

Policy and Procedure Number:	A01	March 2021
Management Area:	Guidance	Section A
ANTI-BULLYING (Students)		

SCHOOL STATEMENT

At Frederick Gent School we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

Frederick Gent School fully recognises its responsibilities for anti-bullying and all work undertaken is thoroughly embedded within the school's safeguarding agenda and approaches. The school is committed to providing a safe environment for all to work, learn and develop, and recognises the strength and importance of preventative actions alongside measures taken to address incidents of bullying.

We would expect students to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

POLICY DEVELOPMENT

This policy was formulated in consultation with the whole school community, with input from members of staff, governors, parents/carers, students, and other partners (e.g. extended schools, visiting external providers in school and external providers).

Students contribute to the development of the policy through the tutor forums, year and School Council.

Parent/carer participation will be encouraged, for example by taking part in questionnaires and attending parent meetings.

DEFINITION OF BULLYING

The repetition, intentional hurting of one person or group by group where the relationship involves an imbalance of power. It can happen face to face or online.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is repeated and usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber-bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or Looked After Children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Students
- Students and staff
- Between staff
- Individuals or groups

Certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, or on the journey to and from school and in the local community. The school acknowledges its responsibility to support families if bullying occurs off the school premises.

ROLES AND RESPONSIBILITIES

All members of the school community have a responsibility to work together to stop bullying. It is vital that each person understands their role and the part that they can play in reducing bullying at Frederick Gent School.

The Headteacher has overall responsibility for the policy and its implementation and liaising with the Governing Body, parents/carers, Local Authority (LA) and outside agencies, as well as appointing an Anti-Bullying Co-ordinator, who will have general responsibility for handling the implementation of this policy.

The school also has an Anti-Bullying Co-ordinator who is responsible for liaison with Achievement Leaders and all other staff to develop and promote the school's anti-bullying approaches. This member of staff is **Gemma Smith**. The responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour
- Managing and regularly meeting with the Anti-bullying Ambassadors.
- Liaising with pastoral staff

We have a nominated governor responsible for child protection who has access to appropriate safeguarding training. Currently this is **Fiona Folan**. The school undertakes an annual review of its safeguarding practices and reports to the Governing Body at least once per year.

IDENTIFYING AND REDUCING BULLYING

The school recognises that raising the awareness of bullying issues and equipping students, parents/carers and staff with the skills needed to keep themselves and others safe is key in identifying and reducing the number of bullying incidents that take place. As a result of the day-to-day contact with students, school staff are well placed to observe the signs of bullying. Through raising awareness of anti-bullying issues, the school re-enforces its ethos of zero tolerance through work done in British Values registration time, PSHE days, assemblies and through publicity materials and prominent displays.

All staff have a responsibility to ensure that students know that there are adults in school whom they can approach if they are worried about any bullying issue. Through tutor team work, students can identify who is best placed to help them.

Within the PSHE curriculum, there is opportunity for students to develop the skills they need to recognise and stay safe from bullying and to recognise their responsibilities in challenging and reporting all forms of bullying. Students are also made aware of the involvement of the 'bystander' as well as the perpetrator.

The school ensures that 'E-safety' and measures to combat cyber-bullying are included in the teaching of ICT so that students are aware of the on-line dangers both inside and outside of the

school environment. This is covered as part of the ICT curriculum and again, through PSHE, British Values registrations, student forums, assemblies and displays.

The school aims to ensure that parents have an understanding of the different aspects of bullying and situations where bullying may arise. They are also made aware of the responsibility placed on the school and staff for protecting the safety of the school community. This will involve making parents/carers aware of any investigation procedures and all outcomes of the processes (taking into account confidentiality). This is evident in school literature and publications.

As part of the school's Transition Project, the Y7 Achievement Leaders plus relevant pastoral assistants are responsible for working with primary settings to identify students who may be classed as vulnerable or at risk of bullying. This information will then be used to explore support opportunities.

