Bishop Justus School Policies

Policy Title: Anti-Bullying (including cyber bullying)
Responsibility: Deputy Headteacher (Student Support)
Review Body: Headteacher
Date: March 2019
Review: March 2021

The academy acknowledges its responsibility to eliminate racial, age, disability, gender or sexual orientation discrimination, harassment and victimisation and promote positive attitudes towards and between disabled persons, persons of different racial groups and genders, and sexual orientation. We aim to promote tolerance and challenge discrimination, harassment or victimisation within the school community including that which may result from association with others or perceived characteristics of individuals, even if these characteristics are mistaken.

The academy follows the Church of England's guidance (2017) on challenging homophobic, biphobic and transphobic bullying and promotes positive behaviour in relation to sexual orientation.

Incidences of racist, homophobic, biphobic and transphobic bullying are reported to the Aquinas Church of England Education Trust on a half termly basis.

INTRODUCTION

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms"

At Bishop Justus Church of England School, we are strongly committed to equal opportunities and believe that every member of the school community has the right to learn and work in a safe, happy, Christian environment. Bishop Justus does not tolerate bullying because Every Child Matters.

The Academy acknowledges its responsibility to eliminate racial, age, disability, gender or sexual orientation discrimination, harassment and victimization and promote positive attitudes towards and between disabled persons, persons of different racial groups and genders, and sexual orientation. We aim to promote tolerance and challenge discrimination, harassment or victimization within the school community, including that which may result from association with others or perceived characteristics of individuals, even if these characteristics are mistaken.

The Academy follows the Church of England's Guidance (2017) on challenging homophobic, bi-phobic and trans-phobic bullying and promotes positive behaviour in relation to sexual orientation.

Incidences of racist, homophobic, bi-phobic and trans-phobic are reported to the Aquinas Church of England Education Trust on a half termly basis.

Definitions

At Bishop Justus Church of England School, we define bullying as the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim and comes in different forms:

1. **Physical** – e.g. hitting, kicking, taking belongings, pushing, and shoving the same person more than once over a period of time or being part of a group that has carried out any of the above and not taken action to stop the perpetrators or make the victim safe.

2. **Verbal** – name calling, insulting, threatening, sexist, homophobic or racist remarks aimed at the same person more than once over a period of time or being part of a group that has carried out any of the above and not taken action to stop the perpetrators or make the victim safe.

3. **Indirect or mental** – spreading malicious rumours, deliberately excluding someone from social groups, seeking to ostracise or sideline individuals, gesturing, passing harassing notes, derogatory e-mails or texts passed to others about an individual, posting malicious material (including video footage) of others on social networking or self-broadcasting sites such as Facebook, Twitter, YouTube etc. or being part of a group that has carried out any of the above and not taken action to stop the perpetrators or make the victim safe.

Bullying can be:

Racist – including racial taunts, gestures and graffiti
Homophobic/Biphobic/Transphobic – bullying because of or focusing on the issue of sexuality
Sexual – unwanted physical contact or sexually abusive comments
Emotional – being unfriendly, excluding, tormenting
Cyber – Use of mobile phones, instant messaging, chat rooms and message boards, e-mail, webcams, social networking sites, video hosting sites, virtual learning environments, gaming sites consoles and virtual worlds to intimidate, threaten, humiliate, embarrass others or to access others' technology without permission.

This list is not exhaustive.

AIMS

- ☐ To promote the Anti-Bullying message within school.
- ☐ To ensure that where instances of bullying occur, both the victim and perpetrator(s) are dealt with in a swift and appropriate manner that promotes our school ethos.
- ☐ To ensure that bullying of any kind will not be tolerated at Bishop Justus.
- ☐ To ensure that all members of the school community are aware of the serious consequences of all kinds of bullying.

ROLES AND RESPONSIBILITIES

The **Headteacher** is responsible for ensuring all students are safe within school.

All **students** are responsible for their own behaviour and actions towards each other and, as such, will be held responsible should they seek to bully or intimidate others.
All **Parents and Carers** must ensure that they inform the school of bullying incidents as soon as possible.
It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the classroom and to support students in responding to an incident swiftly and appropriately.

There are specific members of staff who have specific responsibilities – please see Appendix 1.

OBJECTIVES

All students should:

- feel safe and happy at Bishop Justus Church of England School;
- have high self-esteem;
- be self-confident;
- value everyone in the school community for his/her own unique self;
- understand that all bullying will be challenged and not tolerated;
- be supported if they are bullied;
- tell an appropriate person if they are being bullied or know someone who is being bullied.

All staff should:

- build upon the anti-bullying ethos in the school;
- be vigilant and responsive to bullying behaviour;
- signpost students to the relevant member of staff in school if they report bullying;
- inform the staff member responsible for a student's welfare as soon as a bullying incident is reported;
- re-assure students who are being bullied;
- treat all students equally.

