Anti-bullying Strategy Sept 2023

Contents

Ingleby Manor Free school is committed to offering students a safe learning environment. Its value system is based on mutual respect, which is essential for the functioning of an orderly community. We have a Behaviour Policy, which is enhanced by a partnership with students, parents and their carers. Ingleby Manor Free school recognises that bullying occurs within all communities. The aim is to minimise all aspects of bullying.

1. Roles and Responsibilities

1.1 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Vice Principal, Assistant Principal and the Learning Managers.

1.2 It is important to note that every member of staff is responsible for ensuring that this policy is fully implemented and that in situations not covered by this policy, staff must act in the best interests of the student, as any responsible parent would act.

1.3 The school places the primary responsibility for the day-to-day care of students. The form tutor / learning manager must be the first points of contacts who any concerns are reported to. In the event of tutor absence or a concern which may immediately affect the health and safety of a student, the relevant Learning Manager or in their absence the Assistant Principal – Behaviour can be contacted.

2. Suggested Audience

As part of their school induction or professional development, all school staff will consistently apply the knowledge, principles and processes outlined in this policy.

3. Related policies

This policy complies with the Equality Act 2010 and is part of a suite of school policies which should also be referred to:

• Child Protection & Safeguarding Policy

• Behaviour Policy

• Safer Recruitment and Procedures Policy

• Complaints Procedure

• Equality and Diversity Policy

• Health and Safety Policy

• ICT Policy and Procedures

• E-Safety Policy

• Child on Child abuse policy

4. Aims

4.1   The school is a member of Delta Academies Trust (DELTA). It will work closely with other Delta academies and with members of Delta's Core Team and other personnel to ensure that this policy is fully implemented. The school has clear aims for its anti-bullying policy:

• To create an environment where bullying is not tolerated, where every student is recognised, welcomed and valued

• To ensure that all students are aware of their rights and responsibilities and know how to seek help if those rights are infringed

• To encourage our students to work collaboratively together, develop positive relationships and offer each other mutual support and respect

• To encourage our students to act respectfully and considerately at all times

• To raise awareness and provide our students with the skills, knowledge and confidence to deal effectively with all instances of bullying, through a co-ordinated programme involving EPC, assemblies, pastoral support and peer mentoring approaches.

• To use the processes around Restorative Justice

• To review and monitor the effectiveness of our anti-bullying policy on a termly basis (Assistant Principal - Behaviour as lead)

4.2   Bullying, in whatever form, detrimentally affects the ability of our students to achieve and progress to the best of their ability, their well-being and will not be tolerated in any form, or to any degree.

4.3   The school intends to implement an anti-bullying policy that reflects the aims and policies of the DfE reflected in, 'Don't Suffer in Silence', an anti-bullying pack for schools www.qovernor.co.uk . This complies with the Human Rights Act 1998 and Race Relations (Amendment) Act 2000 and 'Safe to Learn: Embedding Anti- bullying work in schools' (2007).

4.4   This policy should be read in conjunction with the DfE guidance Tackling bullying of children with SEN and disabilities - Guidance for schools on tackling bullying involving children with SEN and disabilities published in May. 2008. This can be found at: http://www.teachernet.gov.uk/ doc/12626/7655-DCFS-Anti-Bullvinq.pdf

4.5   Key objective: we will work hard to ensure that bullying plays no part in our community by proactively working with all students, their families and our staff to eradicate it and promptly dealing with all reported incidents.

4.6   Purpose of this policy: This policy will provide clear guidance for staff on dealing with bullying incidents and the process by which the school will seek to eradicate this issue.

5. The Nature of Bullying

Definition: bullying is behaviour that makes an individual or a group feel threatened, intimidated, hurt or unhappy. It can be physical, psychological, social, verbal and is repetitive in its nature and causes distress to its victims. Specific examples of bullying include:

(a) Physical violence

(b) Repeated name calling and teasing

(c) Malicious rumors, text messages, phone calls, cyber bullying or posting information on social websites e.g. Face book, You Tube etc.

(d) Physical or verbal threats and intimidation often over a period of time

(e) Racist, homophobic/transphobic, sexist language or reference to disability

(f) Extortion or damaging a person's property

(g) Exclusion from social groups Any acts of violence, bullying, racial or sexual harassment are seen as extremely serious offences and will be dealt with accordingly. Academies are not generally responsible for bullying off the premises, but there may be some circumstances where our school feels it has a duty of care to combat harmful behaviour outside the school. Examples of this might be travelling to and from school, or bullying out of school hours that affects the health and welfare of a student when they return to the school.

