Anti-Bullying Policy

Created by	Andy Maher
Date	November 2024
Reviewed by	Teresa Brennan, Alice Stow, Soraya Monzon, Gemma Talbot
Date	November 2024
Ratified by Governors	
Next review date	November 2025

Contents

1. **Introduction and Key Principles**

   At Linwood School we recognise the definition of bullying provided by the Anti-Bullying Alliance namely:

   "Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

   Bullying behaviour may include, but is not limited to:
   a) Physical – pushing, poking, kicking, hitting, biting, pinching etc.
   b) Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling;
   c) Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion;
   d) Sexual – unwanted physical contact, inappropriate touching, abusive comments,
   homophobic abuse, exposure to inappropriate films etc.
   e) Online/Cyber – posting on social media, sharing photos, sending nasty text messages,
   social exclusion etc.
   f) Indirect – can include the exploitation of individuals such as 'false friendships', criminal
   exploitation, sexual exploitation, and radicalisation
   g) Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability.

   Bullying is also behaviour that causes emotional or physical harm to a target or group e.g. name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; social media posting; text messaging and e-mailing where it is unwelcome; gossiping; threatening gestures and looks; ignoring; nasty notes; excluding people from groups and spreading hurtful and untruthful rumours

   Our school values are extremely important in supporting and guiding us in our actions and interactions with others. These values are explicitly taught through our curriculums as per advice and guidance from the DFE 'Behaviour in Schools (February 2024). Our school values are:

   Respect, trust, responsibility, harmony, excellence, support, inclusivity, positivity.

All members of the school community including students, staff, parents and partner agencies should adhere to the key principles detailed within the school's Regulation and Engagement Policy. (p.3)

2. <u>Aims of the Policy</u>

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing an anti-bullying culture within Linwood School.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent School wide response to any bullying incidents that may occur.
- To give students strategies for dealing and managing difficult presentations from other students including bullying.
- We aim to make all those connected with Linwood School aware of our opposition to bullying, (through participation in events like anti-bullying week) and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. <u>Roles and Responsibilities</u>

The governors and the Executive Headteacher support the Senior Leadership Team in all attempts to eliminate bullying from our schools. They take a lead role in monitoring and reviewing this policy. The Regulation and Engagement Lead keeps records of incidents of bullying and reports to the Executive Headteacher on request about the effectiveness of school anti-bullying strategies.

The Deputy Headteachers, Assistant Headteachers and Campus Leads are responsible for implementing the School's anti-bullying policy, ensuring a consistent school response to any bullying incidents that may occur. They must ensure that all staff (both teaching and non-teaching) are aware of the policy and implement it accordingly.

The Assistant Headteachers and Campus Leads ensure that all students know that bullying is wrong, and that it is unacceptable behaviour in this School. Assistant Headteachers and Campus Leads draw the attention of students to this fact at suitable moments. For example, if an incident occurs, they may decide to use an assembly as a platform to raise awareness of why bullying is wrong and what the protective and educational consequences might be. Anti-bullying week in the last week in November is a scheduled opportunity.

The Regulation and Engagement Lead, alongside the Senior Leadership Team, ensure that all staff receive training to be equipped to identify and deal with all incidents of bullying. The training is interlinked with the School's Regulation and

Engagement and Safeguarding training that seeks to protect and understand the underlying reasons for this presentation. All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

When any bullying takes place between members of a class the teacher will deal with the issue immediately. This may involve emotional support for the victim of the bullying, and protective/educational consequences for the child who has carried out the bullying. Teachers record all incidents, that they are aware of happening, on the School's Arbor system and/or My Concern. If teachers witness or are informed about an act of bullying, they will either investigate it themselves or refer it to their phase leader.

Where the bullying of or by students takes place off school site or outside of normal school hours (including online/cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, the Regulation and Engagement Policy and Safeguarding Policy. If required, the DSL will collaborate with DSLs at other settings.

4. **Responding to bullying**

At Linwood School we want students, parents/carers, staff and visitors to confidently report bullying and know that their concerns will be taken seriously.

We aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We use a range of strategies to promote friendly and pro-social presentations and discourage bullying and unkindness.

We believe strongly that the best way to minimise and address bullying, when it happens, is not by consequences alone. It is important that students understand the impact that their presentation choices have on others and identify what changes in their own presentation are required to ensure that bullying stops. As such for each case of bullying that we may have, there will be an individualised package of work/support given to both the victim and the perpetrator.

