



**To nurture each individual's aspirations and talent**

**To provide outstanding learning experiences and opportunities**

**To promote respect for one another and the environment**

**To encourage collaboration and partnership**

## **Anti-Bullying Policy**

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## **1. PURPOSE**

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**

The Anti-Bullying policy relates to other policies, including:

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

## **3. SCOPE, PRINCIPLES AND DEFINITIONS**

### ***3.1 DEFINITION OF BULLYING***

Bullying is 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 usually not a single act, but is behaviour that is repeated or sustained over time.

Farmor's School regards bullying as totally unacceptable and works hard to stop it and reduce its effects. 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. Students, parents and staff can be the victims or perpetrators of bullying.

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

Examples include:

- Derogatory name-calling, mimicry
- Taunts about sexuality, race, religion, special educational needs, age, appearance or gender
- 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
- Electronic communication abuse (cyber bullying).

### **3.2 PREVENTION OF BULLYING**

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.

Other strategies used:

- Anti-bullying prefects
- Mobile phone number and email address to report bullying
- Discussions in tutor groups to identify students' concerns which may include bullying
- Student led initiatives such as poster campaigns
- Assemblies
- Anti-bullying week annually in November
- Counselling

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.

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.

### ***3.3 REPORTING AND RECORDING***

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 normally stay with them throughout the 11-16 school. Students are encouraged to discuss any problems with their tutor or, where this is not possible, to speak to another adult. In addition, Year 11 students (Prefects and Peer Mentors) 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. Students also have access to 'virtual' support through texts and email.

Parents can also report bullying by contacting the tutor or Head of Year.

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 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.

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.

Bullying incident forms will be recorded in the relevant student's electronic file on SIMS and the paper copy will be also be retained.

### ***3.4 RESPONDING TO INCIDENTS OF BULLYING***

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.

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.

Parents of the victims and of the perpetrators will be kept informed of the school's actions.

Any student who commits an unprovoked act of physical violence will face sanctions, from after school detention to exclusion from school for a fixed period, depending on the severity of the violence and prior incidents. Prejudice driven bullying will also 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 bullying offences.

Victims of bullying will be offered support through the Pastoral System.

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. 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.

Students who have bullied may be given a behaviour Individual Education Plan and if this does not help the student to modify their behaviour, then they will be placed on a Behaviour Support Plan or Pastoral Support Plan, if deemed at risk of permanent exclusion. This plan will involve the student, a member of staff, parents and any appropriate outside agency in the setting of targets to change the student's behaviour and to support them in meeting these targets.

#### **4. CONSULTATION**

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

- Senior Leadership Team
- Pastoral Leadership Team
- Anti-Bullying Ambassadors (students)

#### **5. MONITORING AND EVALUATION**

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.

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:

- Blink surveys
- Student questionnaire
- Student focus groups
- Analysis of recorded bullying incidents.