Anti-Bullying Policy

2023/24

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

We have a duty of care to protect students from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately harm them. Our Child Protection Policy outlines our understanding of peer-on-peer abuse and how we will respond.
Under no circumstances will we tolerate any form of bullying. All incidents of bullying will be dealt with promptly and effectively.

Rationale

We strive to create a culture based on our core principles of providing young people with a brighter future. Students must feel safe and respected if they are to learn effectively. Since we are a school where some of our students exhibit social and emotional needs it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Bullying happens in all societies, at all levels, it is therefore important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

A definition of bullying

There is no legal definition of bullying, however our school definition of bullying is:
Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: *Preventing Bullying 2017, DFE*).

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more opportunity. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, the Senior Leadership Team will consider whether it is appropriate to notify the police so action may be taken. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying can be (but is not limited to):

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Cyber-bullying:
  The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, including mobile threats by text messaging & calls and misuse of associated technology, i.e. camera and video facilities, with a potentially bigger audience, and more accessories as people forward on content at a click. Search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

At Edison Pace School we understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the team will endeavour to support students and provide opportunity for Reflect and Repair conversations.

How we set the right ethos of being a 'telling' school

A 'telling' school is one where students do inform staff when bullying is taking place.

If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who are classed as targets must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. Students must also understand that these may result in a number of different outcomes.

If this is to happen, then everyone has a responsibility to ensure that we live by our core values. We

want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
- ensuring that all staff exhibit positive behaviours and be positive role models to others
- treating other people with respect at all times
- doing nothing that could be construed as bullying
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying
- engaging students in reviewing and developing our anti-bullying practices
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

How to deal with bullying and who to tell

During form time specifically and throughout our World Around Us and Personal Development curriculum we discuss with students how to deal with and be aware of bullying. These messages will be discussed with the students and they will be given strategies to help. The Key worker is always the first port of call when discussing any form of bullying. The Keyworker can then talk it through with the students and respond appropriately, whether that be to raise the concern with SLT or to discuss concerns with parents/carers. All bullying incidents are logged on CPOMs.

If bullying behaviour is witnessed by our students, as part of taking on the role as *defender*, we ask that they too report their concerns using the above protocols. However, we emphasise that students must not use physicality or verbal abuse to try and resolve a matter.

If parents or carers have concerns regarding bullying behaviour we ask that this is reported to their child's Keyworker via the twice weekly calls home. This will be logged and the matter will be investigated.

Who should investigate?

In the first instance we would expect the student's Keyworker to discuss any issues with their students and suggest possible solutions, including a Reflect and Repair session. If this is ineffective or the form tutor believes he/she needs support in resolving an issue they can email their respective Line Manager who will provide further assistance.

The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened **and therefore it is imperative that the details of the bullying are logged accurately on CPOMS and tagged accordingly.**

How we deal with incidents that cross the inside/outside school boundaries

Where incidents that happen outside school are clearly having a detrimental effect on the life of student in school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any specific needs that students may have, and taking into consideration the needs of vulnerable children. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following are possible sanctions that might be taken when dealing with an incident of bullying. A serious case of bullying, however, might result in immediate suspension:

- A CPOMS entry (mandatory), plus restorative conversation to educate the perpetrator on the impact of their actions
- Restorative conversation between all students involved and an apology from the perpetrators, when consented to by the target
- A phone call/email to discuss the matter with the perpetrator's parent/carer
- A possible removal of social time activities
- Potential of moving class if deemed serious enough

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will:
- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers
- ensure that all parents/carers know who to contact if they are worried about bullying
- ensure all parents/carers know about our complaints procedure and how to use it effectively
- ensure all parents/carers know where to access independent advice about bullying
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ensure that parents work with the school to role model positive behaviour for students, both on and offline

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health- without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice- 0-to-25

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org