



INVESTOR IN PEOPLE

Anti-Bullying Policy

Version 19/20-1.0

Important: This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
Name and Title of Author:	SFE
Name of Responsible Committee/Individual:	Local Governing Body
Implementation Date:	Autumn 2020
Review Date:	Autumn 2021
Related Documents:	Behaviour Policy E-Learning & E Safety Policy Child Protection Policy

CONTENTS

Section

- 1. Introduction**
- 2. Aims**
- 3. Definition of bullying**
- 4. Responsibilities**
- 5. Strategies to combat bullying**
- 6. What are the procedures by which we deal with bullying**
- 7. Monitoring**
- 8. Additional resources**

1. Introduction

Bullying, in any form, is unacceptable.

Continued bullying can have serious consequences to the mental and physical well-being of a pupil. As a school, we regard the values of mutual respect, collaboration and community very highly and we expect all pupils to treat each other according to these values.

The school has a responsibility to “safeguard and promote the welfare of all pupils” (*Education Act 2002*) and to put policy and procedure in place to “prevent all forms of bullying” (*Education and Inspections Act 2006*) and to promote a common understanding of what does, and does not, constitute bullying.

2. Aims

- To clarify what is meant by “bullying” and raise awareness
- To suggest strategies by which bullying can be prevented, or at least minimised
- To provide strategies by which bullying can be dealt with by pupils and staff
- To ensure a consistent approach to bullying issues
- To provide a framework to support any discussion of bullying, e.g. in Tutor time, through PSHE and across the curriculum

This policy is designed to ensure that all pupils, staff, parents/carers, governors and visitors are aware of our commitment to being an anti-bullying school.

3. Definition of bullying

Bullying is “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally. It is not one-off name calling, or occurrences of falling out between friends or groups.”

Specific bullying relationships may include:

- pupil on pupil
- pupil on staff/adult
- staff/adult on pupil

Bullying can be divided into two main types: Direct and Indirect bullying. These categories may involve all or some of the following:

Direct Bullying

- hitting, pushing, teasing, spreading rumours
- name-calling, racial or sexual harassment, insulting of family members
- stealing, damaging possessions
- intimidation or extortion
- exclusion from peer group, turning friends against someone

Indirect Bullying

- Cyber bullying

When a person, or group of people, uses the internet, mobile phone or other digital technologies to threaten, tease or abuse someone.

They can target someone via:

- E-mail
- Instant messaging and chatrooms
- Social networking sites
- Mobile phone
- Abusing personal information: e.g posting photographs or personal information without permission

Anyone can be bullied. Bullying can take place for many reasons; or no reason. Bullying relates to difference, this can be real or imagined. These differences could be:

- Appearance
- Ability
- Health
- Family/home circumstances
- Social class
- Race, religion or culture
- Special Education Needs and Disability
- Sexual orientation (e.g. Homophobia)
- Gender / transgender

How significant is this problem?

Bullying is a significant problem throughout the country. According to a recent national government survey (DFE: Tell Us 4 2010), 25% of children often worry about bullying. A further 46% of children stated that they had been bullied whilst in school, with 29% stating that bullying had occurred in the past year.

4. Responsibilities

It is everyone's responsibility to stop bullying. Each group has individual responsibilities that must be adhered to if bullying is to be tackled effectively.

Pupils

- Must not bully anyone else or encourage/support bullying in others.
- Must tell an adult (usually a member of staff or other trusted adult) if they are being bullied.
- Must act to prevent and stop bullying, by telling an adult if they know of or suspect any incidents of bullying.
- Must understand that being a 'bystander' is unacceptable and silence makes all pupils partly responsible for what happens to the victims of bullying.

Parents

- Must contact the school immediately if they know or suspect their child is being bullied in order to work in partnership with the school to bring an end to the bullying. This applies even if the child has asked for 'secrecy'.
- Must contact the school if they know or suspect that their child is bullying another pupil.
- Must share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

Staff

- Must always be aware and take action when there are concerns about bullying.
- Must report and record all allegations of bullying following the school's procedures on CPOMS
- Must ensure pupils and, where appropriate, parents/carers, are given regular feedback on the action being taken.

Governors

- Must ensure that the school has an Anti-Bullying Policy and that it is regularly reviewed every year.
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for anti-bullying.
- Must ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored and that this is reported to the Governing Body.

5. Strategies to combat bullying

- i) All staff will clearly state that bullying is unacceptable behaviour at Malet Lambert. Teasing and other 'minor' incidents should be discouraged. We will actively promote tolerance and respect for difference and diversity (e.g. relating to race, gender and disability.)
- ii) Every effort will be made to integrate all pupils into their tutor group and the wider school community. The tutor will try to achieve this by:
 - building a tutor group identity.
 - encouraging all pupils to participate in a wide range of activities, both in school and in their free time.
 - encourage pupils to be assertive, whilst respecting the needs and feelings of others.
- iii) All adults will set a good example by working to establish positive relationships between staff and pupils as well as between peers.
- iv) Duty staff should:
 - monitor pupil behaviour. If bullying is suspected they should report the behaviour of pupils concerned and take appropriate action, informing the relevant Deputy Head of House.
 - visit the more isolated areas of the school. Toilet areas should be visited at breaks and lunchtimes by the duty staff, including lunchtime supervisors.
- v) Pupils, on entry to Year 7, will be told to report incidents of bullying. All pupils in other year groups will be reminded of the importance of reporting and preventing incidents. The initial report will be treated confidentially, within safeguarding guidelines. Pastoral staff will consider

how best to investigate, intervene and support the pupils involved. Pastoral staff will share information on 'a needs to know basis' but also consider the impact upon the pupils involved – ensuring that there is a balance between meeting a pupil's individual need and safeguarding.

