious cases of bullying, or continued bullying that hasn't been successfully addressed at may be escalated. This is often led by the tutor who will work with the Head of Year to address the concern. The Bullying Record Form will be continued. Sanctions may involve monitoring cards, longer detentions and meetings with parents. Support measures could include additional ones to those tried previously, such as key worker sessions and bespoke programmes.

Even more serious cases of bullying or persistent bullying that has ignored school interventions may be escalated further. This is led by the Head of Year. The Bullying Record Form will be continued. Sanctions may involve meeting parents, monitoring cards and Focus Room time. Support measures will be as before and may also involve input from the Head of Inclusion.

Continued bullying and failure to respond to previous interventions may be escalated even further. The response could be led by the senior member of staff who line manages the Year group in question. The Bullying Record Form will be continued. Sanctions may involve parent meetings, monitoring cards and Internal Seclusion. Support measures will be as previously and may also involve external agencies as required and deemed necessary.



Continued bullying and failure to respond to previous measures may be escalated to a final stage. This is led by the Headteacher in liaison with the senior member of staff overseeing previous work. The Bullying Record Form will be continued. Sanctions may involve parent meetings, Governor meetings, Governor contracts, External Seclusion, fixed term exclusions or even permanent exclusion. Support will be as all previous inputs.

Recording Bullying and Evaluating the Policy

All bullying incidents will be recorded on the Bullying Record Form, which will be held by the Anti-Bullying Coordinator. The blank form will be available on BIG and can be returned by email or via pigeon holes.

The information we hold will be used to ensure individual incidents are followed up and also used to identify trends and inform preventative work in school and in the further development of this policy. The school Anti-Bullying Coordinator will use this information to produce reports to Leadership Group and the Student Matters and Equality Committee of the Governors.

Where evaluation indicates there is a need for a more detailed review of the policy, its implementation and working practices then this will trigger a formal review utilising various stakeholders in the school including, but not exclusive to, student voice, the Anti-Bullying Coordinator, Heads of Years and other key staff.

The policy will be reviewed and updated every three years, or sooner if required.

Roles and Responsibilities

The Headteacher:

- Overall responsibility for the policy and its implementation
- Appointing an Anti-Bullying Coordinator
- Liaising with the Governing Body, parents/carers, Local Authority and outside agencies
- Ensuring monitoring, evaluation and review (MER) takes place
- Ensuring the policy is reviewed as scheduled



The Anti-Bullying Coordinator:

- Policy development and review involving students, staff, Governors, parents/carers and relevant agencies
- Promoting a positive and inclusive ethos built on mutual trust, respect and relationships
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

All Staff:

- Implementing the policy
- Promoting positive relationships
- Acting as positive role models
- Being aware of anti-bullying strategies and implementing them

Links with other school policies

- Acceptable Use Policy
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equalities Policy
- PSE Policy
- Rewards Policy
- Safeguarding Policy