MONITORING

It is the responsibility of the Aquinas Advisory Council to monitor the School's response to incidents of bullying.

STUDENT AND PARENT SURVEY FINDINGS

We expect to find that:

- students and parents feel that the school is vigilant and responsive to bullying behaviour;
- the overwhelming majority of students feel that the school is trying to reduce and prevent bullying behaviour;
- the overwhelming majority of students and parents feel that bullying is not a particular problem in the school.

Bishop Justus Church of England School processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Signed:

………………………………………………..   ……………..……………………………………..
S. Murphy   L. Carter
Headteacher   Chair of Advisory Council

ROLES AND RESPONSIBILITIES
The **Deputy Headteacher (Student Support)** is responsible for ensuring that following or during instances of bullying, the perpetrators are swiftly dealt with in line with the school's Behaviour Management Policy and that timely and appropriate support is given to victims through Year Coordinators**.**

Year Coordinators will carry out thorough investigations of bullying incidents and pass on relevant advice and guidance to the **Deputy Headteacher (Student Support)** on a case by case basis.

Learning Directors are responsible for delivering the Anti-Bullying message to all students throughout the year. The **Student Support Manager Safeguarding** will organise events surrounding Anti-Bullying week and Cyber bullying.

The **IT Subject Leader is** responsible for ensuring that discrete lessons deal with the negative effect of Cyber bullying and how it is possible to guard against these and stay safe when using ICT.

HOW TO RECOGNISE BULLYING
Students may confide in teachers, support staff, parents or their peers. Often we rely on the staff members' alert observation of behaviour patterns; this is particularly true of the form tutor/ mentor. The role of the form tutor/ mentor is central to the identification of bullying as they have an excellent understanding of social relationships within groups and are able to make opportunities to talk to and listen to students regularly within their groups.

Things to look out for are:
- Previously extrovert students who become withdrawn;
- Students who become isolated or disengaged from the class;
- Changes in patterns of attendance;
- Unexplained damage to personal property;
- Unaccountable loss of property.

CYBER BULLYING

Many cyber bullying incidents occur outside normal school hours and rarely happen on school site. However, we acknowledge that the negative effects of cyber bullying do influence a student's school life and that initial events that occur outside of school may lead to further instances of bullying or intimidation involving similar students within it.

Where students have intimidated or bullied others using social networking or chat sites (such as Facebook and MSN) out of school, this may still be used as evidence, where relevant, to inform appropriate sanctions (within the Behaviour Management Policy) for any further incidents of bullying, intimidation or aggression within school that have been triggered by external events.

Parents are advised to seek help from the Police in the first instance should these events take place outside of school. Where the Police are involved in a cyber-bullying incident outside of school, the school is committed to working in partnership with the Safer Schools Officer to combat the negative impact caused by such incidents. Parents are also advised to monitor their Child's use of IT through parental controls. The out of school's police contact number 0300 1231212.

HOW TO DEAL WITH BULLYING

Bullying is a serious issue and should be dealt with primarily through the normal behaviour management policy of the school. All suspected incidents of bullying will initially be reported to the Year Coordinator of both the perpetrator and the victim. All allegations of bullying are investigated fully. All relevant stakeholders and professionals should be informed of all bullying incidents and records kept. Any direct action against bullying should take place within a context which reminds all students that bullying behaviour is unacceptable and will not be tolerated.

Sanctions against those who have bullied others will be in line with those set out within the school's Behaviour Management Policy.

Outcomes of investigations and sanctions will be reported back to victims only where appropriate and to the members of staff who raised the initial concerns.

The school acknowledges that the perpetrators of bullying often need high levels of support as well as the sanctions that will follow bullying incidents. These can include:

Conflict Resolution	Provided by Year Coordinator, Student Support Managers or Safer Schools Officer.
Restorative Justice	Provided by the Safer Schools Officer and Year Coordinators.
Counselling	Provided by Bromley Y through the Learning Access Department.
Social Skills Coaching	Provided by the Learning Access Department.

COMBATING BULLYING

We are committed to combating bullying in all its forms. To aid us in this work we:
- enlist the help of staff and older students at break, lunchtime and after school around the school site in monitoring behaviour;
- have a peer counselling service that is run by older students for younger members of the school community, and by local youth leaders for all students;
- provide a mentoring scheme to work with Year 6 before the transition to secondary school;
- work with the MOSS (Moving Onto Secondary School) project about behaviour and bullying;
- have links between Year 7 tutor groups and older students through the house system and 6th form;
- provide out of hours' activities for students before and after school;
- ensure the school has approachable and caring staff who provide a variety of opportunities for students to discuss problems;
- ensure that anti-bullying is a regular item on the student parliament agenda;
- provide training for teachers and teaching assistants at least once each year to raise and maintain the awareness of staff, and ensure consistency of approach throughout the school;
- train staff to recognize homophobic, biphobic and transphobic bullying and the importance of immediately tackling the issue when reported or witnessed;