6. Raising Awareness

Students and parents should know that all forms of bullying are unacceptable and will not be tolerated. It is important that there is a consensus within the school of what constitutes bullying and what can be done about it. Raising the awareness of students, parents and staff enables individuals to understand the problem, to discuss their perceptions of it and to make informed
decisions on how to deal with it. The school's ethos and environment encourages students to speak honestly and in confidence of their experiences and fears. They need to understand that they should never "suffer in silence". Involving students in awareness raising, consultation and restorative justice increases their understanding of what bullying is, its causes, effects and methods of prevention. Procedures are established which enable the school to evaluate students' perceptions about bullying. This includes dealing with students who are not directly involved but who are watching, laughing or encouraging the bully. Students who witness bullying need to understand the importance of reporting what they have seen and must be made to feel safe in doing so.
Opportunities will be provided in the school curriculum, e.g. EPC, assemblies, role-play, stories or personal writing for positive reinforcement of anti-bullying behaviour. Parents are made aware of the school policy and good communication between home and the school is established.

Usually, one student starts bullying a victim. There are often other students present. These may:

• Help the bully by joining in

• Help the bully by watching, laughing and shouting encouragement

• Remain totally uninvolved

• Help the victim directly, tell the bullies to stop or fetch an adult Any child can be bullied and although none of these characteristics can excuse it, certain factors can make bullying more likely:

• Lacking close friends at the school

• Being shy

• An over-protective family environment

• Being from a different racial or ethnic group to the majority

• Being different in some obvious respect

• Having Special Educational Needs or a disability

• Behaving inappropriately, intruding or being a "nuisance" Possessing expensive accessories, such as mobile phones or computer games Nationally, verbal bullying is common amongst boys and girls. Boys experience more physical violence and threats than girls, although physical attacks on girls by other girls are becoming more frequent. Girls tend to use more indirect methods, which can be more difficult to detect and avoid.

7. Bullying By Age, Religion, Race, Gender, Sexual Orientation, Gender reassignment, Pregnancy or Disability (Protected characteristics along with marriage)

Bullying age is using a using an imbalance of power, older peers may intimidate and push in front of younger peers by use of force.

Bullying someone due to their religion including mocking them or excluding them due to their beliefs.

In racist bullying, a child may be targeted for representing a group. Attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim but also other students from the same group and their families. In the 1999 MacPherson Report, racist bullying was defined as "any incident which is perceived to be racist by the victim or any other person" Incidents may include:

• Verbal abuse by name calling, racist jokes and offensive mimicry

• Physical threats or attacks

• Wearing of provocative badges or insignia

• Bringing racist leaflets, comics or magazines into the school

• Inciting others to behave in a racist way

• Racist graffiti or other written insults – even against food, music, dress or customs (this might include comments)

• Refusing to cooperate in work or in play Sexual bullying impacts on both genders. In general, sexual bullying is characterised by:

• Abusive name calling

• Looks and comments about appearance, attractiveness, emerging puberty

• Inappropriate and uninvited touching

• Sexual innuendo and propositions

• Pornographic material, graffiti with sexual content

• In its most extreme form, sexual assault Students with Special Educational Needs or Disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about specific difficulties or disability. Cyber bullying: Text messages, Mobile Phones or Internet Independent research has suggested that Cyber Bullying is an increasing problem. Children should be careful who they give their email address or telephone number to and keep a record of the date and time of any offence. Teachers need to encourage victims to save messages they are concerned about and let their parents see them. When students report cyber bullying the school will take the complaint seriously. If such bullying has been carried out by one or more students on a persistent basis, or there has been a threat of violence, it will be dealt with in line with the school Behaviour for Learning Policy Students must be aware that the posting of pictures, personal details or any other form of harassment on the Internet will be viewed seriously. It must be noted that all members of the community are protected under this guidance; students and staff.

• Being derogatory or inappropriate about somebody who identifies as a different gender to how they may have been born.

• Being derogatory or inappropriate, or any ill treatment of someone who is pregnant.

8. Recognizing the Signs of Bullying

Ingleby Manor Free school recognises that any student can be bullied but certain factors can make bullying more likely:

• Lack of close friends

• Shyness

• Race, religion, sexual orientation or social class

• Vulnerable circumstances such as gender reassignment or pregnancy

• A disability or difficulty

• Staff will suspect bullying is occurring if a student:

> • Becomes withdrawn and anxious

> • Shows deterioration in his/her work

> • Starts to attend erratically

- Has a 'fake' illness

- Persistently arrives late

- Prefers to stay with adults Other Signs may be that the student:

- Does not want to walk to and from the school
- Does not want to use public transport or the school buses

- Insists that they are driven to and from the school

- Changes their normal routine

- Begins to truant for no apparent reason

- Becomes withdrawn or displays a sudden lack of confidence

- Is reluctant to speak to other peers or teachers

- Attempts or threatens to commit suicide

- Runs away from home

- Is upset at night and has displayed a disruptive sleep pattern linked with increasing nightmares

- Is continuously complaining of feeling unwell in the morning and at school

- Displays a downturn in their academic standards

- Possessions and clothes torn or damaged or go missing • Asks for money or steals money (to pay bully)

- Loses dinner money on a regular basis

- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain

- Comes home hungry (money or lunch has been stolen)

- Stops eating

- Suddenly displays unusual aggressive and disruptive behaviour

- Starts to bully other peers or family siblings

- Is reluctant or unwilling to talk about what is going wrong Any student who has knowledge of an incident of bullying must tell someone about it.