Student progress, particularly of those deemed vulnerable, is discussed at tutor meetings with Achievement Leaders. Tutors, Achievement Leaders and Achievement Leader Support Assistants will closely monitor the progress of specific learner groups (e.g. travellers, SEN, free school meals students) and use the guidance on page 2 of this policy to identify students at potential risk of either being bullied or becoming a bully. Actions will be discussed and noted. Students who have been the victim or perpetrator of bullying will be monitored and appropriate support will be discussed. Incidents of bullying may be discussed with the Multi-Agency Team Manager, where necessary.

Bullying incidents and anti-bullying strategies are discussed at least termly in tutor team meetings and in meetings between the Anti-bullying Co-ordinator and Achievement Leaders. Achievement Leaders are responsible for the analysis of bullying data for each cohort and identifying patterns where necessary. Appropriate actions are then taken in consultation with relevant members of staff and others who may be involved.

Students are made aware of procedures for dealing with incidents of bullying and what actions they should take.

Parents/carers are encouraged to discuss anti-bullying issues and strategies regularly, including at the biannual parent consultation days/events. The school has a pupil team of Anti-Bullying Ambassadors. These pupils run weekly drop in sessions, assemblies and PSHE Day sessions.

Processes for students to report concerns or make complaints about others are understood by both students and staff. The means by which this should be done are well advertised and understood by all. In this school this is achieved by information given during tutor time, in assemblies, information delivered on PSHE days and whole school displays.

RESPONDING TO AND RESOLVING INCIDENTS OF BULLYING

Whilst recognising that there are different roles in any form of bullying, i.e. victim(s), perpetrator(s) and bystander(s), the school understands that all parties will be in need of some level of intervention and support.

Individual Support

The victim(s)

The victim(s) will be believed, made to feel and be safe, and concerns will be investigated as a matter of urgency.

Throughout the investigation, the victim(s) will be made aware of any developments and actions.

The parents/carers of the victim(s) will be informed of the allegation/investigation on the same day that it is received. Achievement Leaders and Pastoral Assistants are responsible for making contact.

The victim(s) will be given the opportunity to reflect on the incident and will be encouraged to consider how they may be able to prevent a similar situation from arising.

The victim(s) will be given the opportunity to access further support should it be required.

The victim(s) should have the opportunity to consider what the final outcome may be.

Restorative mediation will be offered to the victim(s).

The perpetrator(s)

The perpetrator(s) will be made aware of the allegation(s) and the investigation process that will follow.

The perpetrator(s) will be given opportunity to reflect upon the incident and encouraged to consider how they may be able to prevent a similar situation from arising.

The parents/carers of the perpetrator(s) will be informed of the allegation/investigation on the same day that it is received. Heads of Year are responsible for making contact.

Throughout the investigation, the perpetrator(s) will be informed of the progress, subsequent process and any sanctions applied.

The perpetrator(s) should be given the opportunity to reflect on a possible outcome to the situation.

Restorative mediation may be used as part of the process.

The bystander(s)

The bystander(s) will be made aware of their position and role in any form of bullying.

The bystander(s) will be made aware of the allegation(s) and the investigation process that will follow.

The bystander(s) will be given opportunity to reflect upon the incident and encouraged to consider how they may be able to prevent a similar situation from arising.

The parents/carers of the bystanders(s) will be informed of the allegation/investigation. Heads of Year are responsible for making contact.

Throughout the investigation, the bystander(s) will be informed of the progress and subsequent process.

The bystander(s) should be given the opportunity to reflect on a possible outcome to the situation.

Restorative mediation may be used as part of the process.

All incidents of, and students involved in, bullying related behaviour will be monitored by the tutor and Achievement Leader to ensure that they can respond quickly and appropriately to any continuing issues.

The school will consider liaison with other agencies that support the student such as Children's Social Care, Child and Adolescent Mental Health Service, Primary Health Care Services, Education Welfare Service and Educational Psychology Service.

Students are made aware of bullying incidents (taking confidentiality into account) and outcomes through Tutor Forums, Year Council and School Council and will be given the opportunity to comment on the process and possible future outcomes.

Any allegation of bullying by a member of staff towards a student will be taken seriously and reported with immediate effect to either the Headteacher or Deputy Headteacher, who will then investigate as necessary.

