



## **THE BEMROSE SCHOOL**

### **ANTI-BULLYING POLICY**

**MANAGER: E WILKINSON**

**ADOPTED: MAY 2020**

#### **MISSION STATEMENT**

Everyone at The Bemrose School is opposed to bullying and demonstrates a zero tolerance against it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

#### **AIMS**

The aim is to make The Bemrose School a place where everyone can achieve their full potential and feel safe, knowing that any incident of bullying is unacceptable and will not be tolerated

Pupils must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our pupils it is important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

Everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the School community.

## LEGISLATION

This policy is based on DfE guidance [“Preventing and Tackling Bullying” July 2017](#) and supporting documents. It also considers the DfE statutory guidance [“Keeping Children Safe in Education” November 2019](#) and [‘Sexual violence and sexual harassment between children in schools and colleges’ December 2017](#) guidance.

Schools have a legal duty under the [School Standards and Framework Act 1998](#) to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the [Education Inspections Bill 2006](#) the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to ‘safeguard’ and promote the welfare of pupils ([Education Act 2002](#)) and to ensure that children and young people are safe from bullying and discrimination ([Children Act 2004](#)).

## DEFINITION OF BULLYING

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. ([DfE “Preventing and Tackling Bullying”, July 2017](#))

In the primary phase the pupils use the acronym STOP to identify what bullying is (Several Times On Purpose) and how to react to it (Start Telling Other People).

Bullying is

- unacceptable
- deliberately hurtful (possibly aggressive)
- repeated over a period of time
- difficult for victims to defend themselves against
- prevents pupils achieving their full potential and affects standards of achievement and aspirations

Bullying can be

- physical – may include hitting, kicking, spitting
- verbal – may include name calling, insulting other people, making offensive remarks
- psychological – making threats, name calling, excluding individuals from a group
- indirect – may include spreading nasty stories about someone, being made the subject of malicious rumours, interfering with another pupils property, by stealing, hiding or damaging it, writing offensive notes or graffiti about another pupil, belittling another pupils abilities and achievements

- sexual – unwanted physical contact or sexually abusive comments
- homophobic – because of, or focussing on the issue of sexuality, sexual orientation or gender reassignment

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messaging apps, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation, or quite often, in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers.

## **RESPONSIBILITIES OF ALL STAKEHOLDERS**

### **The Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to a member of staff
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Further advice for pupils – appendix 1

### ***Anyone who becomes the target of bullies should:***

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their form tutor, Head of House or class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **The Responsibilities of All**

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

## **PROCEDURES FOR DEALING WITH COMPLAINTS OF BULLYING**

Pupils must be empowered to be able to tell an adult or a peer that they are being bullied. It is very important that this disclosure is acted upon and dealt with in a confidential manner.

Class teachers in the primary phase will often deal with bullying type behaviours in their classrooms.

More serious incidents are dealt with by the Head of House (in the secondary phase) or the Learning Mentor (in the primary phase). They record incidents of bullying separately in the student's file.

Those reported to have bullied will -

- be interviewed by Head of House, Learning Mentor (in the primary phase) or a member of the Leadership Team.  
Witness statements may need to be taken.
- have appropriate action taken if bullying is proved.

When it is proven that bullying has taken place, sanctions will be issued. This should take the form of one or more of the following –

- Discussions with Head of House, Learning Mentor (in the primary phase) or other significant adult about the incident
- A letter may be sent home to parents / phone call home.
- A meeting with parents / carer and pastoral staff
- A meeting with a member of the Leadership Team
- Restorative Justice
- Intervention by appropriate outside agency.
- Isolation, Seclusion or Fixed Term Exclusion following the procedures outlined in The Bemrose School behaviour policy
- A Governors meeting
- Permanent Exclusion

There should be a follow up session with the pupil who has experienced bullying after a short period of time and then the half term following the incident to see if the bullying has restarted.

## **STRATEGIES TO REDUCE BULLYING**

The School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying type behaviour. These include:

- Let's Explore
- Tutor time
- Anti-bullying posters around school
- Assemblies
- Subject areas and informal discussion
- SEAL activities
- Participate in local and national initiatives such as Anti-bullying Week

- Extensive work through PSHE programmes
- Restorative approaches
- Direct Consequences
- Access to the emotional health practitioner
- Training for all members of staff on anti-bullying policy and strategy.

Students who bully are supported by their class teacher, form tutor or Head of House who will discuss the issues with them.

## **ENGAGING WITH PARENTS**

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 pupil 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.

See appendix 2

## **MONITORING**

Monitoring helps identify patterns of bullying behaviour. It should take account of:

- who was involved
- where and when the incident occurred
- what happened
- what action was taken
- how it was followed up

The person dealing with the incident should record sufficient detail to support effective monitoring by the Learning Mentor (in the primary phase), Heads of House and Care & Guidance Team Leader, in line with the school Behaviour Policy. The school keeps records of all reported cases of bullying.

Monitoring will be by the Deputy Headteacher: Inclusion who will use the records to report levels of bullying annually in accordance with Derby City LA practice.

This policy has been written in collaboration with the Student Council who have consulted students in their year groups and forms.

## **OTHER RELATED POLICIES**

Safeguarding Policy  
Behaviour Policy  
Staff Code of Conduct  
Whistle Blowing Policy  
Grievance and Complaints Policy

## **PERFORMANCE INDICATORS**

1. The number of incidents recorded reduces year on year.
2. The categories/types of bullying recorded is reviewed annually.

## **Appendix 1**

### ***BULLYING – DON'T SUFFER IN SILENCE***

#### **If you are being bullied**

- **Tell a teacher or another member of staff in your school.**
- If you are scared to tell a teacher or an adult on your own ask a friend to go with you.
- If the bullying is on-line or through social network sites, keep evidence of what is being said and bring this into school to show your Head of House or class teacher.
- Keep on speaking up until someone listens.
- Tell yourself that you don't deserve to be bullied and try not to take it personally. The person bullying you probably does the same to others.
- Stay with groups of people, even if they are not your friends. There is safety in numbers.
- Try not to show you are upset, although this is very difficult at times.
- If possible, avoid being alone in places where you feel bullying may happen.
- Try being assertive – shout “No” loudly. Practise in front of a mirror.
- Walk quickly and confidently, even if you do not feel that way inside.
- If you are in danger, get away. Do not fight to keep possessions.
- If you are different in some way, be proud.

#### **If you are talking about bullying with an adult, be clear about**

- What has happened to you.
- How often it has happened. Is this the first incident, or has it happened before.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

### ***DO NOT IGNORE BULLYING – MAKE A NOISE ABOUT IT***

## **Appendix 2**

### ***Advice for Parents***

Watch for signs that your child is being bullied, or is bullying others. Families are often the first to detect that a problem exists. Contact the school immediately if you are worried.

#### **If your child has been bullied:**

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- If the issues are related to the internet or social network sites, keep evidence of what is being said and share this with school.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that he/she should report the incident(s) to a teacher immediately and subsequently if the problem is not resolved.
- Make an appointment to see your child's Form Tutor, Head of House or Care & Guidance Team Leader.
- Explain to the member of staff the problems your child is experiencing.

#### **Talking with teachers about bullying:**

- Try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened - give dates, places and names of other children involved.
- If the issue relates to internet or social network sites, make sure you have evidence of what has been happening, to share with the school.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let us know if things improve as well as if problems continue.

Above all, students must be encouraged to report all issues to staff in school. We also ask for your support as parents in dealing with issues of bullying and encourage parents to report issues if they occur.

