



Abbot Beyne School

Policy:	Anti-Bullying Policy
Person Responsible:	Mrs F Airey
Governors' Committee:	Student & Personnel
Date Adopted:	July 2012
Revised Date:	Summer 2024
Next Review Date:	Summer 2025
Signature:	
Staff Accepted	

Anti-Bullying Policy

Organisation Responsibilities

Governors, Assistant Headteacher for Inclusion, Student Support Team, all staff at the school.

Statement of Principle:

At Abbot Beyne School we are committed to providing an ordered, purposeful, supportive community in which all students are treated and valued equally. All students should be able to reach their full potential and not be treated unfairly.

Abbot Beyne School received the Staffordshire Anti – Bullying Pledge, initially in July 2011. This has been recredited several times. Our school became a ‘Stonewall Champion School’ in May 2016 and are currently working towards the Anti Bullying Alliance Award. As a school we are committed to attaining a bullying free environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable at our school. If bullying does occur, all students should be able to report it in the knowledge that incidents will be dealt with promptly and effectively. We are, therefore, a TELLING school. This means that anyone who knows that bullying is happening to themselves or anyone else, is expected to tell the staff or use one of the other channels detailed in this policy.

Students are involved in the development and review of this policy through student surveys and the School Council.

Objectives

1. All Governors, teaching staff, support staff, parents/carers and, most importantly, students have an understanding of what constitutes bullying
2. All Governors, teaching staff, support staff, parents/carers and, most importantly students know what the school feels about bullying, what the policy is and how to report it.
3. Bullying will not be tolerated and will be taken seriously. Students and parents/carers are to be assured that they will be supported if an event of bullying is reported.

What is Bullying?

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Ofsted define bullying as

“aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms”.

Most isolated incidents do not meet this definition. Bullying is not the odd occasion of falling out with friends. It is done repeatedly on purpose. People fall out, this is normal and you do get upset. Students will learn how to develop within friendship groups and learn how to repair relationships. This is normal development. The key word is “repeated.” If it happens more than once it is bullying.

We recognise that bullying can take place between students, between staff and students or between staff. It can involve individuals or groups and be face to face, indirect or use a range of cyberbullying methods.

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, text messages or indecent images
- hate crimes

Types of bullying

Bullying can take different forms and can be blatant or exceptionally subtle. Bullying can be:

1. Emotional: being excluded, tormented, being unfriendly (e.g. hiding books, threatening gestures)
2. Physical: pushing, kicking, hitting, punching or any use of aggression and intimidation, stealing, hiding, damaging someone's property
3. Racial/Cultural: racial/cultural taunts, use of racial symbols, graffiti, gestures
4. Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching.
5. HBT: unwanted physical contact, abusive comments homophobic, transphobic and biphobic comments and graffiti.
6. Verbal: name-calling, spreading rumours, teasing, making threats
7. Cyber: All areas of internet, such as e-mail and internet, chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
8. Related to SEN (Special Educational Needs) / young carers/looked after children/ health conditions

Guidelines

Why is it important to respond to Bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated equally and with respect. Students who are bullying need to learn different ways of behaving and may themselves need help and guidance in this area. The school has a responsibility to respond promptly and effectively to issues of bullying. Students need to understand that **not** reporting any form of bullying only encourages further bullying. All students must be encouraged to report all incidents to any adult at school, their parents/carers or to seek advice from someone they trust.

Signs and Symptoms:

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of possible signs that could indicate bullying is occurring.

The person may be:-

- Frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Damaged or incomplete work
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies frequently "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable

- Bullying other children or siblings
- Stops eating
- Frightened to say what's wrong
- Gives improbable excuses for any of the above
- Afraid to use the internet or mobile phone
- Nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. No two cases are the same, which can make consistency of response difficult. Furthermore, it is widely accepted that whilst punishment of the bully may be deemed necessary, he or she almost certainly needs as much support as the victim.

Procedures and support system in the school:

Students should be encouraged to report all cases of bullying to: Heads of Year, Heads of Key Stage, SLT or any other responsible adult in the school.

Investigations of bullying incidents must be the responsibility of any member of staff who has an incident reported to them, they should refer it to the appropriate Head of Year, Head of Key Stage or SLT who will investigate the issue.

Some victims may only want to be supported from a distance or only require someone to listen and cannot be encouraged to report the incident to a member of staff.

The victim needs to be consulted as to what would help them before a course of action is decided. Neither the victim nor the bullies should be singled out as this could lead to further bullying.

Heads of Year / Heads of Key Stage need to follow the procedures detailed below when investigating incidents of bullying. Every case will be different and the procedures will need to be tailored to suit the individual circumstances.

1. Investigation: written statements if appropriate, from the victim, the bully and any third party witnesses who should be interviewed separately, but should not be singled out publicly.
2. The incident will be recorded by staff, copies of all correspondence and statements should be placed on file/on the system.
3. Counsel victims and perpetrators and contact parents if appropriate. Give support to all victims and perpetrators. Consider the public response to the incident.
4. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes:

The individual incidents will be dealt with in accordance with the sanctions in the behaviour policy. In serious cases, suspension will be considered.

If possible, the students will be reconciled and given peer mentor support, if appropriate further mentoring.

After the incident/incidents have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

Support must be given to the bully to help change their behaviour as well as the victim.

Prevention:

The curriculum includes PSHE lessons which focuses on the issue of bullying.

Other interventions include the Anti-Bullying Week – where there is a whole school input on raising awareness in all Year Groups through Form time, assemblies, discussions, focus groups, role play and theatre visits.

Anti-bullying surveys are undertaken regularly for all stakeholders.

Heads of Year are available in Evershed and Linnell.

Termly interrogation of incident log to identify bullying incidents and inform the focus for Assemblies, Form Time and PSHE Lessons.

HELP ORGANISATIONS:

Advisory Centre for Education

(ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri -10-4) 0845 1205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Childline 0800 1111

This policy reflects the requirements of:

- The Children's Act 1989
- The Education and Inspection Act 2006
- The Equality Act 2010

This Anti Bullying Policy works alongside and in conjunction with school policies, namely The Safeguarding Policy, The Behaviour Policy, The peer on peer abuse policy, The Home School Agreement, and it is embedded in the Teaching and Learning Framework of the school.

THIS POLICY WILL BE REVIEWED ANNUALLY