



Anti-Bullying Policy

Summary Statement from the Student Council:

“Bullying cannot be tolerated and the whole school community will take responsibility for this issue”

Adoption/ Review	Committee	Lead Personnel	Review Date
Spring 2018	Full Governors	Asst Head	January 2021
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1. Objectives of this Policy

This policy, in theory and in practice, supports the school's culture, ethos and values.

Stowupland strives to create a culture based on the core values of Rights, Respect and Responsibility. Students must feel safe and respected if they are to learn effectively. The whole school community, therefore, is committed to providing a caring, friendly and safe environment as every student has the right to realise their full potential. Respect of others is paramount within the ethos of the school and bullying of others is unacceptable at our school. If bullying does occur (either within or outside of school in line with the Education and Inspections Act 2006), all students should be able to report the problem and know that incidents will be dealt with promptly and effectively. At Stowupland, students tell. This means that *anyone* who knows that bullying is happening has a responsibility to report it.

In particular the policy will ensure that:

- All members of the school community - teaching and non-teaching staff, students, parents/carers, visitors, volunteers and those involved with governance have an understanding of what bullying is;
- All teaching and non-teaching staff, together with volunteers and those involved in governance understand the school policy on bullying, and follow it when bullying is reported;
- All students and parents/carers know what the school policy is on bullying, and what will happen when bullying is reported.

2 What Is Bullying?

2.1 There is no legal definition of bullying. However, it is widely regarded to be **behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

2.2 Bullying can take many forms. For example: cyber-bullying via text messages, social media or gaming, which can include the use of images and video. It can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might also be motivated by actual differences between children, or perceived differences.

2.3 The school's first priority is to stop violence and ensure immediate physical safety. However, emotional bullying can be as damaging as physical actions and emotional bullying needs to receive the same level of response and support.

2.4 Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.5 Low-level disruption and the use of offensive language can in itself have a significant impact on students. If left unchallenged, or dismissed as banter or horseplay, it can escalate and also lead to a reluctance to report other behaviour.

2.6 Bullying that takes place outside school falls within the remit of this policy and it will be investigated by the school, unless other agencies are already involved and request that the school does not make further enquiries. In any situation, the Deputy Head (Behaviour & DSL) or Progress Leaders will also consider whether it is appropriate to notify the police or the Multi Agency Safeguarding Hub. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

2.7 While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

2.8 Context - in conversation with the student focus groups and the parent forum it was universally agreed that sometimes friendship fall outs are labelled bullying and that there needs to be a concerted effort to explain that bullying is '**behaviour by an individual or group, repeated over time, that**

intentionally hurts another individual or group either physically or emotionally.' Both groups agreed that posters and flyers for both parents and students were needed to remind us of the nature of bullying and what to do if it occurs.

3 Cyber-bullying

3.1 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.

3.2 The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff they can examine data or files, and delete these, where there is good reason to do so. Members of staff who do so must be authorised by the Headteacher. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

3.3 Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or a pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

3.4 Context - Both the student focus group and the parent forum agreed this was the most difficult to control and navigate. Therefore as a school we are having a bi-weekly online safety article in our parental newsletter and there is access to guidance on how to put parental locks on students' phones and devices at home and during the day on our website. We also utilise our police liaison officer who does assemblies on the laws surrounding the mis-use of the internet.

4 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect and this is at the heart of the school's values. Students who are displaying bullying behaviours need to learn different ways of behaving with rehabilitation, support and use of the school's behaviour policy to address their actions.

As a school community, we have a responsibility to respond promptly and effectively to bullying.

5. Signs and Symptoms

A child who is being bullied may exhibit this in various ways. Staff, students and parents should be aware of these possible signs and report their concerns.

Signs:

- nervous about travelling to and from school, including using the school bus
- unwilling to go to school (school phobic) or starts to truant

- demonstrates marked changes in personality and behaviour eg becomes withdrawn and anxious, starts stammering, has nightmares, begins crying without obvious reason
- unable to talk about, or give reasons for, changes in their behaviour
- attempts or actually engages in self-harming
- runs away from home/school
- Truants from school or individual lessons
- tends to feel ill in the morning
- underperforms in school work
- has possessions or clothes which are damaged or " go missing";
- has dinner or other monies continually "lost"; asks for extra money or even begins to steal money ● comes home starving because of not eating
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- starts bullying other children or siblings
- becomes afraid to use the internet or mobile phone or becomes nervous and jumpy when an online message or notification is received

These signs and behaviours could indicate bullying and/or other problems. It is only by reporting and investigating concerns that we will be able to find out what is going on.

6. Procedures for Dealing with Bullying

6.1. Reporting Incidents

Concerns should be reported by anyone who suspects bullying – staff, parents, friends or the victim. There are a number of options:

Parents should email or telephone (01449 674827) the relevant year group teams:

Year7@Stowuplandhighschool.co.uk

Year8@stowuplandhighschool.co.uk

year9@stowuplandhighschool.co.uk

Year10@stowuplandhighschool.co.uk

Year11@stowuplandhighschool.co.uk

If a parent has a concern about a member of staff bullying a pupil they should contact the Headteacher on enquiries@stowuplandhighschool.co.uk

Students can report bullying to any member of staff. Whether it is a concern about themselves or one of their friends. Tutors and the pastoral team are the usual route that most students take.

