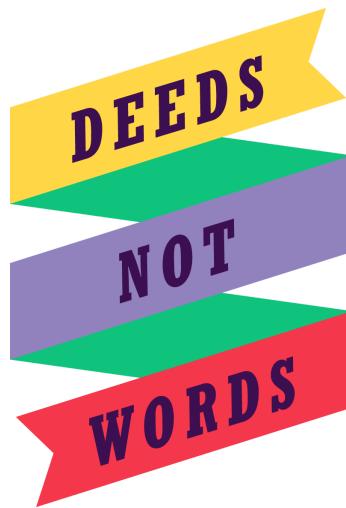


EMILY DAVISON SCHOOL

ANTI-BULLYING POLICY



DATE CREATED	FEBRUARY 2024
DATE OF REVIEW	FEBRUARY 2025
HEADTEACHER	MICK HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON

Please Note - This policy should be seen as an integral part of school policy on Discipline, Care and Control.

Bullying behaviour is totally unacceptable at Emily Davison School, where it is defined as any action inflicted by a person (or persons) on another (or others) over a period of time that causes stress, fear or injury to the victim(s). It will always be challenged and dealt with seriously.

Rationale

The anti-bullying policy of Emily Davison School is based on the belief that each person is uniquely important.

Our policy aims to develop self-discipline; tolerance and respect for all others.

Pupils are encouraged to form positive relationships.

We believe bullying is totally unacceptable.

Aims

- To raise awareness about bullying.
- Develop positive interactions.
- Encourage an open climate.
- To identify nature, causes and effects of bullying.
- Establish what school, parents / carers and pupils can do about bullying.
- Consider the school environment with a view to providing a 'bully free' environment by taking preventative measures.
- Develop a clear strategy for staff to use when dealing with any incident arising from bullying.
- Make all staff aware of the policy and the support which is available to them.
- Include the topic within the curriculum and extracurricular activities ie: assembly and other opportunities to discuss incidents and strategies for dealing with bullying.
- Anti-bullying week

DEFINITION

What is bullying?

Bullying is a conscious, repeated action which can be verbal and / or physical, which is unacceptable to another person or group of people.

It is the wilful desire to hurt, threaten or frighten someone else.

Any behaviour which is illegitimate use of power in order to hurt others is bullying.

Not all aggression is necessarily bullying. Bullying can occur through several types of anti-social behaviour. It can be:

1. **Physical**

A person can be physically intimidated, punched, kicked, hit, spat at etc.

2. **Verbal**

Verbal abuse can take the form of name calling. It may be directed towards physical appearance (size) gender, ethnic origin, physical/social disability, sexuality or personality etc.

3. **Exclusion**

A person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends.

4. **Damage to Property or Theft**

People may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over the property to them.

5. **Cyberbullying**

Cyberbullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or the internet. Cyberbullying is just as harmful as bullying in the real world.

To avoid incidences of bullying, vulnerable pupils should:

- Be supervised during personal care
- Where practicable be in sight of an adult
- Not be in any unsupervised area at any time of the day.
- Encourage students to tell an adult if there is a problem.
- As a whole school ensures an orderly, calm movement in corridors, around school, entrance/exit to school.

Dealing with Instances of Bullying

If a series of incidents are identified as bullying (refer to the definition of bullying), the following stages should be carried out:

If someone says they are being bullied, or if they say someone else is being bullied, a response must be made and be seen to be made. All incidents will be reported, recorded and monitored on the low level log. Link Workers monitor the log on a regular basis.

- Investigate matters and deal with them immediately.
- If it persists then:
 - Inform Headteacher and Assistant Headteacher
 - Inform parents/carer, if necessary
 - Build in supportive behaviour structures
 - Reinforce appropriate/positive/required behaviour and school rules.
 - Fresh start after problem has been dealt with and build in monitoring system
 - Behaviour incidents are recorded on Arbour and highlight repeated behaviours.
- Help must be given to both victim and instigator to help them develop their social and emotional awareness.

Supporting the Child

In support of prevention:

1. Concern about bullying should be discussed to show the victims that we are aware, that it is disapproved of and that we listen and act appropriately.
2. Children should be encouraged to openly express feelings through PSHE, discussions, creative writing, art work and Thrive. Fairness of rules, responsibility to others etc. should be given a high profile.
3. Staff should aim to be accessible when necessary, primarily to their own class and secondly to the pastoral team to support the needs of the children in our care.

Support for the Victim and the Instigator

It is important that the incident does not 'live on' through 'reminders' but it is also important that necessary steps are taken to prevent a re-occurrence. Both victim and instigator may need individual support. They may need to consider:

- How could the incident have been avoided?
- What other strategies could have been used?
 - Assertiveness for the victim
 - Control of aggression for the instigator
- Who else could they have talked to or where to seek support.
- Restorative justice techniques and practices to support both pupils through mediation and conflict resolution.
 - What has happened?
 - Who has been affected?
 - How can we involve everyone who has been affected in finding a way forward?
 - How can everyone do things differently in the future?
- Build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

Recording

Serious incidents of bullying and being bullied should be recorded on the school's CPOMS system.

