



Integrity, Fellowship and Endeavour

Anti-Bullying Policy

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Status:	Recommended

1. PURPOSE

- 1.1 The purpose of the anti-bullying policy is to ensure that students are able to learn in a safe, supportive and caring environment without fear of being bullied. The policy gives clear guidance to students, staff, governors and parents on the school's view of bullying and our commitment to supporting victims of bullying, sanctioning perpetrators and reducing incidents of bullying in the school.

2. RELATIONSHIP TO OTHER POLICIES AND DOCUMENTS

- 2.1 This policy should be read in conjunction with the documents specified below, each as amended, revised or updated from time to time:

- The Behaviour and Exclusion Policy
- The Safeguarding Children Policy
- The Equality and Diversity Policy
- The Bus Code of Conduct
- Staff Code of Conduct

- 2.2 The following documents were consulted during the creation of this policy

- [DfE Preventing and tackling bullying guidance \(2017\)](#)
- [DfE Cyberbullying: Advice for headteachers and school staff \(2014\)](#)
- [The Diana Award](#)
- [Gloucestershire Hate Crime & Incidents Co-ordinated Response \(2019\)](#)

3. SCOPE, PRINCIPLES AND DEFINITIONS

3.1 SCOPE

- 3.1.1 This policy covers students at school or on any organised or school related activity, travelling to or from school, at any time when a pupil is wearing school uniform or in some other way identifiable as a pupil at the school.

- 3.1.2 This policy also covers student interaction on social media, if there are repercussions in school.

- 3.1.3 Accusations of bullying by staff members are dealt with through the complaints policy with reference to the Staff Code of Conduct

3.2 PRINCIPLES

Farmor's School regards bullying as totally unacceptable and works hard to prevent it. If members of the school community are to achieve their full

potential they need to feel secure, respected and valued by their peers and the rest of the school community.

3.3 DEFINITION OF BULLYING

3.3.1 Bullying is usually a deliberate act which results from a conscious desire to hurt, threaten or frighten someone. It is an abuse of power, which results in pain and distress to the victim. Bullying is not a single act, but is behaviour that is repeated or sustained over time. Students and staff can be the victims or perpetrators of bullying.

3.3.2 On some occasions the bully may not realise harm is being done and so the bullying is not deliberate.

3.3.3 Bullying can be physical, verbal, cyber, social or psychological.

3.3.4 Examples include, but are not limited to:

- Derogatory name-calling, mimicry
- Repeated prejudice based hate incident/crime based on sexuality, orientation, gender identity, race, religion, belief, special educational needs, age or appearance.
- Deliberately organised and consistent ignoring of an individual
- Actual, or threats of, physical violence
- Spreading rumours or gossip
- Writing hurtful things
- Demanding money or possessions
- Destroying or damaging the property of others
- Being deliberately unfriendly
- Teasing, when the person teased is unhappy about it, tormenting or taunting
- Threatening or rude gestures
- Intimidation
- Forcing others to do things they know they should not do

3.3.4 All of the above examples can occur face to face or through a media forum (online, social media, via text etc)

4. OPERATIONAL GUIDANCE

4.1 PREVENTION OF BULLYING

4.1.1 The school provides information to students about bullying through a planned programme for all students as part of Personal Social Health and Citizenship Education in Key Stage 3 and Key Stage 4. This programme celebrates equality and diversity and makes clear the school's abhorrence of bullying, encourages students to consider the implications of bullying, both for the bully and victim, and provides students with information about what they should do if they are being bullied.

4.1.2 Other strategies used include:

- Anti Bullying Prefects
- Mobile phone number and email address, plus a dropbox in Student Services to report bullying (details in the student handbook)
- Discussions in tutor groups to identify students' concerns which may include bullying
- Assemblies
- Anti-bullying week annually in November
- Counselling
- School nurse

4.1.3 Strategies are in place to prevent bullying in all areas of the school and at all times of the school day, such as supervision by staff at all breaks and lunchtimes.

4.1.4 Anti-bullying messages are also embedded in many areas of the school curriculum, such as English, RE, History, and PSHCE where diversity of race, culture and religion is studied and celebrated and students are encouraged to develop empathy.

