

ST EDWARD'S



**CHURCH *of* ENGLAND
ACADEMY**

**Preventing Bullying and Peer-on-Peer Abuse
Policy**

Date:	September 2020
Review Date:	September 2021

VISION AND ETHOS

The St Edward's Way

Life in all its Fullness

Aims

At St Edward's Church of England Academy, it is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well within a climate of mutual trust and respect. St Edward's Academy is founded on Christian values and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

Our mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Students feel safe, valued and accepted.

Vision:

We are committed to creating an environment that is safe and free from all types of bullying. Bullying is a form of anti-social behaviour that encompasses any sort of deliberate physical, emotional, social or verbal intimidation by an individual or a group. It causes anxiety and stress and has no place at St Edward's Church of England Academy. Bullying towards any member of the school community will not be tolerated. Examples of different types of bullying are included in the table below:

Type	Aspects
Physical	An unprovoked assault on a person or group or their belongings including (but not limited to) pushing, kicking, hitting, pinching and extortion.
Emotional	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistence teasing, ignoring or not communicating.
Sexual	Sexual violence or sexual harassment. Sexting and initiating/hazing types of violence and rituals.

If bullying does occur, all members of the school community should feel able to **tell**. We are a **telling school**; anyone who knows bullying is happening should feel safe enough to report it. We will make sure that when bullying is reported it is dealt with promptly, effectively and fairly.

This Preventing Bullying Policy is an integral part of the school's Behaviour Policy which is underpinned by our 'HOPE' code of conduct.

Our objectives:

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is and its impact
- To have robust procedures for reporting and dealing with bullying
- As a school, we take bullying seriously. Pupils, parents and staff should be assured that they will be supported when bullying is reported.

What is bullying?

Bullying results in pain and distress to the victim and is defined as actions against others which meet all three of the following criteria:

- Several incidents over a period of time
- Deliberate
- Emphasises an imbalance of power

Specific forms of bullying

This list is not exhaustive.

Cyber-bullying

Cyber-bullying is the use of social media, email, instant messaging, chat rooms, online gaming, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyberbullying can happen at all times of the day, with a potentially large audience.

The Education Act (2011) gives teachers the power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Further guidance from the DfE 'Screening Searching and confiscation – Advice for head teachers, staff and governing bodies' (2013, updated Sept 2016) reiterates the school's power to screen and search pupils, in particular searching pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for (see Behaviour Policy and Confiscation and Search Policy).

Racially-motivated bullying

Racially-motivated bullying includes mistreatment of people because of their race, ethnic group, nationality or language. Racist bullying is likely to hurt not only the victim but also other students from the same or similar group and their families.

Religiously-motivated bullying

Religiously-motivated bullying is based on the mistreatment of individuals and groups linked to their belief system. Religiously-motivated bullying is likely to hurt not only the victim but also other students from the same or similar group and their families.

LGBTQ+ bullying

LGBTQ+ bullying occurs when incidents are perceived to be LGBTQ+-phobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying.

Sexual harassment

Sexual harassment is characterised by abusive name-calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate or uninvited touching, sexual innuendos and propositions, pornographic material and graffiti with sexual content and, in its most extreme form, sexual assault or rape. Particularly vulnerable groups with regards to sexual abuse may include:

- Girls
- SEND students
- Students who identify as LGBTQ+

Disability bullying

People can also be bullied on account of their disabilities, e.g. learning difficulties, physical disabilities or medical conditions.

The effects of bullying

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Victims of bullying often feel responsible for what has happened, adding to their feeling of helplessness and isolation.

Others associated with incidents of bullying such as the perpetrator, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem.

Implementing this policy

Roles and responsibilities

All members of the school community are responsible for reporting bullying incidents. This includes any suspicion of bullying. Students are encouraged to report any suspicion of bullying to an adult in the school. This includes all staff – teaching and support staff. Incidents are most often reported to class teachers, form tutors, heads of learning, the student services team, the walkabout team or SLT.

The senior leaders with pastoral responsibility for the affected Year group involved will have overall responsibility for implementing this policy. They will raise awareness of the issues around bullying to the whole school community. This will be achieved through the PSHE programme, assemblies and one-off events. School leaders will also ensure that staff are provided with the necessary information and training to identify and respond to bullying.

It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the classroom and to support students in reporting an incident.

Students will be encouraged to be active when they observe bullying by:

- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the bullied student to join in with their activities or groups
- Telling the bullying student that they disapprove of his or her actions.

Combating bullying

Students are actively encouraged to report any issues of potential bullying to a member of staff with whom they feel comfortable. We are a 'Telling School'. Students are regularly reminded of the support systems in place (including specific roles like the student services team, the safeguarding team and the walkabout team). Parents/carers are also made aware of the support systems available should they need to report an incident of potential bullying.