Low level behaviour which needs to be addressed should be recorded on Arbour. The incidents are categorised and monitored daily by Link Workers. All low level logs are actioned by a member of staff and appropriate support is put in place.

Integration of New Pupils

When integrating new pupils into our environment, all staff should use the following guidance:

1. All pupils find a new environment different and need support to adapt to the change.
2. The school induction process is key to the settling process and for information sharing including communication between home and school.
3. Opportunities should be created for the new pupil to be introduced in a caring way to the people and places within our school and the extended community.
4. Other members of the class should be made aware of the new pupils' arrival and that they need support from the class and acceptance. A peer supporter should be chosen to look after the new pupil.
5. We would expect peer interactions to develop and level of independence to increase, however, if the introductory stages do not appear to work, a re-assessment of the situation and friendship groups may need to take place to encourage further integration.
6. New pupils and their parents/carers should be made aware of staff availability and willingness to discuss any problems should the need arise. Family support is always available as a first contact and continued discussion.

As a 'Whole' School

- Organise the community in order to minimise opportunities for bullying, eg, provide increased supervision at problem times, particularly at transition times.
- Use any opportunity to discuss aspects of bullying and the appropriate ways to behave towards each other, e.g., the PSHE programme/ assemblies/ tutor group time.
- High levels of expectation towards respectful behaviour in the classroom and in school.
- New staff undergo an induction process, when underpinning principles, procedures and philosophy of the school are discussed.
- Deal quickly, firmly and fairly with any complaints involving parents where necessary.
- Review the school policy annually and its degree of success.
- The school staff will continue to have a firm but fair discipline structure, the rules should be few, simple and easy to understand.

- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Encourage pupils to discuss how they got on with other people and to form positive attitudes towards people. This includes a review of what friendship really is and acknowledging when this has worked well.
- Encourage pupils to treat everyone with respect, including themselves.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
- We will record, report and monitor any behaviour of concern

Evaluation

The effectiveness of the policy will be discussed as a whole with staff annually and any adjustments made. Review of the policy will also take place on a cyclic basis and planned for in the School Development Plan.

Appendices

Cyberbullying – An Introduction

This document is linked with staff advice.

Emily Davison School Policies

A useful site for staff and parents. <https://www.bullying.co.uk/>

Cyberbullying - An Introduction

Cyberbullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or the internet. Cyberbullying is just as harmful as bullying in the real world. If you see it happening, report it. Don't ignore it.

Are you a part of it?

Those who take part in online bullying often use a group of friends to target their victims. They can ask others to add a comment to a photo on a blog, or forward something embarrassing onto another group of friends. Sometimes, these people don't even realise they are actually bullying someone.

What forms can it take?

There are lots of different types of cyberbullying. These are the main ones:

Email

Sending emails that can be threatening or upsetting. Emails can be sent directly to a single target, or to a group of people to encourage them to become part of the bullying. These messages or 'hate mails' can include examples of racism, sexism and other types of prejudice.

If someone sends you a message and you forward or laugh at it, you are actually adding to the problem.

Instant messenger and Chatrooms

Sending instant messenger and chatroom messages to friends or direct to a victim. Others can be invited into the bullying conversation, who then become part of it by laughing.

Social Networking Sites

Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, you become part of the problem and add to the feelings of unhappiness felt by the victim. School staff are aware of and follow policies regarding social networks.

Mobile Phone

Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).

Interactive Gaming

Games consoles allow players to chat online with anyone they find themselves matched with in a multiplayer game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.

Sending viruses

Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.

Abusing Personal Information

Many victims of cyberbullying have complained that they have seen personal photos, emails or blog postings posted where others could see them without their permission.

Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else's messaging accounts and chat to people pretending to be the victim.

- Bullying on social network
- Internet and email bullying
- Bullying on mobile phones
- Staying safe online

The effects of cyberbullying

Even though cyberbullying cannot physically hurt you, it can still leave you feeling mentally vulnerable and very upset. You can also feel scared, lonely and stressed and that there's no way out.

Escaping cyberbullying can be very difficult. Because anyone can get access to a mobile phone or the internet almost anywhere, it can be tough for those on the receiving end to avoid it, even in the safety of their own home.

Why do cyberbullies do it?

There's no simple answer for why some people choose to cause pain to others by bullying them. There are lots of possible reasons, but here are some common ones:

- it can be simply a case of someone being in the wrong place at the wrong time and allowing themselves to be easily intimidated
- some people who cyberbully think that they won't get caught if they do it on a mobile phone or on the internet
- the people who cyberbully are jealous, angry or want to have revenge on someone, often for no reason at all
- cyberbullies often think that getting their group of friends to laugh at someone makes them look cool or more popular or powerful
- some people also bully others as a form of entertainment or because they are bored and have too much time on their hands
- many do it for laughs or just to get a reaction