The strategies we use include but are not limited to:
- Actively providing opportunities to develop pupils' pro-social and emotional skills, including their resilience;
- Creating a culture of anti-bullying through the School's PSHE curriculum;
- Considering all opportunities to addressing bullying, promoting equality and tackling prejudice through the curriculum, stories, assemblies, displays, taking part in Anti-bullying week annually and taking part in a 'Safer internet day' annually;
- Providing opportunities for students to share their voice and opinions such as through student voice opportunities;
- Using specific curriculum input for online safety and cyber bullying through resources such as 'Purple Mash';

- Ensuring inclusive displays, toys and books throughout the school raising awareness of and celebrating differences.
- Training all staff to identify bullying and follow school policy and procedures on bullying;
- Training all staff to ensure they follow their safeguarding responsibilities;
- Modelling expected behaviour;
- Actively creating individualised 'safe spaces' for vulnerable children including during lunchtimes;
- Use of pastoral support from the PACE Team including specific interventions for identified individuals or groups of students;
- Promoting other ways pupils can anonymously tell if bullying is happening to them e.g. Childline

Students are encouraged to report concerns of bullying to a trusted adult as soon as possible. This can be any member of teaching or non-teaching staff. Students are regularly reminded of the school's S.A.F.E. safeguarding posters around school which name the Designated Safeguarding Leads for each campus. This might be a pathway that students choose to report their concerns.

Parents are encouraged to contact the school immediately if they feel their child is being bullied. There is a dedicated email address for safeguarding or parents/carers can contact senior leaders directly.

It is vital that parents/ carers and the school work together to ensure that all students are aware of the consequences of getting involved in anything that might be seen to be bullying. We ask that if parents/ carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff.

The following steps may be taken by the school when dealing with incidents:
- Speaking to all concerned and recording a clear account of the incident;
- Implementing 'graduated' and individualised protective and educational consequences in accordance with the Repair and Reflect Pathways detailed within the Regulation and Engagement Policy (p.19-23) to support students to not take part in bullying presentations;
- Informing class teachers and relevant adults;
- Keeping parents/carers informed;
- Monitoring and reviewing the effectiveness of actions taken;

Pupils who have been bullied will be supported by:
- Having an immediate chance to discuss the experience with a trusted adult or access to equivalent co-regulating experiences for students seeking reassurance (typically students following an Advocated or Supported Repair and Reflect Pathway)
- Providing a continued offering of support, if required, with the aim of restoring self-esteem and confidence;
- Referring to appropriate outside agencies (e.g. CAMHS, counselling, play therapy)

Students who engage in bullying presentations will be supported by:
- Discussing what happened and identifying the impact of their actions or access to equivalent protective and educational consequences for students seeking guidance to establish wrong doing and the need to change (typically students following an Advocated or Supported Repair and Reflect Pathway)
- Debrief and restorative work as detailed in the Regulation and Engagement Policy
- Communication with parents/ carers to help change the attitude of the student;
- Referring to appropriate outside agencies if necessary (e.g. CAMHS, counselling, play therapy)

Supporting children who may have been bystanders:

We recognise that for students who are bullying they can often be unintentionally influenced by others. Often students who bully have been victims of bullying, are trying to impress their peers or maintain others expectations of them and this can be a really difficult for a student to navigate even if they want to change their presentation. Often, other children will see the bullying but feel powerless to make it stop through fear of backlash or being singled out. As part of our preventative and restorative measures, we also discuss the role of bystanders and what they can do to report bullying behaviour they have seen whilst also securing their anonymity if this is a primary concern.

5. Links to other policies and key documents

The following policies and key documents should be read in addition to this policy to ensure a full understanding of the context of the school and how it fits in with other policies and procedures at Linwood School.

Linwood policies & guidance
Governors Statement of Regulation and Engagement Principles
Safeguarding & Child Protection
Equality, Diversity and Inclusion
Risk Assessments
Personalised Regulation and Engagement Plans
Exclusion Policy
Whistleblowing Policy
RSHE Policy
Regulation and Engagement Policy
Online Safety Policy

Statutory Guidance/other
Keeping Children Safe in Education (September 2024)
Preventing and Tackling Bullying, DfE (September 2017);
Equality Act 2010;
Section 89 of the Education and Inspections Act 2006;

This Policy has been written considering the United Nations convention on the Rights of the Child Article 19 which states 'All children should be protected from violence, abuse and neglect'.