- vi) Prompt arrival to registration and lessons reduces the opportunity for bullying to occur; attendance and punctuality will be monitored by Pastoral Leaders and tutors in the first instance.
- vii) Assemblies will reinforce the anti-bullying message and the procedures which pupils should follow, if they are being bullied.
- viii) We will consult with pupils to ascertain their views of bullying and its extent.
- ix) School Behaviour Policy – Behaviour for Learning (sanctions and rewards) and SIMS electronic system, alongside the use of CPOMS database, enables monitoring and evaluation of all types of bullying.
- x) Vulnerable pupils have access to a staffed safe area during lunchtime and break.
- xi) Peer Mentor teams are available for all pupils to speak to about a range of issues, including bullying. Mentors are trained in appropriate reporting procedures and are aware of when issues need to be escalated to a member of staff. They will also mentor pupils in appropriate strategies to deal with bullying including assertiveness, confidence and self-esteem.
- xii) The Child Protection Co-ordinator, Deputy, Pastoral staff and e-Safety co-ordinator regularly monitor, analyse and review data on bullying with the expressed aim of improving response and planning deployment of resources to reduce bullying.

All the points listed above make a contribution to the creation of a secure community in which pupils will feel safe. If pupils know that we actively want to create a safe community, there should be the necessary level of trust to allow them to confide in adults if they are being bullied.

6. What are the procedures by which we deal with incidents of bullying?

- All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying
- It is the responsibility of the school to assess the seriousness of the bullying and to determine the appropriate action that should be taken
- We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour
- Where necessary, parents will be engaged to ensure they are fully informed about what is happening and will be appropriately involved.
- In all cases, subsequent monitoring will take place to ensure bullying is not repeated.
- Malet Lambert greatly values the close partnership between staff and parents, however if a parent/guardian is concerned an issue has not been properly dealt with they should feel confident in expressing their concerns. All complaints should be made according to the school's Complaints Procedure.

Investigating bullying

- Pupils are told to report bullying to their form tutor or House Team Leaders, or other members of staff with whom they feel comfortable
- The member of staff will report the incident on the CPOMS database and alert the relevant members of staff to the incident
- House Team Leaders will receive an email alerting them to the reported incident and will then interview the victim and suspected bully to obtain written statements. In addition any witness statements will also be collected
- If the complaint is upheld, the bully and their parent should be informed of the action to be taken and the consequences of any repetition
- The victim and their parent will be informed of the action taken and the details of any support that will be provided.
- The situation will be monitored and reviewed.

Supporting victims of bullying

The school prioritises support for those suffering bullying.

A flexible approach is seen to be important, as well as the early involvement of parents. Support can be one of, or a combination of, the following:

- “Sanctuary” - either by providing a safe place or alternative ways of spending lunchtimes e.g. supervised
- ‘Drop in’ room or working in the learning support centre.
- Arrangements to register with the House Team Leaders in a morning.
- Involve peers, tutor, staff, and peer mentors in buddying programmes.
- Limiting opportunities for bullying by making colleagues aware of times when an individual has been bullied.
- Victims may also be helped by our multi-agency partners or programmes of support delivered within school e.g.
 - Attendance Team where bullying or fear of bullying is affecting attendance.
 - Youth & Family Services
 - Counsellors (internal/specialist)
 - CAMHS
 - Peer Mentoring

Sanction against bullying

A range of approaches should be used so that each case is dealt with individually, rather than in a mechanistic manner. The early involvement of parents is important. Possible courses of action are:

- loss of privileges e.g. banned from clubs or trips

- sanctions, detention, unit referral, fixed term exclusion (escalating according to seriousness), involvement with external agencies
- daily report, to monitor positive and negative behaviours
- subject displacement or Learning Support Centre
- contract, code of conduct between those involved (with consequences clearly outlined)
- peer mentoring approach e.g. bully and victim discuss events with supervision from peer mentors in order to reach an amicable solution (for low level incidents)

For severe incidents which go against Child Protection or Criminal Law Procedures, the school will consider whether to report them to outside authorities.

We also strive to support those responsible for bullying, as well as the victims, in the hope that this will prevent further or prolonged incidences of bullying within the school.

7. Monitoring

The school uses the CPOMS database software to record and monitor all incidents of bullying. The Anti-bullying coordinator regularly monitors recorded incidents and ensures that actions have been taken.

8. Additional resources

If you are concerned about bullying additional information and resources can be found at the following:

- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- Childline - www.childline.org.uk
- Kidscape – www.kidscape.org.uk
- NSPCC – www.nspcc.org.uk