Anti-Bullying Policy
2024

Last Reviewed: January 2024

Last Approved by Governors' Welfare Committee: January 2024

Next Review Date: January 2025

Person responsible for the monitoring, evaluation and implementation of this document:

Mr D Birtles, Assistant Head Teacher

Contents

1   Rationale

1.1   It is of central importance to the school and the absolute right of every child that we provide a physically and emotionally secure environment where the needs of the whole child can be met. Both students and staff will develop their full potential when they feel happy, safe and valued, as part of the school community.

1.2   As stated in our School Values and Aims, Alder Grange School recognises that academic success and personal achievements are intrinsically linked to physical and emotional well-being and high self - esteem. We believe that all young people have the right to be educated and all staff have the right to work in an environment which ensures well-being.

2   Required Outcomes of the Policy

2.1   The first purpose of this policy is the prevention of bullying behaviour. This policy aims to raise awareness, and create an ethos of collective responsibility in which bullying behaviour is unacceptable, and fear of reprisal is removed, with the emphasis being on the prevention of bullying behaviour in all forms with the aim of reducing or eliminating any resultant impact and consequences. . This will be achieved by whole school cross "messages" from induction to departure i.e. curricular activities, involving all stakeholders in the school community – pupils, staff, governors and parents/carers/guardians and other agencies where appropriate. Awareness is also raised within the formal curriculum through assemblies, PSHE, Tutorial programmes, Drop Down Days and external agency visits, ICT, Drama and within context, in English.

2.2   This policy provides guidelines and procedures to be followed in the event of proven bullying behaviour and suspected bullying behaviour. It also outlines the wider more strategic role in which the school is developing a culture aimed at preventing bullying behaviour. We acknowledge that bullying behaviour is a serious matter, and any incident will therefore be acted upon promptly and appropriately. However, we also recognise that what is perceived as bullying behaviour can involve a complex chain of events and interpretations of those events so that each particular case needs to be dealt with on an individual basis with due regard to context.

3   Definition of Bullying Behaviours

3.1   The Diana Award defines bullying as:
Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

This definition allows us to more easily recognise bullying behaviour as that which is intentional, negative and repeated. It may occur in a range of contexts:
*   Bullying related to race, religion or culture
*   Bullying related to special educational needs or disabilities
*   Bullying related to appearance or health conditions
*   Bullying related to home circumstances
*   Bullying related to sexual orientation
*   Sexist or sexual bullying'
*   Transgender bullying

3.2   This definition covers all types of bullying behaviour with regard to all members of our school community, whether by pupils, parents/carers or other staff.

Bullying behaviour falls into three types

	i.	Verbal: Repeated use of speech, sign language or verbal gestures to intentionally hurt others
	ii.	Physical : Repeated negative use of body contact to intentionally harm others
	iii.	Indirect: The repeated use of negative actions, which are neither physical nor verbal, to intentionally, hurt others. Cyber bullying is classed as indirect bullying.

3.3	Bullying may be carried out by an individual or group and may be as a result of perceived differences or an imbalance of power.

4	To Whom this Policy Applies

4.1	This policy applies to the whole school community and applies to any incidents of bullying behaviour which encompass: child to child, child to adult, adult to child and adult to adult, both in school and on any extra-curricular activities, including educational and residential visits. The provisions of this policy will also be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc.), and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff e.g. social media. Where an incident involves pupils from another school, Alder Grange School staff will liaise with colleagues from the relevant school. With all other incidents the pertinent agencies will be involved as appropriate.

5	Responding to Bullying Behaviour

5.1   Procedures for reporting bullying behaviour
Staff Responsibilities:

a) Staff must be vigilant at all times, be aware that bullying can take the many forms as identified above, and may occur covertly in unstructured situations.

b) All staff must be fully aware of and consistently apply the Anti-Bullying Policy.

c) The first responsibility is to reassure the child. When in doubt staff will consult their line manager, but to facilitate clear lines of communication it is essential that staff inform Tutors and Head of Years, who will monitor incidents and collect information from staff and students involved. Professional judgement must be applied at all levels when assessing the severity of any incident.

d) Any adult suspecting bullying behaviour by another adult must report this to SLT immediately. All incidences of bullying behaviour must be reported to AG+ as a potential safeguarding issue and/or the relevant Head of Year, and be recorded on an 'Incident Slip' with the bullying box ticked, which will then be passed on to the designated member of the Senior Leadership Team. The incident will also be logged on CPOMS by the reporting member of staff with any associated pupil links added.

e) If staff themselves are victims of bullying behaviour by pupils, they must report it to the SLT (and it may be that extra support is required when facing an individual or class in front of whom they may feel humiliated or intimidated). In these cases consideration will be given to team teaching, class dynamics, assistance with assertive discipline and the offer of counselling.