Allegations of bullying by one member of staff towards another should be reported to the Headteacher or Deputy Headteacher, who will instigate an investigation, with reference to professional bodies where necessary.

Allegations of bullying by a parent towards a member of staff should be reported to the Headteacher or Deputy Headteacher, who will instigate an investigation.

Student behaviour towards members of staff will be thoroughly monitored and any concerns of bullying behaviour should be reported to the student's Achievement Leader and the Deputy Headteacher.

Lunchtime supervision through Student Care Assistants is targeted to safeguarding concerns. Lunchtime activities are promoted and students are encouraged to attend.

The use of physical intervention with young people will only be used when circumstances require it in order to prevent damage to the student, to other young people or to an adult. Additionally if the student is disrupting the learning of others this may also be a reason to intervene. In all cases the intervention must be appropriate to the level of perceived risk, only last as long as is required to reduce this risk and minimise any possible harm to the student. Only staff who have received training should be approved to intervene. In emergency situations any staff member present should act in the best interests of the student or students. Any use of physical intervention should be reported to the Deputy Headteacher/Headteacher without delay and the relevant report form completed.

REPORTING, RECORDING AND MONITORING

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, students). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Bullying is encouraged to be reported in the following ways:

- Verbal information to a member of staff

- In student forums
- Reporting directly to the schools Anti-Bullying Ambassadors.

All bullying incidents are fully investigated with those concerned and parents/carers are involved in the process. The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of policy. This information will be presented to the governors in an anonymous format as part of the annual report. Staff should be aware that for incidents of sexual bullying, procedures for child protection/safeguarding should be followed as a matter of course. For instances relating to racial bullying or cyber-bullying, it may be necessary to involve further agencies, such as the police, as part of the process.

Staff should keep written records of concerns about students, even where there is no other evidence to suggest bullying is taking place. This information should be kept with the student's school records. All concerns should be discussed with another member of staff and appropriate action taken. For safeguarding concerns, staff should follow the procedure for reporting concerns about student welfare (see Child Protection & Safeguarding Policy).

EDUCATION AND TRAINING

The school will ensure that every member of staff (including temporary, supply staff, contracted staff and volunteers) understands their role in responding to and preventing bullying issues. This is done through INSET training, and information packs where necessary.

The school will also ensure that all staff and volunteers understand their responsibilities in being alert to the signs of bullying and their responsibility for responding to and referring any concerns to the students' form tutor/Head of Year.

The school's Anti-bullying Co-ordinator will keep up to date with publications and initiatives and attend relevant training. Key messages and information will then be delivered to staff through the school's meeting structures and/or staff training days where necessary.

INFORMATION AND PARTICIPATION

The school's Student Voice will be included at least twice yearly in an audit of bullying and anti-bullying strategies and will be consulted over any changes to school policy or procedure.

All students, parents/carers and staff are aware of the school's anti-bullying policy and the zero tolerance to bullying in the school.

In order to ensure that the school's anti-bullying policy and practices are effective, students, parents/carers and staff are involved annually in the school's information gathering systems, to identify areas of concern with regard to students' safety and wellbeing. Practice is informed by the outcomes.

ADDITIONAL INFORMATION

Security within the school is carefully managed and reviewed annually. All visitors to the school must sign in, show any official identification and be accompanied by an adult at all times while on the premises. A lower level of supervision will be required where the school is satisfied that the visitor has had the relevant checks carried out by their employer.

The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this in order to keep both students and staff safe. Risk assessments are undertaken when required.

The school acknowledges the links between this policy and other school policies and procedures.

This policy will be made available to parents/carers on request.

This policy has been reviewed and approved by the Governing Body.

LINKS WITH OTHER POLICIES

Behaviour Policy
Child Protection & Safeguarding Policy
Acceptable Use of the ICT Network System
E-safety Policy
Equality Duty
Equal Opportunities Policy (DCC)
Complaints Policy (DCC)
Confidentiality Policy

Anti-bullying Co-ordinator
March 2021

Date last reviewed:	March 2021	Due for renewal	March 2022
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