Anti-Bullying Policy

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

Ratified by Full Governing Body: May 2025
Next due for review: May 2026

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1. What Is Bullying?

Bullying is the repetitive, wilful or persistent behaviour intended to cause harm, although one off incidents can in some cases also be defined as bullying. Bullying is intentionally harmful behaviour, carried out by an individual or a group against another individual or group. It can also be defined as an imbalance of power leaving the person being bullied feeling defenceless.

Bullying can be:
- Verbal - name calling, sarcasm, spreading rumours and teasing.
- Emotional - being unfriendly, excluding, and tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting. Punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of, or focusing on the issue of sexuality.
- Cyber - all areas of internet, such as e-mail and internet chat room misuse, mobile threats by text messaging and calls, Face book, My Space, misuse of associated technology, i.e. camera and video facilities.
- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

2. Why is it Important to respond to bullying:

Bullying hurts. No-one deserves to be a victim of bullying; everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving and schools have a responsibility to respond promptly and effectively to issues of bullying.

3. Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils, students and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

4. Signs and Symptoms of Bullying:

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the school or public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or 'go missing'.
- Asks for money or starts stealing money. (To pay bully).
- Has dinner or monies continually 'lost'.
- Has unexplained cuts and bruises.
- Comes home starving (money/lunch stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excused for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Bullying procedures

5.1 Preventative measures

We encourage all of our students to speak up if they feel they have witnessed anything that is unkind or could lead to bullying. Staff are open and approachable and will always listen to students, creating an atmosphere of trust that is a feature across the relationships in school. We educate students through assemblies, form time and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities.

Everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school

community know and agree with our stance on bullying.

- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices.
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

5.2 Students

Below are the steps that are followed to ensure that every bullying issue is dealt with thoroughly and consistently.

- Progress Leaders (PLs) are immediately informed and lead the investigation.
- Progress Leaders ask all pupils involved (including witnesses) to write statements detailing the incident/s.
- All written statements are saved on to the Behaviour Hub in the individual student areas.
- All alleged bullying incidents are recorded on to the BHS bullying log which is located in the Behaviour Hub. The incident is then copied over into the individual student areas.
- Video evidence is gathered and reviewed where possible.
- PLs or PMs speak to the pupils involved & try to mediate & resolve the issue.
- After every bullying report, parents are contacted by PLs to inform them of the issue and the steps that will be taken to resolve it.
- If the issue is serious enough or cannot be resolved PL or PM will ask parents to come in for a meeting.
- SLT leads are informed if necessary & appropriate steps followed e.g. IER, Step Out, FTE.
- PLs or PMs email teaching staff to inform them where necessary to be vigilant in class.
- PLs or PMs make regular check ins with pupils to ensure that issue has been fully resolved and will not resurface.
- Follow up call will be made to parents 2 weeks later.

5.3 Staff

Staff can also be victim of bullying in the workplace. In this situation, the following procedures are followed:

- Staff member will report to line manager (where appropriate) or the Headteacher to discuss bullying incident

- Meeting will be held with staff member and Headteacher to discuss intended outcome of the complaint.
- Staff member will be given the opportunity to discuss alleged bullying incident with accused staff member(s) and have a union rep present if wanted.
- Staff member reserves the right to contact union where necessary.
- Staff member will be offered support through outside agencies where appropriate

6. Support for Students and Staff

6.1 Students of alleged bullying incident will be supported by:

- Discussing what happened with PL, PM or staff member of their choice.
- Informing parents to offer further support at home
- Meeting with students involved to address the issue where necessary and appropriate.
- The use the safeguarding team and/or referrals to other agencies where appropriate.

6.2 Staff of alleged bullying incident will be supported by:

- An immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering support and meetings with preferred staff member where necessary.
- Help with self-esteem and confidence
- The use of specialist interventions and/or referrals to counselling agencies where appropriate.

7. Further preventative Measures:

We will use agreed methods for helping children to prevent bullying. As and when appropriate, these may include:
- Bullying Policy
- Behaviour for Learning Policy.
- Raise awareness bullying through year group/whole school assemblies, PSHE lessons and informal discussions during tutor time.
- Signing a behaviour contract – meetings with parents to prevent future incidents.
- CPOMS tracking to spot early signs of bullying
- PLs and form teachers build relationships to spot early signs of bullying
- Bullying incident log recorded and monitored consistently
- Staff model behaviour with their own conduct
- High expectations of politeness around school

8. Further support

Supporting Organisations and Guidance:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/nohealth-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

CYBERBULLYING

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational