Stockport School

Anti-Bullying Policy

Aims & purpose of the policy

At Stockport School, we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated. At our school, the safety, welfare and well-being of all students and staff is a key priority. Bullying affects everyone, not just bullies and the victims. It also affects those other people who watch, and other people can also be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it will require action to be resolved. It may be the case that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society, but no person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed will all members of the school community be able to fully benefit from the opportunities available at the school. Stockport School is a caring community, committed to ensuring that all staff and students feel safe, respected, included, valued and at ease within the school.

Our school is a place where people have the right to be themselves. Everyone at our school is equal and should treat each another with respect and kindness. The school believes that all members of the school community, regardless of their protected characteristics have the right to be in a supportive, caring and safe environment without the fear of being bullied.

All institutions, both large and small, are at risk of people attempting to bully others. Stockport School makes it clear that bullying is a form of anti-social behaviour. Bullying of any kind is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society, when they enter secondary school and beyond in the world of work or further study.

The school has a clear written policy to promote this belief. Students, staff and parents/carers are made fully aware that any bullying complaints will be dealt with firmly, fairly and promptly. The emphasis is on the school being a 'telling' school. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

<u>Our definition of bullying:</u>

Bullying is the, wilful, conscious desire to threaten, intimidate, upset or hurt someone, which may be repeated over time, which involves a real or perceived power imbalance.

<u>Identifying and supporting vulnerable children</u>

We work closely in school to identify particularly vulnerable groups, travellers, refugees, LGBT students, those with LGBT parents, midterm arrivals, students who transfer to the school late, children or young people in care, young carers, teenage parents and those with special education or social needs who may find it more difficult to make or sustain friendships.

As a school, we plan positive action to support these students with all relevant staff members and provide additional support where necessary – for example, through Pathways or other pastoral support.

Who is bullied?

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

Below are some factors that can make people vulnerable:

Protected characteristics in the Equality Act 2010 are:
> age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. If bullying has taken place on the basis of any of these characteristics or (in the case of disability) because of something arising from these characteristics, this will be considered as an additional and aggravating factor when considering the school's response to any bullying incident.

Some groups are potentially more vulnerable to bullying than others. These are:

> 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 residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- 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

Bullying may be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying or sexual harrassment)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

> No form of bullying will be tolerated and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored, and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Staff should be encouraged to report the use of derogatory language through their own school systems.

Prejudice-based incidents

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

Methods of bullying:

Bullying can include:

- **threats of violence or harassment (verbal and non-verbal);**
- **ignoring /shunning or spreading rumours**
- **name calling, teasing, ridiculing, mimicking, sarcasm**
- **interfering with property, borrowing equipment without permission**
- **remarks and/or behaviour about race, sexual orientation, family**
- **incitement by others to commit an act of bullying**
- **graffiti designed to intimidate and/or embarrass**
- **fighting (even between equals)**
- **demanding money, material goods and/or favours through intimidation or force**
- **vandalism**
- **invading privacy**
- **bullying through use of mobile technology such as phones, internet messaging, email or social media**
- **gender identity**

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, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

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

Possible indicators of bullying include:

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
- changes in their online activity
- 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.
- children become withdrawn
- standard of work deteriorates
- the child becomes isolated
- attendance is erratic
- the child often arrives late to school
- the child is generally unhappy through anxiety or fear
- bed wetting or sleepless nights occur
- the child shows a desire to be with adults
- self-harm
- suicide attempts

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

• *A child-friendly anti-bullying policy* (which is an abbreviated and summarised version of this policy) to ensure that all students understand and uphold the anti-bullying policy

• *The PSHE programme of study*, as well as the form-time SEAL and pastoral programmes (including assemblies) includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying. These programmes have an emphasis on inclusion, celebration of diversity, LGBT+ and a need for students to challenge intolerance, unfairness and discrimination. Anti-bullying Week, Black History Month and various national and international days relating to disabilities, sexuality and race are all included.

• *School assemblies* help raise students' awareness of bullying and derogatory language
• Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month.

• *The school values of equality and respect are embedded across the curriculum* to ensure that it is as inclusive as possible

• *Stereotypes are challenged* by staff and students across the school

• Some students are trained as *anti-bullying ambassadors*

• *Restorative approaches and emotion coaching* provide support to victims of bullying and those who show bullying behaviour

• *Students are continually involved in developing school-wide anti-bullying initiatives* through consultation with students from across the spectrum, including development of this policy via a widespread student survey and numerous face-to-face sessions.

Reporting – roles and responsibilities

STAFF:

All school staff, both teaching and non-teaching, 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 students involved and inform a member of teaching or pastoral staff.

SENIOR STAFF:

The Senior Leadership Team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS:
Guidance for Parents/Carers:

- Look for a change in behaviour in your children.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, get them to speak to their Head of Year or Form Tutor
- Contact your child's Form Tutor or Head of Year immediately yourself for advice and support. It will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Make sure your child is fully aware of the school policy concerning bullying, and that they should not be afraid to ask for help.

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 directly when an incident occurs and not to post it on social media, as this may affect and delay any investigations and outcomes, and can make the situation worse.

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. The first port of call should be the student's Form Tutor or the Head of Year.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards students, staff and other parents.

Non-school staff, volunteers and outside organisations (Sports Coaches, etc.) also need to be made aware of the school's policy and the reporting of incidents

STUDENTS:

Students 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. The school promotes the ethos that "if you're not part of the solution, you are part of the problem" and emphasises to students that silence when seeing bullying is like accepting it. Students should inform staff if they see others being bullied.