If staff experience bullying behaviour by colleagues or other professionals, the following routes can be explored:

● Line Manager Support
● Mediation
● Professional Associations and/or Trade Unions

● Outside agencies

5.2   Pupil Responsibilities:
a) The school will make clear what exactly to do if a child is subject to bullying behaviour.
b) All pupils have a responsibility to report any incidence of bullying within the school community and all pupils have a responsibility to support victims who are afraid to report any form of bullying issue.
c) The school has nominated Anti Bullying Ambassadors in all year groups. These pupils will assist other pupils by signposting support where necessary.

In the event of any pupil being subjected to bullying behaviour they must:
● Tell friends/mentors/buddies/prefects/anti-bullying ambassadors
● Tell any member of the school staff
● Tell parents/carers
● Tell other professionals e.g. Social Workers, Nurses, Young People's Service

5.3   Parent/Carer Responsibilities:
Any parent/carer who is concerned that their child may be a victim of bullying behaviour or feel that their child is displaying bullying behaviours towards other pupils, must contact their child's Head of Year who liaises with AG+ and designated Assistant Headteacher (behaviour) and activates the relevant procedure. If the behaviour persists and/or the situation is unresolved, parents/carers will contact the designated member of the Senior Leadership Team.

5.4   Visitor Responsibilities:
Any visitors or other professionals to school, who become aware of bullying behaviour, must report it to a member of the school staff. It is the responsibility of the member of the school to pass this on to the Senior Leadership Team.
Visitors are made aware of this duty by means of:
● a leaflet provided for Supply staff (These are provided by the Assistant Headteacher with responsibility for Staff Induction);
● new staff induction (Assistant Headteacher: ITT and ICT);
● SCITT trainees (Assistant Headteacher: ITT and ICT).

6	Procedures for dealing with incidents, including follow up
6.1	If a pupil reports a bullying incident, it is important that they are listened to, taken seriously and it is investigated promptly 1) Fully Reassure the child 2) The designated senior member of staff for the Anti-Bullying Strategy is the school DSL 3) Once an incident has been reported the information will be passed to a relevant staff member for action. Where necessary parents will be informed. With specific incidents e.g. cyber-bullying, other staff or outside agencies may be consulted 4) If incidents persist or behaviours escalate, this will be referred to a designated member of SLT 5) Any incident of bullying behaviour will be recorded on a 'Incident Slip' with the Bullying box ticked 6) A copy of the incident slip will be sent to the AG+ Pastoral team 7) When parents are informed it is essential that a follow up call is made within two weeks, to ensure that there has been no continuation of events and that they have been made fully aware of any action taken

| | 8) After a bullying incident, the AG+ Team must follow up with the victim at regular intervals to check that there have been no reoccurrences. If incidents have reoccurred, these will be referred to the designated member of SLT. |

| 7 | **Procedures for recording bullying behaviour** |

7.1
1) CPOMS is used for recording bullying incidents
2) Any incidents will also be noted by AG+ Team on the SIMs behaviour conduct log for all pupils involved
3) A copy of information surrounding the incident must be placed in the files of all the pupils concerned.
4) The Assistant Headteacher (Behaviour) has oversight of all recording and follow up procedures, and will review the number of incidents and analyse any emerging trends on a half termly basis, including the identification of any trends regarding vulnerable groups
5) The number and types of bullying incidents will be reported to each meeting of the Governors' Pupil Welfare Committee. These will be in addition to an annual report to Governors which will include any trends and year on year comparisons.

| 8 | **Procedures for dealing with complaints** |

8.1   The school will aim to resolve all incidents of bullying behaviour, however should parents/carers, staff and/or pupils have further concerns, in the first instance, an appointment will be made to see the Headteacher.

| 9 | **Support for pupils, parents/carers and staff during and immediately after incidents** |

9.1   As with all safeguarding procedures, staff will reassure the victim, record what has happened and report it.

9.2   Those involved in bullying behaviour will be given support which might involve:-
- Peer Support
- Individual time with a member of staff
- Confidence and self-esteem building activities
- Involvement with outside agencies
- A Restorative Approach
- Respite from bullying behaviour for victims
- Pastoral Mentoring
- Counselling

9.3   We also recognise that those involved in bullying incidents may need to learn specific skills and strategies in order to become more resilient, change behaviour patterns and enable them to become less passive and more assertive, thus discouraging repeated incidents, with possible follow-up at AG+ to support this.

9.4   Parents/carers are encouraged to work with the school in order to support any pupil who has been involved in a bullying incident, regardless of whether they are the target or the perpetrator.

9.5   Those displaying bullying behaviour are encouraged to empathise with their victims and to repair the damage that they have caused. After the incident has been dealt with, strategies and skills will be given to address aggression and to enable them to build positive relationships with their peers. They will also be assisted to identify their strengths and positive qualities and encouraged to use these for the benefit of themselves and the school community.

10 Sanctions and Other Range of Actions that may be applied

10.1 The school has a range of actions which will be applied on a case by case basis as outlined in the school's Positive Behaviour Management Policy.

