

STEEL CITY SCHOOLS PARTNERSHIP



SCSP ANTI-BULLYING POLICY

This policy is reviewed every year in the autumn term
This edition: September 2017

Responsibility	Principal
Date of last review	September 2017
Date of next review	September 2018

Anti-Bullying Policy

Philosophy

At Steel City Schools Partnership, we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable within our trust. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without the fear of being bullied. If bullying does occur, it is a problem to which a solution can be found. All children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING academy. This means that *anyone* who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

Statement of Intent

Our aim is simply to 'End Bullying'. The objectives of the academy in formulating this statement are:

- To raise the profile of bullying and to implement strategies that will help to prevent bullying
- To acknowledge that both the target and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported
- To recognise that we all have a responsibility for challenging bullying – children; staff; governors; parents/carers – and to explain how we can meet our responsibilities

Definitions – What is bullying?

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

“deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.”

We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. We use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing that they should 'Start Telling Other People'.

Bullying can be:

- **Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)**
- **Physical – pushing, kicking, hitting, punching or any use of violence**
- **Verbal – name-calling, sarcasm, spreading rumours, teasing**
- **Sexual – unwanted physical contact or sexually abusive comments**
- **Cyber – all areas of the Internet, such as email, and internet chat room misuse, Facebook, Twitter and other social networking sites; Mobile threats by text messaging and phone calls; Misuse of associated mobile technology i.e. camera and video facilities**

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person being bullied
- A disability, perceived physical difficulty or Special Educational Need

- The race of the victim e.g. racist name calling, taunts, graffiti or gestures

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of the child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as **Several Times on Purpose.**

Possible Signs and Symptoms of Bullying:

A child may indicate by signs or behaviour that he or she is being bullied. Adults and children should be aware of these possible signs and that they should investigate if a child:

- ❖ Is unwilling to go to school
- ❖ Becomes withdrawn, anxious or lacking in confidence
- ❖ Starts stammering
- ❖ Threatens suicide or runs away
- ❖ Cries themselves to sleep or has nightmares
- ❖ Feels ill in the morning
- ❖ Begins to see a decline in schoolwork
- ❖ Has possessions which are damaged or go missing
- ❖ Has unexplained cuts or bruises
- ❖ Becomes aggressive, disruptive or unreasonable
- ❖ Stops eating
- ❖ Is frightened to say what's wrong
- ❖ Is afraid to use the internet or mobile phone
- ❖ Is nervous and jumpy when a cyber-message is received

To Combat Bullying we will:

- Take all bullying problems seriously
- Display anti-bullying messages including details for children about who is the "someone to turn to"
- Address Bullying through the Curriculum.
- Be involved in education initiatives that can help challenge Bullying
- Provide access to appropriate advice and support for both target and perpetrators e.g. Learning Mentor, Pupil Support Officer.
- Actively engage children and young people in challenging bullying e.g. Peer Support; through the School Student Council, through P4C or SEAL sessions
- Promote the Anti-Bullying Campaign, including through the use of SEAL materials and taking part in the National, Annual Anti-Bullying week, held in the Autumn term. Anti-bullying week is high profile in school with a specific focus to support our learning community
- Follow agreed procedures when incidents of bullying are reported (see Appendix 1)

An Anti-Bullying Policy can be effectively introduced and enforced in a supportive academy/school climate where children and staff have an understanding of bullying and

expectations. In this regard, the children and staff within Steel City Schools Partnership are expected to be responsible for their personal conduct and behaviour and to support others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive Citizenship.

The Role of Children

Children are encouraged to '**Start Telling Other People**'.

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

The Role of Parents/Carers

Steel City Schools Partnership recognises that parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways such as:

- Trying to recognise and share with their children the understanding of the term 'bullying' – that is **not a one off act** e.g. a fight or one incident of name calling, but it is persistent behaviour that impacts emotionally on a child and causes them stress
- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child
- Reporting any misgivings they have concerning either targets or perpetrators of bullying sharing concerns as soon as possible - not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy by acting responsibly and calmly
- In the event that sanctions are made, supporting the decision by making clear their disapproval of this behaviour
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour

Bullying outside the academy's premises

Academies/schools are not directly responsible for bullying that occurs off their premises. However a great deal of bullying does occur outside of the academy, including cyber bullying.

Where a child reports such an incident the following steps could be taken:

- Raise incident with staff at other schools/academies if appropriate
- Talk to children about how to avoid or handle bullying outside the school premises
- If perpetrators of bullying are from within the same school discuss incident with them
- Inform parents of incidents if appropriate, particularly if they involve cyber-bullying/bullying through the use of social networking sites etc

Bullying Incident Procedure

- All bullying problems to be taken seriously
- Reported incidents to be investigated thoroughly
- Ensure alleged perpetrators and alleged targets are interviewed separately
- Obtain witness information
- A written record including details of incident, investigation and outcomes to be completed
- Inform appropriate staff about incident
- Parents/carers to be informed if appropriate

Handling the Targets

1. **Reassuring:** that they are not to blame, that they will be protected, that dealing with the perpetrator is the only way to beat them
2. **Monitoring:** Being particularly vigilant for the next few days; asking the child to report after every period of free-time for the next few days to ensure problem-free days. Key staff in the academy to be aware of the incidents that have occurred and monitor vigilantly.
3. **Informing:** Where bullying has been protracted or had significant effect on the child we will contact parents and let them know of the situation and the academies efforts to combat it.

