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Anti-Bullying Policy



Introduction

At Hope Community School, Sidcup we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils 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 school should they feel unsafe.

Roles and Responsibilities

The Principal– Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our

school is: the Principal

Their responsibilities are:

- Policy development and review involving pupils, staff, trust board, local council,

- parents/carers and relevant local agencies
- 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

The nominated Academy Councillor with the responsibility for Anti-bullying (Behaviour) is: the Chair of the School Council.

Definition of Bullying

'Behaviour by an individual or group 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).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- 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.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like? Bullying can Include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate 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.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

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

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi- sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

All cases of alleged bullying should be reported to the Headteacher. All reported incidents will be taken seriously and investigated involving all parties. The procedures will be as follows:

- Interview all parties
- Inform parents
- Responses will be appropriate to the situation and will be solution focused and based on a restorative approach. Possible actions may include: circle of friends, individual work with victim, perpetrator and referral to outside agencies if appropriate
- These approaches will also operate in tandem with our behaviour policy and any instance of proven bullying will be dealt with on step 5 of the policy.

- Face to face meetings will be arranged on a regular basis with all parties in order to ensure the situation has been resolved

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator. (See appendix A)

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the Trust Board in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Hope Community School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.
- Group work such as Silver Seal and 'Leading the Way'
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes

Links with other policies

Behaviour Policy
Safeguarding Policy
Equalities Policy
PSHE and Citizenship Policy
Complaints Policy

References - Documents and Related Policy/Guidance

Equality Act 2010

DfE publications - "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"; "Supporting children and young people who are bullied: advice for schools"; "Cyberbullying: advice for headteachers and school staff"; "Advice for parents and carers on cyberbullying" November 2014 .

"Keeping Children Safe in Education" 2016.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