Information for students. What can you do about bullying?

Remember that your silence is the bully's greatest weapon! It is best to tell an adult (your Form Tutor, or Head of Year, parent or any other teacher) straight away. You will get immediate support.

❑ Tell yourself that you do not deserve to be bullied, and that it is wrong!
❑ Be proud of who you are. It is good to be individual.
❑ Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
❑ Stay with a group of friends/people. There is safety in numbers.
❑ Be assertive – shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
❑ Fighting back may make things worse.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone who is being bullied:-

❑ Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
❑ If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble.
❑ Do not be, or pretend to be, friends with the bully.

Dealing with an Incident
School action

❑ The school encourages students and parents to tell teachers about bullying incidents.
❑ All reported incidents are taken seriously and investigated as soon as possible. They will be dealt with quickly, firmly and fairly.
❑ Support will be given to the victim and the bully. The emphasis will be on behaviour modification. Bullies will be given the opportunity to understand the feelings of their victim and what are the effects of their bullying. School has successfully used the strategy of inviting parents of both parties into school, with the children to draw the bullying to a conclusion through empathy and negotiation work. However, persistent bullies will be dealt with more severely using school sanctions. Police may be involved in serious bullying incidents.
❑ The school community will be organised in order to minimise opportunities for bullying, e.g. by providing increased supervision at problem times and in problem areas.
❑ Opportunities will be provided to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. using the PSHE programme, in form time, in SEAL discussions, in assemblies etc.
❑ The School Policy and its degree of success will be reviewed annually.
❑ The school staff will continue to have a firm but fair discipline structure.
❑ Teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, disability, sexual orientation etc. will not be used.
❑ Students will be encouraged to discuss how they get on with other people and to form positive attitudes towards other people. This will include a review of what friendship really is.
❑ Students will be encouraged to treat everyone with respect.

Action to be taken when bullying is suspected

If bullying is suspected, we talk to the victim, the alleged bully and any witnesses. If any degree of bullying is identified, the following action will be taken. Help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

❑ By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose
❑ The teacher will use the supportive approach to dealing with the bullying.
❑ Informing the victim's parents/carers where necessary
❑ By offering continuing support in a number of ways when they feel they need it.
❑ By taking one or more of the six disciplinary steps described below to prevent more bullying.

We also support and try to help the bullies in the following ways:

❑ By talking about what happened, and working with the bully. The 'supportive approach' will be used to try to stop the bullying.
❑ Informing the bully's parents/carers.

The 'supportive counselling approach' is intended to get the bully to stop. If this fails the following disciplinary steps will be taken to prevent further bullying.

Disciplinary Steps

1. They will be warned officially to stop offending.
2. Their parents/guardians will be informed where necessary
3. They may be internally excluded at break and/or lunchtime (INTEX)
4. Parents may be required to escort to and from the school premises.
5. They may have a fixed period suspension from school and/or a period in Intex. (Internal exclusion)
6. If they do not stop bullying they will be suspended for a further fixed period.
7. If they will not end such behaviour, they may be at risk of permanent exclusion.

If it is found that a malicious complaint about bullying is made this will be treated very seriously.

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 the student's file

Restorative meetings may be offered 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, analysing and evaluating the results

• Designated school staff will produce termly reports summarising the information, which the headteacher will report to the governing body

• Staff will offer support to the victim with the student'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.

• Staff will pro-actively respond to the perpetrator bully who may require support. They will discuss with the target's Form Tutor/Head of Year 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.

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 students' well-being beyond the school day. Staff, parents, carers and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

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

Training and Awareness

The headteacher is responsible for ensuring that all school staff, both teaching and non-teaching, including caretakers, librarians, outside agencies and volunteers, parents and governors receive regular training on all aspects of the anti-bullying 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 report.

All staff will alert relevant pastoral staff to any bullying related incidents.

Monitoring and Evaluation:

The headteacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with students.
The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Date of last review: November 24
Review date: November 2025

Links to other school policies:

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

Equalities and Diversity policy
Equality Act 2010
Behaviour policy
RSE policy
Peer on Peer Abuse
Respect Policy and Charter
Safeguarding policy
School Development plan
Restorative Approaches strategy

An Anti-Bullying Charter

charter

This charter is awarded to

'Bully is willful, conscious desire to threaten, intimidate or hurt someone, which may be repeated over time, which involves a real or perceived power balance.

Our school community will:

- **Work with staff, students and parents/carers to create a school community where bullying is not tolerated**

- **Discuss, monitor and review our anti-bullying policy every two years**

- **Keep a high profile in and around school to prevent bullying behaviours developing**

- **Support staff to promote positive relationships and identify and tackle bullying appropriately**

- **Investigate incidents of bullying and take action where necessary, supporting individuals at all times**

- **Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively so that students feel safe to learn and that students abide by the anti-bullying policy**

- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**

- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors: Headteacher: Representative of students:

Date:

A self-review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Individual group Anti-bullying Audit

Group:
Teacher:
Date:

Area of Concern	Reasons given for concern

Whole school Anti-bullying Audit & Plan

School:
Antibullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

Anti-bullying checklist for schools–

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic & transphobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governors in our school are aware of incidents via reports from the HT					
Our school includes restorative approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the victim is sustained					

Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) • Delivering SEAL • PSHE • Assemblies					
Our commitment to the anti-bullying agenda is visible to our whole school community for example: • The website • Posters displayed around school • References in newsletter • Anti-bullying charter					
Participate in national programmes eg: Anti-Bullying week.					