This could be:

- A member of staff

- school Family

- The people who the student lives with

- A friend

• A member of the Student Council

9. Staff Guidelines

Research shows quite clearly that many children do not report bullying. It is therefore essential that we do our best to recognise possible victims. The result of bullying is that the victim feels isolated, frightened, humiliated and/or physically hurt. Teaching Staff

• All school staff must be vigilant and proactively responsive to any bullying behaviour.

• They must take seriously all complaints and respond appropriately, effectively, and consistently to all incidents of bullying.

• Report incidents on CPOMS The school will ensure high levels of supervision at all times, but particularly during high-risk periods and in key areas around the school. It is important that we are all aware so that we can ensure the well-being of every child.

• All staff should be consistent in their expectations of behaviour

• Students will be made aware of what constitutes bullying through this policy

• When an incident of bullying occurs an immediate response should be made

• The benefits of taking a stand against bullying needs to be recognised by the student as well as the staff

• Parents, governors and members of the school community will be made aware of the school's stance on bullying

10. Procedures for dealing with Bullying

Bullying Incident – Immediate action

• All incidents should be reported, both against the bully and the victim via email/written statement/verbally and on CPOMS

• However minor the incident appears to be, staff should intervene to stop the incident

• Parents of both the bully and the victim must be informed.

• The victim should be given protection and support, which may involve mediation between the bully and the victim

• The bully should be made aware that his/her behaviour is totally unacceptable

• It is essential to follow-up after an incident to check that the bullying has not started again. Immediately after intervention the bullying is likely to stop but bullying is often persistent and may re-occur. If students expect follow-up they are unlikely to start bullying again.

• The behaviour of certain students can contribute to bullying but this in no way justifies it. If the victim is behaving in such a way as to irritate or annoy other students then the issue should be addressed with them. Students should be made aware of:

• Places they can go to where they will feel safe

• Who they can contact for support

• How they can make staff aware of their problem even if they are too shy or frightened e.g. sympathetic teacher or friend who will help

10.1 Five Key Points

1. Never ignore suspected bullying

2. Don't make premature assumptions about students

3. Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth

4. Adopt a problem-solving approach which moves students on from justifying themselves

5. Model our school values and zero tolerance of all bullying

10.2 Sanctions

• When an incident is reported the Learning Manager will determine the appropriate sanction. At this stage contact will be made with parents who will be informed that any further incident could result in exclusion.

• Any further bullying will result in the student being sanctioned on an increasing scale including suspensions. Parents will be asked to come into school to discuss the bullying behaviour.

• Continued incidents of bullying will be dealt with by the appropriate Learning Manager/Assistant Principal and discussed with parents and student.

• The Principal and Governors will deal with extreme cases.

10.3 Safeguarding Team

The Safeguarding Team will be made aware of bullying before the teaching staff. They will:

• Be aware of the Policy on bullying

• Report incidents of bullying to pastoral staff

• Offer a drop-in support system for all students

• Act as a link between home and the school if necessary.

10.4 **Students**

Students must accept they have an important role to play in dealing with bullying. They are encouraged to:

• Have the self-confidence to challenge bullying

• Support victims of bullying

• Report any incidents of bullying without guilt or fear

10.5 **Parents are encouraged to**:

• Read the information leaflet provided by the school

• Identify early signs of bullying noticed at home

• Contact the Form Tutor/Learning Manager if they know or suspect their child is being bullied, or is a bully

• Reassure their child that the school will deal with the issue.

10.6 **Outside Agencies**

Where appropriate outside agencies such as Educational Psychologist, Social Services and Police will be involved.

10.7 **Governors (AAB)**

• AAB members will ensure that the school Policy, structures and procedures are preventive, yet capable of dealing effectively with bullying should it occur.

• If another student persistently threatens the safety and education of students then Governors will support the school by taking appropriate action at an arranged Welfare or Discipline Sub-Committee.

11. Evaluation

The school will review the effectiveness of its Policy annually and any strategies or systems developed. This may be done using some of the following: -

(a) Survey students, parents and proactively promote awareness of the school's support and guidance network.

(b) Check key risk areas and any data trends

(c) Compare numbers of incidents of reported bullying

(d) Monitor individual student attendance

(e) Compare numbers of exclusions for reasons associated with bullying

(f) Survey staff for their opinions

USEFUL CONTACTS

Advisory Centre For Education, IC Aberdeen Studios ACE Education 72 Durnsford Road London N11 2ET Tel: 0300 0115 142

(Advice line for parents on all matters concerning Academies Bullying UK www.bullying.co.uk

A useful website that provides useful information and advice on how to combat bullying Children's. Legal Centre Tel: 0845 1202948 (Mon – Fri 10.00am – 12.00 and 2.00pm – 4.30 pm)

Publications and free advice line on legal issues www.Children'slegalcentre.co.uk

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available (Mon – Fri 10.00 am – 4.00 pm) www.kidscape.org.uk 2 Grosvenor Gardens, London, SW1W 0DH Tel: 020 7730 3300