ANTI-BULLYING POLICY

INVESTED
EDUCATION

Approved by:	Stephen Morrison	**Date:** 26/9/22
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1. Principles

1.1. The following principles underpin our approach to bullying and are linked to the setting's policies on behaviour and peer on peer abuse:-

- All pupils have the right to a safe, caring and protective environment in school
- Responses to bullying incidents will be robust and consistent and aim to prevent rather than control
- Disapproval of bullying should be aimed at the behaviour of the pupil not the pupil as a person
- The school may seek the support of parents in dealing with incidents of bullying
- There is no such thing as acceptable bullying

1.2. The pupils and staff at Invested Education believe all forms of bullying are hurtful and wrong. This includes all forms of bullying as outlined below.

2. Definition

2.1. The DfE defines bullying as

Behaviour by an individual or a group, repeated over time, that intentionally hurts'.

It might be motivated by actual or perceived differences between children.

Experts believe it involves an imbalance of power between the 'harmed' and the 'wrongdoer'. This could involve the 'wrongdoers' having control over the relationship which makes it difficult for the 'harmed' to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.2. Types of bullying

- **Physical** : includes kicking, hitting, pushing and intimidating behaviour or interference with personal property
- **Verbal/Psychological**: includes threats, taunts, social isolation, name calling, spreading of rumours
- **Racist bullying**: **Any incident which is perceived to be racist by the victim** (the hurt) by another person. This could be physical, verbal, written, online but based on race, colour, ethnicity, nationality, culture or language. (See below for guidelines on effectively challenging racism)
- **Sexist bullying**: use of sexist language or negative stereotyping based on gender. It can be unwanted/inappropriate physical contact or sexual innuendo.
- **LGBT bullying**: This could be verbal, physical, written or negative stereotyping based on sexual orientation
- **SEN/Disability**: This could be verbal, physical, written, negative stereotyping or exclusion from an activity based on disability or learning need
- **Gifted and Talented bullying**: This could be verbal, physical, written, negative stereotyping or social isolation based on high levels of ability or effort
- **Cyberbullying:** abuse on line through any type of social media platform including verbal, sharing of images, setting up fake accounts with the intention of causing harm and interfering

with electronic files. (The Education Act 2011 give teachers wider powers to tackle cyberbullying by providing specific power to search for and, if necessary, delete inappropriate images on electronic devices including mobile phones) See appendix 1 for further guidance

3. Bullying out of school

3.1. The Head Teacher has a specific statutory power to discipline pupils for poor behaviour, including bullying, outside of the school premises. This can relate to bullying incidents occurring anywhere in the school community.

3.2. **Online bullying that occurs out of school is not the school's responsibility as pupils are under their parents'/carers supervision during evenings and weekends**. However, the school will aim to provide pupils and parents/carers with support and reach a satisfactory conclusion, if the bullying becomes an issue during the school day.

3.3. The school does provide advice to pupils on how to protect themselves online and what to do if they experience cyberbullying. This is explicitly taught as part of the PSHE programme.

4. Strategies for dealing with bullying

4.1. School Ethos: Bullying can be prevented by making it explicit to staff and pupils that the Invested Education ethos is based on being ready, responsible and respectful and does not tolerate bullying of any kind. Key staff are fully aware of this anti-bullying policy and understand that not taking any action against unpleasant behaviour by one person to another can show acceptance of such behaviour. Pupils are explicitly taught about the definition of bullying, types of bullying, the role of the bystander and how to react to any bullying events.

4.2. Staff responsibilities
All staff play a crucial role in dealing with incidents of bullying. A pupil may confide in any member of staff at any time about bullying and staff will reassure the pupil that something will be done to stop the bullying and that it will be handled in a sensitive but consistent manner.

It is important that safeguarding procedures are followed and confidentiality must never be promised.

4.3. Those who are being harmed need to feel protected and reassured. They should be advised against staying away from school and against any form or retaliation as this may escalate the situation

4.4. The wrongdoers should be supported to help them realise the impact of their behaviour and to change this behaviour. Staff should encourage pupils to come forward and report incidents of bullying – pupils should be fully aware of 'bystander theory' and realise that they have a responsibility to help reduce incidents of bullying by coming forward and letting staff know

4.5. While all staff have a responsibility to take action when bullying occurs, it is clear that there needs to be a stepped process and management could investigate bullying incidents. This must be rigorous and fair and involve collating information from the harmed, the wrongdoer and any witnesses. This can be a lengthy process. At this stage a log of the incident will be created and share with necessary parties.

