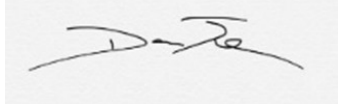





GREAT BALLARD

The Anti-Bullying Policy

<i>Date Approved</i>		
<i>Date of review</i>		<i>Autumn 2024</i>
<i>Date of next review</i>		<i>Autumn 2025</i>
<i>Policy Manager</i>		<i>Pastoral Deputy and DSL</i>
<i>Review Cycle</i>		<i>Annually (but revised whenever required throughout the year)</i>
<i>Signed</i>	<i>Mr. D Joseph Pastoral Deputy and DSL</i>	
	<i>Mr. M King Headteacher</i>	

1. Aims and Objectives

At Great Ballard we seek to create a culture in which bullying of any kind, either against students or adults is not accepted by any member of the school community. This policy covers all forms of bullying including – cyberbullying, prejudice-based bullying, discriminatory bullying, child-on-child abuse (including sexual harassment) and peer harm.

Bullying of any kind can threaten both the mental health and educational progress of our students. This policy enables all members of the school community to understand what constitutes bullying, making it clear to students, staff, parents, and guardians that bullying is completely unacceptable.

We strongly believe that our students have the right to study in a safe, supportive, and secure environment, free from physical threats, verbal taunts, and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly.

Records are kept by the SLT (Senior leadership team) to evaluate the effectiveness of the approach or to enable patterns to be identified. These records include all incidences of bullying and specifically any protected characteristics that might have been their focus.

1.1 Availability and awareness

This Policy is made available to parents, staff, and students in the following ways: via the school Website and at Reception from where a copy of the Policy may be obtained. Parents are also fully involved in special events such as anti-bullying week or peer mentor training and are kept informed through the weekly bulletins.

2.1 Monitoring and Review:

2.2 This policy will be subject to continuous monitoring, refinement and audit by the SLT.

2.3 The Board of Directors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

3. Definition of Bullying

3.1 Bullying is a form of child-on-child abuse, and can be defined as a deliberate, unprovoked and a repeated over time action to intentionally hurt, humiliate, threaten, frighten, or hurt an individual or group physically or emotionally.

- 3.2 It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs, and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may also occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs, and email.
- 3.3 A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide.
- 3.4 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

3.5 Bullying can be

- 3.5.1 *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion* - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- 3.5.2 *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- 3.5.3 *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the ICT Acceptable Use Policy and the school safeguarding policy.
- 3.5.4 *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin, or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community, or group. This is an area where schools are required to keep statistics about incidents.
- 3.5.5 *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- 3.5.6 *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.

- 3.5.7 *Sexual Violence or Harassment*- is unwanted or inappropriate physical contact or sexual innuendo. Managing such instances of peer-on peer abuse needs to be managed appropriately. (See safeguarding policy)
- 3.5.8 *Homophobic* - This is bullying, which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- 3.5.9 *Religious* – Attacking faith, belief, religious practice or custom.
- 3.5.10 *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- 3.5.11 *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- 3.5.12 *Written* – spreading rumours, writing, or printing unkind or malicious on paper.

4. Signs of Bullying

All staff must be alert to the signs of bullying. These may include:

- unwillingness to return to school;
- displays of excessive anxiety, becoming withdrawn or unusually quiet;
- failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with, or spoilt by others;
- books, bags, and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g., giving up music lessons, change to accent or vocabulary)
- psychological damage and diminished levels of self-confidence;
- frequent visits to Reception with symptoms such as stomach pains, headaches and so on;
- unexplained cuts and bruises;
- frequent absences, erratic attendance, and late arrivals to class;
- nervousness and jumpy when a cyber-message is received;
- asking for extra pocket money or starts stealing money (to pay bully)
- choosing the company of adults
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- verbal taunts;
- students sitting on their own and students left out of activity groups during lessons or play activities and
- talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

5. Preventative Measures

We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect and kindness;
- making students fully aware of the school's policy through assemblies and special anti-bullying events
- ensuring students understand that if they have been bullied or have witnessed bullying as a bystander, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying through education using the curriculum, tutorial, and circle time and in particular the Personal, Social, Health, Education (PSHE) programme to raise awareness of issues relating to bullying, whilst developing Social and Emotional Aspects of Learning throughout Great Ballard and the curriculum, we offer (SEAL);
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- Providing counselling and help for victims of bullies and for bullies themselves. This could be through the form teacher, other staff, the Head of Pastoral Care and if felt appropriate external agencies.
- ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- giving support to those involved in bullying to enable them to change their behaviour;
- imposing reasonable, proportionate, and consistent sanctions as and when necessary. In severe cases of severe and persistent bullying an exclusion may be considered.
- seeking the support of outside professional agencies as appropriate;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and respecting difference days.
- Encouraging older pupils to be role models and to set the best example and to support younger students through peer mentoring and the Champions scheme.
- Familiarising all staff at Great Ballard with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for students.

6. Procedures for responding to bullying

It is important that all staff be alert to early signs of distress in students. If a member of staff witnesses a bullying incident, in any form, or is approached by a student about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher
 - Students should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those

involved. The record of bullying should be passed to the Form Teacher/s of the student/s involved.

- The Form teacher/s will investigate the incident and see the student/s involved. The head of section/ Deputy Head will be kept informed of any instances of bullying. The details should be recorded clearly on MyConcern.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident. This will usually involve a call / meeting with the parents.
- Victims, alleged bullies, and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- It should always be acknowledged that on rare occasions some students set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The Tutor, Deputy head or Senior Deputy may take appropriate action according to the school's behaviour policy. They will also continue to monitor the wellbeing of the victim and the behaviour of the bully
- Bullying of a serious nature or which has been recurrent or persistent, would be discussed with the Headmaster and appropriate action taken.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour
- it is a signal to other members of the community that bullying is not tolerated

Action should then be taken with regard to each of the following:

- Sanctions imposed will be relative to the age of the student. The bully must understand what he/she has done and why the sanctions are being applied. Informing the parent of the victim, the bully and possibly others involved.
- All incidents will be formally recorded on the pupil(s)' files and in the Deputy bullying records.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to students.

Good Practice for Staff:

- Be continually aware, watchful, and available, promote good behaviour and encourage the care of others
- Ensure students are appropriately supervised
- Record all cases of bullying on MyConcern, and raise issue with the form tutor/Pastoral Deputy
- Parents' involvement and cooperation can be sought, and parents of students involved should be kept informed.

Classroom Management

It is expected that a positive ethos with emphasis on the dignity of each student, on praise and reward, rather than punishment is prevalent in all classrooms and other learning areas. The skills of self-discipline must be learnt early in life. All students will know that their teacher is the person to whom they can talk in confidence. Students will be given the opportunity in class to discuss bullying and how to deal with it. Students will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Further sources of information

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<http://www.anti-bullyingalliance.org.uk/>

<http://www.childnet.com/>

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability>

<https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>