INFORMATION FOR STUDENTS

If you are being bullied:
- be firm, clear and assertive about your wish for them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away; keep details of dates, times and the nature of incidents;

Remember to:
- □ tell a teacher or another adult in your school;
- □ tell your family;
- □ ask a friend to go with you if you are scared to tell a teacher or an adult on your own;
- □ report all individual incidents;
- □ not blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:
- □ what has happened to you;
- □ how often it has happened;
- □ who was involved;
- □ who saw what was happening;
- □ where it happened;
- □ what you have done about it already.

If you see someone being bullied or hear about someone being bullied, the victim may not feel confident enough to inform an adult themselves, therefore you should inform an adult in the school by as soon as possible.

HOW WE RAISE AWARENESS ABOUT BULLYING

The Pastoral Programme
A planned curriculum will be cover aspects of bullying and intimidation in all year groups during afternoon form time sessions that allow students the opportunity to discuss issues relating to bullying in the context of promoting self-esteem and building relationships. Students will identify problems, evolve solutions and present these solutions to their tutors and peers. From this, students are encouraged to examine their own behaviour; they are able to challenge bullying more confidently and become more aware of the implications of the school policy. Students can be shown how being passive about bullying behaviour cannot only collude with it but also sometimes encourage it. Role-play helps students to rehearse more challenging strategies; this can be encouraged in PSHE sessions, assemblies and other areas of school life.

Issues covered include:
- □ What is bullying?
- □ What causes people to bully each other?
- □ How does it feel to be bullied/to bully?
- □ What are the effects of bullying behaviour on bullied pupils; on students who bully others; on bystanders?
- □ What would our school (our community) be like if bullying behaviour was tolerated?
- □ What can we do to stop bullying?
- □ What moral dilemmas do we face when we are confronted with bullying behaviour?
- □ The impact of homophobic, biphobic and transphobic bullying on victims.

Within the taught curriculum
Many subjects within the school are able to highlight within medium term plans where bullying and intimidating behaviour is dealt with through the learning which takes place in their subject. This is particularly true of Cyber bullying where discreet lessons cover the risks of bullying others using the internet and how to keep yourself safe from bullying, intimidation or harassment whilst using ICT equipment.

CHALLENGING BULLYING BEHAVIOUR

Students should be encouraged to challenge bullying by clearly telling the perpetrator when possible "I don't like you doing that. I want you to stop." They should expect to be given the backing of members of staff.

Students are encouraged to be proactive when they observe bullying by:
- not allowing someone to be deliberately left out of a group;
- not smiling or laughing when someone is being bullied;
- telling a member of staff what is happening or passing a confidential note to the Year Coordinator;
- encouraging the bullied student to join in with their activities or groups;
- telling the perpetrator student to stop what they are doing;
- showing the bullying student that they disapprove of his or her actions;

REPORTING BULLYING ISSUES

Students are actively encouraged to report any issues of bullying to any member of staff with whom they feel comfortable. The member of staff should act swiftly; each incident will be assessed and dealt with accordingly. The investigating member of staff will make sure each student has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. Involvement of parents is essential in ensuring swift resolutions to any bullying issues.

Where students feel that they are being bullied by a member of staff, they should approach their Form Tutor or Year Coordinator (or other senior member of staff) in the first instance. The Year Coordinator will meet with the student to gather facts then report this to the Deputy Head (Student Support) who will decide how to proceed.

THE ROLE OF PARENTS AND CARERS

When reporting instances of suspected bullying, Parents and Carers should:
- contact the Year Coordinator or Form Tutor <u>immediately</u> should they suspect their child is being bullied;
- keep any evidence they may have e.g. Texts /printouts off face book/msn/letters etc.;
- keep a log of date and the nature of the incidents that occur.

To enable parents and Carers to feel secure how a matter is being dealt with, whether it is their child who is the bully or the child who is being bullied, they may need to be called into school to discuss the matter and ensure that all proceedings are fair and transparent and give them a chance to talk face to face with investigating staff.

MONITORING

Monitoring of bullying incidents and how they were resolved is important. Investigating staff must ensure they enter all bullying events onto the ISAMS system. The Deputy Head (Student Support) is responsible for monitoring how effective this policy is through weekly feedback from the IT Director. Whole school questionnaires for students and parents always survey their experiences of bullying and the way in which incidents are dealt with. This provides further evidence of the effectiveness of the anti-bullying policy. The views of the members of the student parliament will also provide evidence of the policy's effectiveness. Any bullying incidents of a racist or homophobic nature are immediately referred to the local authority via the Sentinel system.