ANTI BULLYING POLICY
2024/25

Approved by:	Pending	Date:
Last reviewed on:		**Written by**:
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Next review due by:	July 2025	

Sir William Stanier School Anti-Bullying Policy

Definition of Bullying

"Bullying is different from random acts of aggression. A person is bullied when he or she is exposed regularly and over time to negative behaviour on the part of one or more persons. It is behaviour that is intended to hurt someone either physically or emotionally over a period, often aimed at certain groups because of race, religion, gender, sexual orientation or SEND and in circumstances where it is difficult for those being bullied to defend themselves."

1. Our Vision

1.1 Sir William Stanier School is a happy, harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, purposeful learning environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways.

1.2 Every member of staff has a key role in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfil their potential free from bullying.

1.3 The well-being of every young person is of paramount importance; every learner has the right to a high quality learning experience at school, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students.

1.4 The school community share the definition of bullying as "*Bullying is different from random acts of aggression. A person is bullied when he or she is exposed regularly and over time to negative behaviour on the part of one or more persons. It is deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves*".

1.5 One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying.

1.6 There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.

1.7 It is our mission statement that respect is shown for the individual and that confidence is developed. We hope to foster responsibility.

2. Types of Bullying

2.1 There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour

- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

2.2 Bullying can take different forms:

- **Physical;** e.g. Hitting, kicking, scratching, causing physical harm.
- **Verbal;** e.g. Name calling, insulting, hurtful remarks
- **Indirect;** e.g. Spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- **Cyber;** e.g. All areas of internet, social media, mobile threats by text messaging & calls; misuse of associated technology, e.g. camera & video facilities
- **Racist;** e.g. Racial taunts, nicknames, graffiti, gestures
- **Homophobic Bullying;** e.g. Because of, or focusing on, the issue of sexuality.
- **Sexual Bullying;** e.g. Sexual comments, taunts, and threats; 'banter' of a sexual or sexist nature; sexualised and sexist language

3. Implications of Bullying

3.1 Bullying is always taken seriously because of the potential impact upon young people.

3.2 Many of the outward signs of bullying can be the same as other indicators of abuse such as nonaccidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety.

- If unchecked, others may come to see bullying behaviour as acceptable within the school
- Victims can become bullies of younger or more vulnerable students
- Bullying can have long term effects on victims which may stretch into their adult life

4. Roles and Responsibilities

4.1 The Head Teacher has ultimate responsibility for the well-being of all students and staff at Sir William Stanier School.

4.2 The Deputy Head Teacher has been designated to oversee the safeguarding and well-being of students.

4.3 All staff, students, parents and governors must be aware of the policy and share responsibility for enforcing its principles.

4.4 Form tutors should address minor incidents and friendship disagreements, ensuring that the situation is dealt with swiftly and efficiently.

4.5 Pastoral Support Managers will often deal with the initial investigations of bullying incidents, ensuring that all parties can express their view. Pastoral Support Managers will often carry out a process of Restorative Justice.

4.6 Raising Standards Lead will ensure that the situation is thoroughly investigated to be certain that a conclusion can be reached. Raising Standards Lead will record the incident and ensure that relevant sanctions are put in place. Where a process of Restorative Justice is required, Raising Standards Lead will arrange the process.

5.   Cyber-bullying (with consideration given to the increased use of digital platforms for remote learning)

5.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps, gaming sites or through Teams and SMHW chat and group discussion forums. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

5.2 Preventing and addressing cyber-bullying.

To help prevent cyber-bullying, we will ensure that students understand what it is and what to do if they become aware of it happening to them or others. We will ensure that students know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Personal Development, IT teachers and Form tutors will discuss cyber-bullying with their groups.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

Staff, parents and students will receive guidance on how to spot and report cyber-bulling on Remote Learning platforms such as SMHW and Microsoft Teams and how sanctions including removal of those facilities will impact learning.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6. Dealing with bullying

6.1 The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including; assemblies, PSHCE lessons, mentoring and high staff presence and visibility during lessons change over, break, lunch time and after school.

6.2 Minor incidents or disagreements should be addressed by form tutors or subject teachers; however, any suspicion of bullying must always be reported to the appropriate Pastoral Support Manager or Raising Standards Lead.

6.3 All allegations of bullying by students must be referred to the Pastoral Support Manager or Raising Standards Lead immediately.

6.4 The Pastoral Support Manager or Raising Standards Lead will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victim(s) and witnesses.

6.5 Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in most cases involve parents/carers of both alleged bully and victim being informed at the earliest opportunity.

6.6 A range of approaches will be used to support the victim and help them to build resilience:

- A member of staff works alongside the victim to resolve the problems actively through a restorative justice model.
- A member of staff to offer coaching and problem-solving strategies to enable the victim to tackle what has happened; this builds resilience and confidence, nurturing lifelong learning in resolving problems.

6.7   Students have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Students should inform a member of staff if they suspect bullying is taking place. Racial and homophobic bullying incidents are logged.

6.8   Serious or persistent cases of bullying will be referred to the Vice Principal and could lead to fixed term exclusion or ultimately permanent exclusion.

7. Recording and Monitoring

7.1 All incidents of bullying will be recorded and monitored in the following ways:
- Logged on CPOMS and SIMS
- Monitored by Pastoral Managers, Raising Standard's Leads and the Safeguarding Teams
- Reports to SLT

7.2 All racist incidents will be reported to Governors in the executive summary, given at each LGB. Parents will be contacted by telephone or letter as necessary.

References and Additional Guidance:
- DfE - Preventing and Tackling Bullying, October 2013
- DfE - Supporting Children and Young People who are bullied: advice for schools, March 2014
- DfE - Cyberbullying; advice for Headteachers and school staff, November 2014
- DfE - Advice for parents and carers on Cyberbullying, November 2014

- DfE- Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017
- Cheshire East Bullying Prevention Strategy for Education Settings 2019-2021
- Anti Bullying Alliance: SEXUAL BULLYING: DEVELOPING EFFECTIVE ANTI-BULLYING PRACTICE
https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual bullying - anti-bullying guidance for teachers and other professionals_1.pdf%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals_1.pdf

Signed

Head Teacher: Paul Farr

Deputy Headteacher: Emma Johnson

Chair of Governors: Mary Massey

To be reviewed – July 2025