Handling the Perpetrators

1. **Reforming:** this will involve talking through the incident and reasons for it. It will also entail trying to get the perpetrator to see things from the point of view of the target.
2. **Informing:** where the bullying has been protracted, had a significant effect on the child or where there have been a number of smaller incidents we will contact parents and let them know of their child's behaviour.
3. **Disciplining:** This will depend on the severity and frequency of the bullying and will be in line with the academies behaviour policy
 - At the informal stage:
 - A firm talk with the child followed by them missing some free time
 - Key stage leader or member of SLT involved and parents informed
 - At the formal stage
 - Child placed on Academy Behaviour report system
 - Member of SLT meets with parents
 - Child is excluded

All incidents are reported using the agreed academy format. These are logged on SIMS and are periodically checked to see if there are patterns of behaviour that may be regarded as bullying. The senior leadership team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents are not missed.

Monitoring and Reporting

The Anti-bullying policy will be regularly reviewed and any incidents of bullying will be reported to the Governing Body and through the Annual Governing Body Report, to the Local Authority.

Reported Bullying Incident Form

Incident Details

Name of child/adult reporting the incident:

Date of Complaint..... Date of Incident

Day of Week	Time of Day	Type of Location
<input type="checkbox"/> Monday	<input type="checkbox"/> Before School	<input type="checkbox"/> Classroom
<input type="checkbox"/> Tuesday	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Corridor
<input type="checkbox"/> Wednesday	<input type="checkbox"/> After School	<input type="checkbox"/> Hall
<input type="checkbox"/> Thursday	<input type="checkbox"/> Break time	<input type="checkbox"/> Outside School
<input type="checkbox"/> Friday	<input type="checkbox"/> Lunchtime	<input type="checkbox"/> Playground
<input type="checkbox"/> Saturday	<input type="checkbox"/> Morning	<input type="checkbox"/> Playing Field
<input type="checkbox"/> Sunday		<input type="checkbox"/> School Other
		<input type="checkbox"/> Toilets
		<input type="checkbox"/> Transport

Behaviour Observed	Comments
<input type="checkbox"/> Cyber	
<input type="checkbox"/> Damage to Property	
<input type="checkbox"/> Emotional	
<input type="checkbox"/> Literature	
<input type="checkbox"/> Physical	
<input type="checkbox"/> Verbal	

Principal Incident Type	Subsidiary Incident Types
<input type="checkbox"/> Disability or Learning Difficulty	<input type="checkbox"/> Disability or Learning Difficulty
<input type="checkbox"/> Family, Nationality or Lifestyle	<input type="checkbox"/> Family, Nationality or Lifestyle
<input type="checkbox"/> Gender	<input type="checkbox"/> Gender
<input type="checkbox"/> Homophobic	<input type="checkbox"/> Homophobic
<input type="checkbox"/> Racist	<input type="checkbox"/> Racist
<input type="checkbox"/> Religion	<input type="checkbox"/> Religion

Incident Reported	Status of Incident
<input type="checkbox"/> In Person	<input type="checkbox"/> Open
<input type="checkbox"/> Telephone	<input type="checkbox"/> Investigated
<input type="checkbox"/> Letter	<input type="checkbox"/> Further Investigation
<input type="checkbox"/> Email	<input type="checkbox"/> Closed
<input type="checkbox"/> Text	

People Involved

Name.....

Class

Date of birth.....

Gender

Person Role

- Alleged Perpetrator
- Alleged Perpetrator's Parent/Carer
- Alleged Target
- Alleged Target's Parent/Carer
- Complainant
- Person Informed
- Safe Contact
- Witness

Ethnicity

- Asian or Asian British
- Black or Black British
- Mixed
- Other Ethnic Group
- White

Disability

- Diabetes
- Epilepsy
- Hearing or Sight Impairments
- Learning Difficulties/disabilities
- Mental Health Problems
- Mobility Difficulties
- Severe Asthma
- Other

Looked After Child

- Yes
- No

Repeat Alleged Victim/Perpetrator

- Yes
- No

SEND Status

- None
- SEN support
- My Plan
- EHCP

Witnesses

Outcomes

<p>Discussed With/Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alleged Perpetrator's Family <input type="checkbox"/> Alleged Target's Family <input type="checkbox"/> Key School Staff <input type="checkbox"/> Other Students <input type="checkbox"/> School Governors <input type="checkbox"/> School Staff AntiBullying/Child Protection <input type="checkbox"/> Other 	<p>External Agencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> CAMHS <input type="checkbox"/> EMAS <input type="checkbox"/> Educational psychologists <input type="checkbox"/> Police <input type="checkbox"/> Service District Team <input type="checkbox"/> YISP <input type="checkbox"/> YOT <input type="checkbox"/> Other
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<p>Support for Alleged Target</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change of Form/Class <input type="checkbox"/> Counselling/Therapy <input type="checkbox"/> Informed of School's Immediate Actions <input type="checkbox"/> Managed Move <input type="checkbox"/> Mentoring <input type="checkbox"/> Monitoring <input type="checkbox"/> Reintegration <input type="checkbox"/> Other 	<p>Outcome for Alleged Perpetrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselling/Mediation <input type="checkbox"/> Exclusion - Fixed Term <input type="checkbox"/> Exclusion - Permanent <input type="checkbox"/> Monitoring <input type="checkbox"/> Warning <input type="checkbox"/> Other
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Consent to Share Information with Agencies

<p>Alleged Target</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>Alleged Target's Parent/Carer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
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<p>Alleged Perpetrator</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>Alleged Perpetrator's Parent/Carer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
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Alleged Target Comments

Alleged Perpetrator Comments

Investigator Comments

Details of Action Taken by Academy

Details of Action Taken/Recommended by LA

Form Completed by.....

Entered onto System (Date)