



## Anti-Bullying Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Pupil Support Committee	

### Status:

Statutory policy or document	No
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

### Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

### Review:

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## Version Control:

Author	Creation Date	Version	Status
Business Manager (BW)	21 February 2019	0.1	Initial draft based on existing ACHS/WMS policies and Stonewall model policy (2015)
Changed by	Revision Date		
Business Manager (BW)	16 May 2019	0.2	Updated to incorporate feedback from initial review by Executive Headteacher and Heads of School
Business Manager (BW)	2 July 2019	0.3	Updated with feedback from pastoral staff
Business Manager (BW)	11 July 2019	0.4	Further updates including clarification of school initiatives and confirmation of anti-bullying leads
Business Manager (BW)	15 July 2019	0.5	References to homophobia, biphobia and transphobia updated to LGBTQ-phobia throughout
Business Manager (BW)	12 August 2019	1.0	Final approved version for publication
Business Manager (BW)	27 July 2020	1.1	Updated ethos statements, key staff and references to SIMS
Business Manager (BW)	7 October 2020	1.2	Updated with feedback from pastoral staff
Business Manager (BW)	20 October 2020	2.0	Final approved version for publication
Business Manager (BW)	11 October 2021	2.1	Updated for 2021-22
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Business Director (BW)	10 October 2022	3.1	Annual review; updated with feedback from pastoral staff including change to ACHS leads
Business Director (BW)	27 October 2022	4.0	Final approved version for publication
Business Director (BW)	2 October 2023	4.1	Annual review
Business Director (BW)	4 December 2023	5.0	Final approved version for publication

## 1 Federation statement on bullying

1.1 All three schools in the Seaton Valley Federation share the same ethos, which has three main themes:

- To know every child academically and pastorally as a complete young person.
- To treat everyone and everything with respect.
- To strive for everyone to be as good as they can be and to be proud of doing well.

1.2 Each of our schools is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our schools is equal and should be treated with respect.

## 2 Policy aims and purpose

2.1 Following advice from the local authority's Equalities team, this single overarching federation-wide policy replaces each school's previous anti-bullying policy and any policies regarding specific protected characteristic e.g. anti-racism policies.

2.2 Bullying of any kind is unacceptable and will not be tolerated in the federation. The safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole federation community to take measures to prevent and tackle any bullying, harassment or discrimination.

2.3 We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole federation community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

2.4 We are committed to improving the federation's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

## 3 Definition of bullying

3.1 Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

3.2 The nature of bullying can be:

- **physical/sexual** - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **attacking property** - such as damaging, stealing or hiding someone's possessions
- **verbal** - such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **psychological** - such as deliberately excluding or ignoring people
- **cyber** - such as using text, email or other social media to write or say hurtful things about someone
- **harmful sexual behaviour or harassment** - such as sexual comments, gestures or jokes, groping and upskirting

3.3 Bullying can be based on any of the following things, although this list is not exhaustive:

- race (racist bullying)
- religion or belief
- culture or class
- gender (sexist bullying)
- sexual orientation or gender identity (LGBTQ-phobic bullying)
- Special Educational Needs (SEN) or disability
- appearance or health conditions
- related to home or other personal situation
- related to another vulnerable group of people

3.4 No form of bullying will be tolerated and all incidents will be taken seriously. We will also support students who may feel they are being bullied but are actually experiencing issues within their friendship group.

## 4 Signs and symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school/public bus or begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay a bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

4.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 5 Reporting bullying

5.1 If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school by:

- telling the non-teaching support staff (e.g. Mr Light, Miss Fletcher or Miss Wright at ACHS or Mrs Telfer at WMS)
- telling their Student Progress Leader, form tutor, or any other teacher they feel comfortable in confiding in
- emailing [bullying@svf.org.uk](mailto:bullying@svf.org.uk) or [tellemma@svf.org.uk](mailto:tellemma@svf.org.uk), or using the COnCA (Child On Child Abuse) button on their Chrome launchpad
- using the anonymous Helping Hands / school bullying reporting box in each school
- confiding in a friend and asking them to approach a teacher on their behalf
- telling other school staff
- calling ChildLine to speak with someone in confidence on 0800 1111

## 6 Reporting - roles and responsibilities

**6.1 All staff:** All school staff, both teaching and nonteaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the federation's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. The following staff members are anti-bullying leads:

- ACHS - Miss Hewitson / Mr Henderson
- WMS - Miss Rutter
- SSMS - Mrs Mills

**6.2 Senior staff:** The Executive Headteacher and Senior Leadership Team have overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the federation upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, the senior leaders responsible for anti-bullying are as follows:

- ACHS - Mr Gilhooley
- WMS - Mr Souter
- SSMS - Mrs McSparron

**6.3 Parents and carers:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

**6.4 Students:** Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

## 7 Responding to bullying

**7.1** When bullying has been reported, the following actions will be taken:

- Designated school staff will record the bullying on an incident reporting form, record the incident centrally on the federation's management information

system and/or the bullying log, and inform the Head of School and Student Progress Leader as appropriate.

- Designated school staff will monitor incident reporting forms and information recorded on the school database, analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the Executive Headteacher will report to the governing body.
- Support will be offered to those who are the target of bullying from the pastoral team in school.
- Staff will proactively respond to the bully, who may require support from the pastoral team.
- Staff will always involve parents and carers.
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

## **8 Bullying outside of school**

- 8.1 Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **9 Derogatory language**

- 9.1 Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the federation's management information system, and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

## **10 Prejudice-based incidents**

- 10.1 A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Executive Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **11 School initiatives to prevent and tackle bullying**

- 11.1 We use a range of measures to prevent and tackle bullying, although this list is not exhaustive:
- A student-friendly anti-bullying policy statement ensures all students understand and uphold the Anti-Bullying Policy (see Annex A)

- The PSHE/SMSC programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images; the federation participates in events including Anti-Bullying Week, Black History Month and LGBT History Month
- The federation values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the federation
- Peer mentoring and student-led programmes offer support to all
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation and the anti-bullying survey
- We work with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

## **12 Training**

- 12.1 The Executive Headteacher is responsible for ensuring that all federation staff, both teaching and nonteaching, receive regular training on all aspects of the Anti-Bullying Policy.

## **13 Monitoring**

- 13.1 The Executive Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with students.

## **Annex A: Student-friendly anti-bullying policy**

Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

### **What is bullying?**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

### **What does bullying look like?**

Bullying can be:

- hitting or threatening to hit someone
- touching someone inappropriately or without their consent
- calling someone names or spreading rumours or gossip about someone
- stealing, hiding or damaging someone's property
- deliberately ignoring someone or leaving them out
- sending hurtful or unkind texts, emails or online messages to or about someone

Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying.

### **What kinds of bullying can happen?**

Bullying can be based on any of the following things:

- race or ethnicity (racist bullying)
- religion or belief
- culture or family background
- gender (sexist bullying)
- sexual orientation or gender identity (LGBTQ-phobic bullying)
- special educational needs or disability
- appearance or health condition
- home or other personal situation

Not every type of bullying is on this list. If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that is bullying.

### **What should I do if I'm being bullied or someone else is being bullied?**

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult. There are many different ways to report bullying:

- tell the non-teaching support staff in your school (e.g. Mr Light, Mrs Fletcher or Mrs Wright at ACHS or Mrs Telfer at WMS)
- tell your Student Progress Leader, form tutor, or any other teacher

- email [bullying@svf.org.uk](mailto:bullying@svf.org.uk) or [tellemma@svf.org.uk](mailto:tellemma@svf.org.uk), or use the COnCA (Child On Child Abuse) button on your Chrome launchpad
- use the anonymous Helping Hands / school bullying reporting box in each school
- confide in a friend and ask them to tell a teacher on your behalf
- tell other school staff

You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said.

School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.

## Annex B: Bullying and prejudice-based incident reporting form

This form is for a staff member to complete when recording bullying or a prejudice-based incident in school. This form could be used as a hard copy or an electronic copy.

### Section A: Staff details

Date of completing form: \_\_\_\_\_

Name of staff member: \_\_\_\_\_

Email address of staff member: \_\_\_\_\_

After completion this form needs to be handed to DG (ACHS) / JR (WMS) / AM (SSMS)

### Section B: Details of incident

- ☐ Bullying
- ☐ Prejudice-based incident

Nature of incident (tick all that apply)

- ☐ Physical/Sexual
- ☐ Property
- ☐ Verbal
- ☐ Psychological
- ☐ Cyber

Form of bullying or incident (tick all that apply)

- ☐ Race
- ☐ Culture
- ☐ Religion or belief
- ☐ Sexual orientation
- ☐ Gender identity
- ☐ Gender
- ☐ Special Educational Needs (SEN) or disability
- ☐ Appearance or health conditions
- ☐ Related to home or other circumstance

Details of those involved (record all involved, whether adults, students, visitors from the school community and from external organisations)

Target of bullying/incident:

Name: \_\_\_\_\_

Age/year group: \_\_\_\_\_

Form/tutor group: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

Person responsible for bullying/incident:

Name: \_\_\_\_\_

Age/year group: \_\_\_\_\_

Form/tutor group: \_\_\_\_\_

Other relevant information: \_\_\_\_\_

Details of incident (if you are unsure of the category, then tick all that you think may apply and simply explain the details)

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Time: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Repeat incident or serious incident: \_\_\_\_\_

Any relevant supporting information e.g. witness accounts

or screen grabs: \_\_\_\_\_

Action taken: \_\_\_\_\_

Details of others involved or notified: \_\_\_\_\_

\_\_\_\_\_

Actions for follow up: \_\_\_\_\_

Date for reviewing: \_\_\_\_\_

**Recording and monitoring the data**

All incidents reported via these forms, whether bullying or a prejudice-based incident, should be recorded centrally. All members of staff, both teaching and non-teaching, should use this form to report incidents. In most cases each incident will be recorded on the school database and the categories on the form should reflect the categories available for selection on the central database. This data should then be regularly monitored and analysed by the designated anti-bullying leads. They should analyse any trends in LGBTQ-phobic bullying across the federation, for example if more cases are occurring in a particular year group or there are repeated incidences from an individual student. Data should be regularly reported to governors and to the local authority (where applicable) as outlined in the federation's Anti-Bullying Policy. This will help to target any follow up actions, initiatives and support in school.

LGBTQ-phobic language should also be recorded, monitored and analysed on a central system. This will not always require a full incident reporting form unless it is a serious prejudice based incident