

# Anti-bullying Policy

November 2022

To be reviewed annually

**We define bullying as...**

***‘Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.’***

## Aim

At All Saints we are committed to working with children, parents/carers, governors and staff to create a school community where bullying is not tolerated.

## We believe that:

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in school.

## Developing a whole school approach

At All Saints we work closely with members of the schools community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

## Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school. Children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.



## Types of Bullying

There are various types of bullying which can be summarised as:

- Racist and faith based - name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- Homophobic - based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- Appearance - based on weight, size, hair colour, unusual physical features
- Sexual - touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- Disability - name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health - based on physical or mental conditions
- Income based - of living on a low income
- Transgender - based on perception of gender identity
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers
- Cyber bullying - is a form of bullying or harassment using electronic means.

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or looked after children

- are understood to be at risk from a range of safeguarding or child protection issues
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation

## Methods of bullying

There are a number of methods of bullying which can be summarised as:

- Physical aggression - hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal - name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal - staring, body language, gestures
- Indirect - excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber - text messaging, burn pages (on for example, Facebook), internet chat rooms, the misuse of camera or video facilities, offensive questions (on for example, ask.fm), nasty inbox messages
- Parental incitement

**Language** that underpins any type of bullying behaviour as listed above must be challenged at all times.

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.**

## Possible indicators of bullying

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes/money/property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude

- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean that we as a school may need to help a child become aware of the impact of their behaviour/attitudes or language on others and work with them over time to change.

## **Preventing bullying at All Saints**

We will:

- Develop our wider curriculum to ensure that all children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders
- Create a climate where bullying and violence are not tolerated
- Develop peer support systems to prevent and respond to bullying
- Promote safe play areas
- Audit the site regularly to establish that children feel safe
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

## **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

The nature of cyber-bullying in particular means that it can impact on pupils' well-being beyond the school day.

Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **Recording and reporting**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the headteacher's report.

### **School staff**

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

## Parents/Carers

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

**We find that it is much more effective to speak to the school direct when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.**

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff:

- Headteacher: [headteacher@allsaints.stockport.sch.uk](mailto:headteacher@allsaints.stockport.sch.uk)
- School phone number: 0161 510 8000

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

## Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the schools incident reporting form and also record the incident centrally on central paper recording system (a note of concern)

**Restorative meetings MUST be held for any incident, which is deemed to be Race or Hate related including homophobic and transphobic incidents)**

- Designated school staff will monitor incident reporting forms and information recorded on a central paper recording system analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the victim with the pupil's class teacher/ form tutor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting. Action plans will make use of (school initiatives such as mentors, buddy systems and lunchtime monitoring)
- Staff will pro-actively respond to the perpetrator bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

***Safeguarding procedures must be followed when child protection concerns arise.***

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School will use their sanctions when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

## Monitoring and evaluation

We will check through a range of pupil voice, circle work and other activities the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

## Ratification

The governing body ratified this policy at their meeting on:

This policy will be reviewed at least every two years after full consultation with children, parents, staff and governors.

**Signed:** (Headteacher) **Date:** November 2022

## Links to other school policies:

This anti-bullying policy links to a range of policies/strategies including:

- Equalities and diversity policy
- Behaviour policy
- Care and control policy
- PSHE policy
- Safeguarding policy
- Responsible Use policy
- Online safety policy