

POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	ANTI-BULLYING POLICY
Policy Reference	SUAS.P.1406.ANT01

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education Committee
Department responsible:	Pastoral Care
Post-holder: <i>(Title and Name)</i>	Mrs K Berwick (Deputy Head)
LINKED PROCEDURES REF:	SUAS.P.1406.ANTproc01
Responsible Person - Procedures	Mrs K Berwick (Deputy Head)

POLICY IMPLEMENTATION DATE:	July 2020
PLANNED REVIEW INTERVAL:	3 years
PLANNED NEXT REVIEW DATE:	July 2023

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

Stratford upon Avon School places a high priority on safeguarding its students. This policy outlines the role that key groups and individuals have in both preventing bullying and actions to be taken should bullying take place.

ii. PURPOSE

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

iii. IMPLICATIONS OF POLICY

This policy is in line with 'Behaviour and discipline in schools; Advice for headteachers and school staff', DfE, February 2014. There are budget implications in terms of adequate levels of staffing and relevant staff training.

iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Pastoral Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised, and is thus an 'instruction manual' on how the policy outcome is to be achieved.

The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.

The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body **unless** the policy intent has been altered.

If there is significant change to the procedure element of the policy there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

- Equality and Diversity policy
- Behaviour policy
- Acceptable use policy (internet safety)
- Child Protection policy
- Complaints Procedure
- Code of Conduct
- Whistle Blowing

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author /Reviewer	Amendment(s)	Approval/ adoption date
June 2014	K Berwick	Scheduled review	July 2014
June 2017	K Berwick	No change	11 July 2017
June 2020	K Berwick	Scheduled review	23 June 2020

STRATFORD UPON AVON SCHOOL

ANTI-BULLYING POLICY

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Statutory duties of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of this policy and links to other policies

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

This policy has links to the following school policies and procedures:

- Equality and Diversity policy
- Behaviour policy
- Acceptable use policy (internet safety)
- Child Protection policy
- Complaints Procedure
- Code of conduct
- Whistle Blowing

Guidance

This policy draws heavily on '[Rachel's Anti-Bullying Guide](#)', Warwickshire County Council, October 2013 'Behaviour and discipline in schools; Advice for headteachers and school staff', DfE, February 2014.

Definition

Stratford upon Avon School has chosen to adopt Warwickshire Anti-bullying Partnership's definition of bullying:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

it could be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people/us feel bad; sometimes it depends on the situation we are in (see *Appendix 1 – 'Falling out or bullying?'*), and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), inappropriate postings on 'social networking' web sites

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such."

Taken from Rachel's Anti-bullying Guide.

Stratford upon Avon School recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs, faith or religious belief.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour. Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by

- talking to their form tutor
- talking to a member of staff of their choice
- telling an older student in their tutor group and asking them to contact a member of staff
- telling a friend or parent and asking them to contact a member of staff
- contacting local and national support agencies for advice/support

Staff who are being bullied will be encouraged to report it to a colleague of their choice. (Staff may consult HR for further advice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Responding to reports about bullying

The school will take the following steps when dealing with concerns about bullying although it must be acknowledged that there is no one size fits all model and each case must be dealt with individually.

- A clear account of the concern will be recorded by either the member of staff the student confided in or another appropriate adult
- The account will be given to the form tutor and College Leader who may then seek statements from other staff / students.

- The form tutor or College Leader will talk to the student about how they feel and how they would like the issue to be dealt with. (It is important that the student feels a sense of control in resolving the matter. This helps restore their confidence and self-esteem.)
- College Leaders will take the lead in informing parents and other staff members as required.
- College Leaders in discussion with the form tutor and student will decide on next steps which may include:
 - Deciding to monitor the situation for a period of time
 - Punitive measures towards the bully as outlined in the behaviour policy
 - Use of specialist interventions /agencies e.g. Learning Mentor, School Counsellor
 - Discussion surrounding avoidance / safety strategies with the student and / or parent
 - An agreement to maintain contact for a specified period of time with the victim/ and perpetrator to check that the bullying has not resumed
 - Move of class / tutor group as appropriate to ease the situation and give a student a fresh start
 - Referral to Police Community Support Officer (PCSO) to assist, particularly when the bullying is taking place out of school.

Sanctions

- The primary aim of punitive sanctions must be to put a stop to the bullying and to prevent any continuation of it. Punishment must be tempered with the determination to keep the emphasis on a cooperative, problem-solving approach and to reinforce parental ownership and responsibility with regard to modifying the bully's behaviour. Initially, therefore, the school's approach will be to counsel both the bully and her/his parents and to reinforce the school's expectations regarding positive social relations and respect for others (Restorative Practices)
- If students do not respond to preventative strategies to combat bullying, the school will take stronger measures to deal with persistent bullying. A broad range of sanctions will include the following:
 - Removal from the group (VT group or teaching group)
 - Withdrawal of lunchtime/breaktime privileges
 - Intervention courses (anger management, social skills etc)
 - Limiting movement to specific areas on school grounds
 - Detention
 - Withholding participation in school trips/visit or sports events
 - Fixed term exclusion; permanent exclusion.

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support from a trusted colleague / staff member
- restoring self-esteem and confidence – via individual mentoring /small group work
- the use of specialist interventions and/or referrals to other agencies e.g. school counsellor, educational psychologist, etc, where appropriate
- use of restorative justice

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate
- use of restorative justice
- use of PSP / target behaviour reports

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- isolation
- exclusion from certain areas of school premises
- confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy

- fixed-term exclusion
- permanent exclusion

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are entitled to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet, mobile phone, etc, at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. The school may use the PCSO to assist here.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will work to create a culture in which students and staff are free from fear of bullying by students.

Preventative measures include:

- A published code of conduct
- Reinforcement of positive relationships in lessons (e.g. by encouraging team work) and exploration of relevant issues in specific courses (e.g SPHERE, Drama, Dance and English).
- Fostering a positive culture in the vertical tutor group where older students can be used to support those who need help and support
- Use of restorative practices
- Reinforcement of the Anti-bullying Policy in Assembly and form time
- Extensive staff duty system
- Daily availability of the PCSO
- Lunchtime groups (safe, supervised clubs)
- Rewarding and acknowledging positive behaviour
- Liaison with other agencies including school transport as required
- Publish helpful information to parents in the newsletter and on the website

Monitoring and evaluation

- The Pastoral team will monitor the Anti-bullying Policy by examining the data on a half termly basis. Behaviour data is reported to Governors on a termly basis.
- Parent/ student questionnaires will be issued at parents evenings and as part of the PSHE programme at appropriate points throughout the year.
- Statistical information will be provided to the local authority as required.
- The school will review the policy every three years and address its implementation and effectiveness

Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school and through regular awareness raising activities with existing pupils and their families.

Appendix 1

Falling out or bullying?

Sometimes it can be hard to tell the difference between bullying and the normal 'