



Statutory Policy

On

Anti-Bullying

Drafted by:
Sally Kadri Senior Deputy Headteacher

Date of Approval by Governing Body:
June 2022

Signed By Chair of Governors:

Review date:
July 2023

Person(s) Responsible for Day to Day Management:

Sally Kadri Senior Deputy Headteacher

Person Responsible for Review:
Sally Kadri Senior Deputy Headteacher

Bullying Policy:

Rationale:

Bullying is viewed as being contrary to the school values and principles that we work and live by. It is also contrary to British Values. This policy aims to clearly emphasise that bullying in any form; verbal; physical; emotional; or via texts, social media or the internet, will not be tolerated by students or staff attending Blythe Bridge High School & Sixth Form and is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying.

Aims:

To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, discrimination, victimisation, oppression and abuse

To create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to, and that action taken will be swift, effective in halting the bullying and sensitive to their needs.

To clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported. Successful implementation depends on full participation. Every member of the school and the community, has a responsibility to ensure positive behaviour.

Statutory duties of schools:

This policy is in accordance with Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies. (DfE May 2012)

Culture & Ethos policy

We have deliberately set very high expectations for our students' behaviour inside and outside of lessons. When monitoring and reviewing these standards, we gather feedback from students, parents and staff and analyse this feedback meticulously. We can say with confidence that incidents of rude or anti-social behaviour in lessons are exceptionally rare. We pride ourselves on the calm, respectful and hardworking environment that we have established in our school. We have also developed similarly robust systems for the management of student behaviour during social times and in between lessons. Students relate well to each other and to their teachers as this is the established norm. On the very rare occasions when an individual student lets themselves down in this respect, we have a very strong record of dealing with this promptly and effectively.

Pastoral support

Every student needs to be able to turn to a trusted adult in times of difficulty. As a result, we deliberately place our form tutors at the heart of our pastoral provision. Our form tutors meet their tutees at the start of every school day and support their pastoral wellbeing throughout their time in school. As this role is so important, we do our best to ensure that our form tutors stay with the same group of students from Year 7 to Year 11.

The wellbeing of each year group is overseen by their Head of Year. This person acts as a key point of contact between home and school on all pastoral issues. The Head of Year 7 also manages all transition issues from primary school and ensures that this crucial phase in each young person's school life is handled with sensitivity and care. In order to strengthen relationships in this crucial aspect of school life, we try to ensure that each cohort's Head of Year stays in charge of their wellbeing throughout their time at school.

Every week, time is set aside in the school day for each form to consider and discuss pastoral issues. This programme is carefully planned in advance and includes regular discussions of the damaging

effects of bullying. We also revisit these themes through our assembly programme and we actively support national events such as 'Anti-Bullying Week'. As a result, our students are regularly reminded of our expectations and their obligations to each other in this area.

We also benefit from an experienced pastoral team who are available throughout the school day. It allows students to receive additional support if they are in difficulty, even if their tutor or Head of Year are not available. This means that we can be very responsive to any issues that might emerge during the school day.

Definition of Bullying:

Persistent bullying	One-off
<p>A deliberate, conscious persistent and repeated desire to verbally, physically, psychologically or emotionally hurt another person or cause them unnecessary stress. This can include repeated online behaviour that is intended to hurt, humiliate, intimidate or upset the victim.</p> <p>Examples (not exhaustive) include:</p> <ul style="list-style-type: none"> • Actual physical harm, damage to property. • Verbal abuse (including sexual and racial harassment) • Extortion • Exclusion from friendship groups • Malicious gossip • Cyber bullying - abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites, Tik Tok and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events. • Coercing a third party to bully an individual • Theft • Non-verbal threatening gestures • Intimidatory messages- the production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures. • Graffiti, sniggering, sarcastic remarks • Homophobic - name calling /using graffiti, spreading rumours about a person's sexual orientation; taunting a person of a different sexual orientation • Racial - discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background. 	<p>A single incident in which the victim is made to feel hurt, humiliated, intimidated or upset will be considered as bullying if there is a clear power imbalance between the perpetrator and the victim. Such a power imbalance might be created by:</p> <ul style="list-style-type: none"> • The perpetrator clearly being older, bigger, or stronger than the victim. • The perpetrator being part of a group while the victim is on their own or part of a much smaller group. • The victim clearly being more vulnerable by virtue of their physical appearance or personality.