4.2 REPORTING AND RECORDING

4.2.1 The school recognises that the most effective way of dealing with bullying is to establish trust between students, parents and teachers. Each student is in a tutor group whose tutor will, where possible, stay with them through to the end of Year 11. Students are encouraged to discuss any problems with their tutor or, where this is not possible, to speak to another adult.

4.2.2 Year 11 students (Prefects) are chosen to be figures within the school whom younger students can approach to discuss concerns that may include bullying.

They are trained to advise the younger students to involve an appropriate adult in school.

- 4.2.3 Students have access to 'virtual' support through texts and email and have access to an anonymous 'drop box' in the library.
- 4.2.4 Parents can report bullying by contacting the tutor or Head of Year.
- 4.2.5 Staff, who have concerns about a student, are encouraged to talk to the student if they know them well, or pass on concerns to the tutor if they don't.
- 4.2.6 If staff are the victims of bullying by students, parents or colleagues they should report this to their line-manager or a member of Senior Leadership Team.
- 4.2.7 When an incident of bullying is reported by a student or parent to a member of staff they will complete an incident form and pass it promptly to the relevant Head of Year, who will investigate the incident as a matter of urgency.
- 4.2.8 Bullying incident forms will be recorded in the relevant student's electronic file on SIMS and the paper copy will be also be retained.

4.3 **RESPONDING TO INCIDENTS OF BULLYING**

- 4.3.1 The Head of Year will investigate the incident promptly. A member of the Senior Leadership Team will be informed of the incident and will become involved if it is appropriate.
- 4.3.2 It is important that the facts of each alleged incident be established fully, so that an appropriate response can be made. Investigating staff will do so without prejudice and ensure all sides of the story are collated, and witness statements gathered, to establish the details of the incident.
- 4.3.3 The Head of Year may ask to see a student's social media posts. Screen shots from a student's mobile phone may be requested
- 4.3.4 Parents of the victims and of the perpetrators will be kept informed of the school's actions.
- 4.3.5 The sanctions for bullying range from a school detention to exclusion from school for a fixed period, depending on the severity of bullying and prior incidents. Prejudice driven bullying will usually be dealt with by isolation or exclusion depending on the circumstances. Racist bullying is also recorded and registered with the Local Authority. Permanent exclusion is the ultimate sanction for any bullying offences.

- 4.3.6 Victims of bullying will be offered support through the Pastoral System.
- 4.3.7 Any student who has been involved in bullying, or has colluded with perpetrators needs to understand the consequences of their behaviour. Restorative sessions between students may be appropriate, in addition to sanctions listed above.
- 4.3.8 It may also be appropriate for a Head of Year or member of the Senior Leadership Team to give information and guidance to a Year Group following an incident of bullying.
- 4.3.9 Students who have bullied may be given further pastoral support, if this does not help the student to modify their behaviour then they will be placed on a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP) if deemed at risk of permanent exclusion.
- 4.3.10 The BSP involves the student, Head of Year, often a member of SLT and outside agencies where appropriate. The PSP always involves a member of SLT and a Governor. Targets are set to change the students behaviour with a role for school and parents to support the student in meeting these targets.

5. CONSULTATION

The following groups were consulted during the development of this policy:

- Senior Leadership Team
- Pastoral Leadership Team
- Anti-Bullying Ambassadors (Year 11 prefects)
- Governing Board

6. MONITORING AND EVALUATION

- 6.1.1 The school will keep records of bullying incidents and analyse the frequency and type of bullying to identify any trends in the groups of students involved as either perpetrators or victims. This analysis will be used to review the success of the school's policy and protocols and amendments/improvements will be made if necessary.
- 6.1.2 It is important that the implementation of this policy is monitored, to ensure it is enacted by teachers and to gather evidence on its impact. This monitoring will take place through the annual Student and Parent survey, student focus groups, analysis of recorded bullying and racist incidents.
- 6.1.3 The Governing Board Student Welfare committee includes anti-bullying monitoring on the regular oversight visits.
- 6.1.4 This policy will be reviewed every three years.