10.2 If a situation persists or is extremely serious, the involvement of the Senior Leadership Group, Governors, parents/carers, may be required. Other agencies, and/or LA may be involved/required. In cases where a person has been physically assaulted, the police may also be involved/be called in. In such cases, or where bullying behaviour is persistent, the instigator may face the full range of school sanctions.

11 Intervention Strategies

11.1 The school has a range of intervention strategies that can be applied in the event of an incident of bullying behaviour, a disclosure of bullying behaviour and in more complex cases. These may include:-
   I. The use of peer support
   II. Anti-bullying ambassadors
   III. Buddy schemes
   IV. One to one support from staff members
   V. Restorative Approaches
   VI. Mentoring by both staff and older pupils
   VII. Use of the Common Assessment Framework and Team Around the Family process
   VIII. Appropriate referrals to outside agencies
   IX. Work with Parents/Carers
   X. Support and advice from a range of outside agencies such as Local Authority Victim Support

12 Preventative Measure

12.1 The school will employ many strategies through which to ensure a safe and secure environment which, actively discourages bullying behaviour, and builds resilience and well-being throughout the school community. These include:
   I. The prevention of bullying behaviour being integral to the overall school's Safeguarding Strategy.
   II. An 'open door' policy and a wide variety of teaching and non-teaching staff to support pupils.
   III. The use of Restorative Approaches across the school and the principles of a Rights Respecting School.
   IV. Anti-Bullying themes in assemblies including the use of outside agencies to raise awareness of Cyber-bullying.
   V. Recognising and raising awareness during Anti Bullying Week each year.
   VI. An Acceptable Use policy for all ICT users.
   VII. Link provided to CEOP (Child Exploitation Online Protection) via the School website in both Parents and Student zones
   VIII. Anti-Bullying strategy linked to the ICT policy, the Safeguarding Strategy, the Inclusion Strategy, the PSHE curriculum and tutorial programme and the SEND policy.
   IX. Sessions for parents on cyber-bullying and internet safety
   X. Use of Anti bullying Ambassadors
   XI. Bullying Surveys for all stakeholders
   XII. On-going CPD for all school staff regarding Anti-bullying strategies, including sessions on recognising bullying behaviour for Welfare Supervisors.
   XIII. Consultation with pupils regarding 'hot-spots' for bullying type behaviour.
   XIV. Mediation Services run by fully trained pupils
   XV. Mentoring by professionals from outside the school community

XVI.	Close work with Community Police Officers including regular pupil centred PACT (Police and Community Together) meetings.
XVII.	Regular monitoring to prevent any developing trends.
XVIII.	Use of outside agencies and professionals.
XIX.	Pupil Attitude Questionnaires, Staff Questionnaires, Parent Questionnaires.
XX.	Annual Mentor, Ambassador, and Prefect Training to include assertive techniques.

13 Implementation

13.1
I. The implementation of the policy will be led by the Senior Leadership Team, with the expectation that all school staff will be involved.

II. The Assistant Headteachers, for Pupil Welfare and Behaviour will have responsibility to embed, monitor and evaluate the implementation.

III. The School Council, Anti-bullying Ambassadors and Senior Prefect Teams will be integral to the implementation process.

14 Monitoring the Anti-Bullying Policy

14.1
I. The Assistant Headteacher (Behaviour) is responsible for ensuring the systematic collection, collation and analysis of data.

II. The number and types of bullying incidents will be monitored including the identification of those involving vulnerable groups (see Inclusion list categories) and any emerging trends.

III. The Assistant Headteacher (Behaviour) is responsible for ensuring that recording and reporting procedures are applied consistently.

IV. The effectiveness of the policy will be monitored through the use of both hard and soft data, including on-going use of 'Pupil Voice' strategies.

V. The following data sources will be used in the monitoring and evaluation process:
   o The Pupil Attitude Questionnaire (PAQ)
   o The pupil Anti-bullying survey
   o Stakeholder views
   o Incident logs
   o Pupil Voice

15 Evaluation

15.1 The Policy will be reviewed annually via the School Council and Welfare Committee of the Governing Body. This will be led by the Assistant Headteacher (Pupil Welfare).

16 Conclusion

16.1 This Policy is fundamental to the healthy life of a successful school community. All members of the school community are responsible for implementing this policy. This policy is based upon our School Aims and Values, the Code of Conduct and is compliant with statute and Local Authority school guidance.

17 Glossary of Abbreviations

17.1
AG+	The pastoral and behaviour support department in school
AHT	Assistant Headteacher
CAF	Common Assessment Framework
CPOMS	Child Protection Online Monitoring and Safeguarding system
DSL	Designated Safeguarding Lead

ICT	Information and communications technology
ITT	Initial Teacher Training
LA	Local Authority
PAQ	Pupil Attitude Questionnaire
PHSE	Personal, Social, Health and Economic Education
SCITT	School Centred Initial Teacher Training
SEND	Special Education Needs and Disabilities
SIMS	Schools Information Management System
SLT	Senior Leadership Team
TAF	Team Around the Family