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants.

Reporting

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and wellbeing. There is a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

It is crucial that the victim reports a bullying incident to a member of staff. This would normally be their form tutor or Head of Year but it can be to anyone who they trust.

The school's first priority will be to address this issue. With this in mind, the perpetrator(s) will always be spoken to very quickly and given clear warnings about their conduct while our investigations are ongoing. It is exceptionally rare for any of our students to ignore such advice. It is also not unusual for the victim of bullying to feel that it cannot be resolved by the school, or that school action will make the situation worse. This is not the case. Strong, coordinated and urgent action by the school does have an immediate and lasting impact.

In our experience, bullies do not continue a campaign against students when they know the victim will immediately report them to a member of staff. Nevertheless, we recognise that it still takes great courage for a victim to choose to speak out. There is no substitute for taking this action however. There is no greater deterrent for a bully than a student who is willing to speak openly about what is happening to them.

In the vast majority of cases, issues of this nature are resolved very quickly once they have been reported to us. On very rare occasions, however, we see short-term improvements only for the perpetrator to start again some time later. It is crucial that the victim or their parent immediately reports such recurrences to us as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.

Process:

Once a bullying or discriminatory complaint has been received, it will be forwarded to the Head of Year and investigated. The Head of Year will normally take personal responsibility for the investigation, although more senior staff may take the lead role under specific circumstances.

The alleged perpetrator(s) will be spoken to as soon as possible. Particular priority will be given to ensuring that the victim does not suffer any reprisals from the alleged perpetrator or their associates while the investigation is ongoing.

If the complaint is upheld, sanctions will be issued as appropriate. Such sanctions may range from a period of isolation to a fixed term exclusion, depending on the seriousness of the incident in question. Any exclusions will be discussed and authorised by the Headteacher. The victim will also be informed

of these outcomes. Parents of both the victim and the perpetrator will be informed of the issue and consequences of the school's investigations and the sanctions that have been applied.

In most cases, a restorative meeting will be offered between the victim and the perpetrator. This can help to draw a line under the issue and help all parties to move on. On some occasions, the victim may not wish to have such a meeting and, in these circumstances, their wishes will be respected.

All incidents of confirmed persistent bullying and discrimination will be reported, via the Senior Deputy Headteacher, to the Governors' Culture & Ethos committee.

Record keeping

Reports of bullying will be discussed on a regular basis by the pastoral leads in their formal meeting with the Senior Deputy Headteacher and a record kept.

Careful written records will be kept of the incident in question and the sanctions that have been applied. Subject teachers may also be made aware of any tensions between students in the same classes.

Monitoring, evaluation & review

The form tutor and Head of Year will play a key role in supporting the victim in the aftermath of a bullying incident. This support will include:

- Taking time to talk to the victim about the actions that have been taken by the school.
- Giving advice about how to avoid contact with the perpetrator and their associates in future.
- Providing support from staff and/or their peers to ensure that they feel safe during the school day

In the weeks that follow, the form tutor will proactively check with the victim if there has been any recurrence of these issues.

We also recognise that the perpetrator often needs support and positive guidance in these circumstances. Once the sanction has been served and any restorative processes completed, the perpetrator may also need additional support and encouragement to ensure that such issues do not recur. This may involve ongoing advice and oversight from their form tutor, Head of Year and other pastoral staff.

A senior member of the school staff will be identified to lead on the implementation of the policy. The school will review the policy annually and assess its implementation and effectiveness.