The member of staff will act swiftly, and, within the boundaries of safeguarding and child protection, in confidence. All incidents of bullying (including those that take place outside of school) should be reported to the Head of Learning and Senior Leader with pastoral responsibility for the victim's and alleged perpetrator's Key Stage. This will be subsequently logged and reported to governors.

In the first instance, incident forms are completed and if bullying has been taking place, the incident will be recorded on the 'Bullying Behaviour Log Sheet', including the actions taken and later recorded on the school's information system, SIMs.

In the event of a disclosure, we would seek to:

- Establish a supportive and safe environment
- Thank the student for disclosing
- Appreciate the victim's need for a just fair and swift resolution
- Inform parents/carers as appropriate
- Give feedback to victim
- Recognise the need for using external agencies as appropriate
- Bring about a lasting change of behaviour in the bully (this will include opportunities to support the bully in changing their behaviours).

Specific procedures include:

- Student discloses to member of staff or staff suspects bullying. Statements from all students involved (victim, witnesses and alleged perpetrator) are taken
- 'Accused' is interviewed by the member of SLT and Head of Learning overseeing the investigation
- 'Victim', Witnesses and any other students involved are interviewed
- Findings are disclosed with the 'victim' and 'perpetrator'
- Parent/carer of both the victim and perpetrator will be informed
- In all cases of bullying, the incidents will be recorded by the victim's Head of Learning on a 'Bullying Report Form' which is logged and shared appropriately, including with relevant members of SLT. Notes are recorded on student files
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained
- The perpetrator is issued an appropriate sanction and parents/carers are called in for a meeting
- An attempt will be made to support the bully (bullies) to change their behaviour and actions/sanctions will be issued by the relevant member of SLT
- Where necessary, support from specialist outside agencies will be requested
- In cases of alleged criminal behaviours, these will be reported to the police and / or Children's Social Care.

Sanctions and remedial actions

There are a range of sanctions and remedial actions available, depending on the perceived seriousness of the situation

- The bully/bullies will be asked to genuinely apologise. If possible, the two parties involved will be reconciled
- Withdrawal from favoured activities
- Exclusion from school breaktime/lunchtime
- Exclusion from certain areas of the school premises
- Referral to in school support systems or outside agencies as appropriate
- In the most serious cases, a fixed-term or permanent exclusion will be considered
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Preventing and recognising bullying

We use the following methods for recognising and preventing bullying:

- Our 'HOPE' code of conduct creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all

- Our Equalities Policy outlines how we will promote the rights of all individuals to respect and equality through our ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a fair and equal community
- Our Behaviour Policy provides clearly establishes our expectations, sanctions and rewards
- We recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse)
- Students are aware of the channels they should go through to disclose incidents of bullying
- PSHE curriculum and assemblies draws attention to issues associated with bullying
- Staff are given support and training on how to identify and respond to suspected incidences of bullying
- Use of support plans (including PSPs) and reports to modify bullying behaviour by perpetrators.

APPENDIX 1

Guidance for teachers and parents on recognising signs of bullying

Children may show one or more of the following behaviours:

- Be frightened of walking to or from school
- Be unwilling to go to school and develop unidentifiable illnesses, e.g. stomach ache
- Change their route to school deliberately, avoiding certain places and times
- Begin doing poorly in their school work and drop out of activities and clubs
- Go home regularly with clothes or books damaged or destroyed
- Become withdrawn
- Become distressed or stop eating
- Have unexplained bruises, scratches and cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money
- Refuse to say what is wrong
- Body language becomes more closed
- Become more reclusive
- Give improbable excuses to explain any of the above
- Talk about killing themselves

APPENDIX 2

Guidance on recognising if a child has been bullying others

It may be very difficult to tell, particularly if a child denies it or is part of a group denying involvement in bullying, but some of the following may be indicators:

- There might be changes in behaviour, e.g. becoming more verbally aggressive or displaying unusual mood changes
- They may become more secretive, particularly involving communication technology
- They may have access to more money than usual
- There might be changes in their views. They may openly express negative comments and feelings about individual people or groups, e.g. making racist or homophobic insults
- They may have new or different belongings that they did not buy and they may offer unlikely reasons for having new things
- Students may change their behaviour around the bully, e.g. they may be over-generous

Bullying Report Form

To be completed by the victim's Head of Learning

RECORD

Location/event:	
Date of incident:	
Time of incident:	

Type of behaviour displayed/experienced (Please Tick)			
Isolation /being ignored or left out		Possessions taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Sexual (Sexual violence or sexual harassment. Also includes sexting and initiating types of violence)		Other (please specify)	

Names of individuals involved

		Gender	Year	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Other (please specify)	

Brief summary of the behaviour

--

RESPOND: To be completed by member of SLT overseeing the investigation

Action Taken (What, by whom, when?)

Include any sanctions, exclusions, parental involvement, or involvement with external agencies

--

REPORT

Form completed and logged in SIMs by:	Date:

Form completed by	Date
Member of SLT incident referred to	