After doing a focus group of 72 students they suggested that there should be a reporting system on line which only goes to the Designated Safeguarding Lead and Welfare Officer who could then take the actions needed. They also wanted more wellbeing check ins from tutors. They felt that having 'boxes' where people could leave notes could be more worrying for staff if there were anonymous, at least with the email the staff would know who to talk to.

Staff record all bullying and friendship concerns on our electronic monitoring system ARBOR. This allows us to monitor individual students as perpetrators and victims and enables us to spot patterns and any escalation in events, thus ensuring that the appropriate interventions are put in place.

6.2. What happens next?

A 'lead' member of staff will be identified – this may be the year group's Progress Leader, Assistant Progress Leader or form tutor depending on the nature of the incident and how it is reported. CPOMS is used to record the investigation and any action taken. It will remain confidential

Parents/carers will be informed of the reported event

The staff 'lead' will begin investigating the incident within 24 hours. This may involve meetings and interviews

As incidents need to be treated on an individual basis, the length of time needed for investigation and action will vary considerably. In most cases, though, action should be agreed within 5 – 10 working days

The perpetrators parents / carers will be contacted and involved at the time judged to be most suitable using senior staff's professional judgement

steps will be taken to ensure that the victim is given immediate support eg 'safe' area to go to and subject staff informed of the incident if there

are issues with seating in the classroom or potential group work activities

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989

When incidents relate to child on child abuse or sexual harassment or sexual violence, then the school will act in line with safeguarding procedures, the Multi Agency Safeguarding Hub and the Police

The outcomes of investigations will be discussed by key staff who have been involved e.g. the Progress Leader, the Deputy Head for Behaviour. The victim will be included in discussions regarding action to be taken. This action will also be communicated to parents/carers

6.3. Outcomes and Action

Incidents will vary and the action taken will need to reflect this. The following are possible outcomes:

- The bully /bullies may be asked to offer a sincere apology – verbally and/or in writing
- There may be a “reconciliation” meeting between the parties involved
- ‘Restorative Justice’ will be implemented
- The bully may be required to attend social time support programmes, anger-management or counselling sessions as well as consequences in line with the Behaviour Policy
- In serious cases of bullying, internal exclusions and/or fixed-term suspensions could be imposed
 - ‘Persistent’ bullies will be referred to the Deputy Headteacher (Behaviour). The Deputy Headteacher and Headteacher may convene a Local Board Discipline Panel and the bully will be required to attend a disciplinary interview.
 - For serious and persistent offenders, the Headteacher will consider contracts, direction off-site and, ultimately, permanent exclusion.

6.4. Follow-up Work

Each case will be monitored to ensure that bullying is not repeated. Contact with all parties involved will take place at regular intervals (to be determined by the students themselves) to ensure that the situation has been resolved. These follow-up checks can be undertaken by Form Tutors or the Progress Team. This will be monitored by the DSL.

7 Educating Students about Bullying

As part of our RSE/PSHE programme we explicitly teach:

- What does a healthy friendship look like?
- What is bullying? (all of the categories and actions)
- What to do if you are being bullied or if a friend is being bullied
- The bystander effect - why we should intervene if we witness bullying
- Online safety and the dangers of sharing information online

Students are also educated through assemblies, focused days and outside speakers.

The school's data gathering and evaluation of all incidents will be used to assess the relevance and impact of the teaching programme and amendments will be made to the programme as required.

8. Implementing, Monitoring and Evaluating this Policy

As a school, we will ensure that this policy is effective by taking the following steps:

- Placing a copy of the policy on the web-site and reviewing biennially;
- Raising awareness of bullying each year by: assemblies, focused reading weeks, school newsletters and home bulletins;
- Ensuring that bullying issues form part of the programme for all new students;
- Including bullying as part of the PSHE programmes of study in school;
- Undertaking a periodic check of understanding and views through surveys of students and parents;
- Monitoring Arbor and CPOMS on a termly basis (with due regard to confidentiality) and responding accordingly. Responsibility for this will rest with Deputy Headteacher for Safeguarding;
- Reporting, analysing and evaluating data on a termly basis through School Improvement Reports presented to the Local Improvement Board and the Trust Board.

9. Supporting Organisations and Guidance

- Anti-Bullying Alliance: [Anti-Bullying Alliance](#)
- Beat Bullying: <https://www.beatbullying.org/>
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: [Kidscape](#)
- MindEd: [MindEd Hub](#)
- NSPCC: [NSPCC | The UK children's charity | NSPCC](#)
- PSHE Association: [PSHE Association | Charity and membership body for PSHE education](#) ●
- Restorative Justice Council: [Restorative Justice Council | Promoting quality restorative practice ...](#) ●
- The Diana Award: [The Diana Award](#)
- Victim Support: [Victim Support: Home](#)
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: [Childnet — Online safety for young people](#)
- Digizen: [Looking for Digizen? - Childnet](#)
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: [Thinkuknow](#)
- UK Safer Internet Centre: [UK Safer Internet Centre: Homepage](#)

LGBTQ

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: [Stonewall](#)

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: [SEND code of practice: 0 to 25 years - GOV.UK](#)

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: [Kick It Out: Home Page](#)
- Report it: www.report-it.org.uk
- Stop Hate: [Stop Hate UK: Home](#)

10. Links with Other Policies and Documents

- Behaviour for Learning Policy (school)
- PREVENT and Anti-Radicalisation Policy
- Suspension and Exclusions Policy (Trust)
- Safeguarding Policy (Trust)

