

ANTI-BULLYING POLICY 2020

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	<input checked="" type="checkbox"/>
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	<input checked="" type="checkbox"/>
Adjust the policy to remove barriers identified by the EIA or better promote equality.	<input checked="" type="checkbox"/>

*Inclusive of protected characteristics

Provenance	Date
Written	Sept 2019
Working Party SLT/Pastoral	Nov 2019
Adopted by Governors	Jan 2020

Review Date
Sept 2020

Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others

At Mullion School we are committed to providing a caring, supportive and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

OTHER SCHOOL POLICIES LINKED TO THE ANTI--BULLYING POLICY

Behaviour and Ethos

Safeguarding and Child Protection (for example, peer on peer abuse).

What Is Bullying?

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2018).

It can involve people of any age, and can happen anywhere – at home, school or using digital technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which are often combined. At Mullion School we identify those pupils who are most vulnerable and ensure that the treatment of others towards them is closely monitored.

Verbal abuse:

- name-calling
- saying nasty things to or about a child.

Physical abuse:

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm

- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Peer on Peer Abuse

Where children abuse other children this is known as peer on peer abuse. It can take many forms including - but not limited to - bullying [including cyber bullying]; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or other physical harm; sexting and initiating/hazing type violence and rituals. Further details of peer on peer abuse are contained within **Annexe A** of the Department for Education statutory guidance for schools and colleges '**Keeping Children Safe in Education**' (**September 2019**).

All school staff and members of the Local Governing Body have access to this guidance and will have signed a declaration that they have read and understood their responsibilities in relation to school safeguarding and child protection as part of their induction. The school will ensure that there is further on-going training for staff and governors in relation to safeguarding and child protection and that they are provided with relevant safeguarding up-dates throughout the year. See SPCMAT 'Safeguarding and Child Protection Policy'.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

The school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, staff, students and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Learners should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Implementation

- The school will revisit the anti--bullying policy annually and will promote the policy through assemblies, tutor time activities, PSHE, ICT monitoring & ICT lessons.

The Impact of bullying

A pupil 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 pupil:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant or avoid certain lessons
- becomes withdrawn anxious, or lacking in confidence
- starts to stammer
- 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 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 & jumpy when a cyber message is received

If one child has witnessed another child being bullied they may also be distressed. They may not know the best way to help the person being bullied. They may fear for their own safety and experience feelings of guilt for not stepping in (Children's Commissioner for Wales, 2017; NSPCC, 2016).

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

Procedures

1. Report bullying incidents to staff. The member of staff will establish whether the reported incident was bullying – as defined above.
2. Incidents to be investigated fully by the form tutor, Head of Year or any other member of staff and, where appropriate, written statements to be taken, from all parties involved. These statements will be retained and the incident logged via the Pastoral Team.
3. In cases of serious bullying, the incidents will be investigated by a member of the Senior Leadership Team

4. Parents will be informed and, in serious cases, asked to come to a meeting
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
7. Senior Management will audit bullying records and surveys to look for patterns/trends etc and act upon findings.
8. If appropriate, subject teachers will be informed by the Heads of Year or Form Tutor.
9. If necessary and appropriate, police will be consulted.
10. If the bullying is deemed to be a safeguarding matter, safeguarding procedures will take over as outlined in our 'Safeguarding and Child Protection Policy'.
11. If the bullying involves children or adults outside of Mullion School, other relevant parties will be contacted via the most appropriate means. For example, a phone call to a neighbouring school to inform them of what we know is going on.

Responding to online bullying

- make sure children know not to retaliate online or reply to any bullying messages
- make sure children understand how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
- ask the child if they have shared the bullying content with anyone else (if so, who).

If bullying content has been circulated online, take action to contain it:

- if appropriate, ask the person responsible to remove the content
- contact the host (such as the social networking site) and ask them to take the contact down.

Actions

- 1) The bully (bullies) may be asked to genuinely apologise.
Other consequences may take place
- 2) If necessary, break up the group dynamics by changing places in classrooms; occupy pupils at break and lunch times or delay departure at the end of the day
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

5) Learners who have been bullied will be supported by:

- having the opportunity to discuss the situation with a member of staff
- being kept informed
- being party to the decision making

6) If bullying is about a particular issue, consideration will be given to delivering an education programme about the problem, e-safety, for example.

7) In serious cases, suspension or exclusion will be considered

Prevention

These will include:

- being a planned part of the PSHE and taught curriculum
- being a theme for assemblies
- including information in the school planner, including being reflected in our school rules
- as pupils progress through the school, they will be reminded of the expectation that they respect others and behave accordingly
- promoting appropriate language in school to ensure that learners understand that derogatory terminology is racist, sexist, homophobic, transphobic, discriminating due to disability etc
- Monitoring of all bullying related incidents to inform training needs for pupils and staff.
- Prefects will be trained to help facilitate an anti--bullying culture.