4.6. There will not be single solution that suits all incidents.

4.7. It may be necessary to ask a pupil to keep a log of incidents to allow staff to track more clearly what is happening.

4.8. Invested Education has an ethos which promotes the importance of pupils treating one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school. This will all help towards tackling bullying. (see Behaviour policy)

4.9. The staff who deal with a specific bullying incident should not discuss sanctions and consequences for the wrongdoer with the parent/carer of the harmed. It is important that the 'harmed' pupil and parents/carers feel confident that appropriate action has been taken to address the bullying. Communication is important especially with the harmed.

5. Whole school strategies

5.1. Duties- Staff are assigned to a particular duty area and day to ensure supervision of students. Bullying incidents are a lot less likely if there is staff presence at these times of day. The breakout areas and toilets are checked regularly during duty times.

5.2. Classroom management- this remains the duty of the class teacher. Well planned, interesting lessons which promote learning together will reduce the likelihood of bullying incidents. Consistent application of the school ethos and behaviour policy as well as sensitive use of seating plans and grouped activities will minimise bullying events. Staff should be vigilant at all times and challenge unpleasant behaviour every time.

5.3. PSHE – Anti- bullying is an important part of the PSHE programme. This programme covers all aspects and types of bullying. It also has units on Tackling Racism and seeks to raise awareness of mental health issues and how to build resilience. Pupils are encouraged to work together to discuss issues and see things from other points of view. All of this helps to increase tolerance and so reduce bullying incidents.

5.4. Staff receive training on the Restorative Conversation approach and this approach will be used when it is felt appropriate by wrongdoers and the harmed. The meeting sheets will be kept as a record of work undertaken to resolve issues

5.5. Online safety- Pupils are allowed to bring their mobile phones to school but once at school they must not be used during lessons. If a pupil break this rule their phone will be confiscated. This policy will help reduce the likelihood of cyberbullying events during the school day.

6. Incident management and reporting

6.1 Ofsted requires school to produce a bullying report with records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents

6.2 This will be done in the following way: Analysis of the logs made regarding unpleasant behaviour. Secondly incidents dealt with by the behaviour lead will be recorded under the appropriate category of unpleasant behaviour. Information will be disseminated appropriately to relevant parties which may include the child's host school.

6.3 Pupil are able to report bullying using the anonymous drop box situated on the school site. All matters will be addressed.

7. Guidelines for effectively challenging racism.

 This has been adapted from No place for Hate (Show Racism the Red Card)

7.1 Challenge the attitude and behaviour, rather than the person: Ignoring the issue will not make it go away and silence sends the message that we are in agreement with such attitudes and behaviours.

7.2 Be aware of your own attitudes, stereotypes and expectations: Be honest about your own prejudices and biases. It is important not to be defensive when discriminatory attitudes or behaviours are brought to your attention.

7.3 Actively listen to and learn from others' experiences: do not trivialise, minimise or deny other people's concerns and feelings

7.4 Use language and behaviour that is inclusive and non-biased: Modelling is an inclusive way of being is important when educating young people. The words we chose to use, even in a light hearted manner, gives loud messages to what we feel is acceptable or otherwise

7.5 Provide accurate information to challenge stereotypes and biases: Take responsibility for educating yourself about issues surrounding racism. Try www.theredcard.org

7.6 Acknowledge diversity and avoid stereotypical thinking: Don't ignore or pretend not to see our rich differences. Acknowledging the difference is not the problem, but placing value judgements on those differences is.

7.7 Project a feeling of understanding, respect and support: When confronting individuals, firmly address the behaviours or attitudes whilst supporting the dignity of that person. Establish standards of responsibility and behaviour working collectively with others: Hold yourself and other accountable. Demonstrate your personal and organisational commitment in practice, both formally and informally. Maintain high expectations of all people and be a role model.

8. Appendix 1 Taken from UKCCIS

HANDLING INCIDENTS OF YOUTH PRODUCE SEXUAL IMAGERY

1. **Initial response**

Keeping Children Safe in Education statutory guidance sets out that all schools should have an effective child protection policy. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.
When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

2. **Disclosure**

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL in school, or any member of the school or college staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

All members of staff (including non-teaching staff) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This should be covered within staff training and within the school or college's child protection policy.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. Sexting in schools and colleges: responding to incidents and safeguarding young people

3. **Initial review meeting**

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**
- What further information is required to decide on the best response?
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or selfharming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

Linked Policies:

- Behaviour Policy
- Safeguarding Policy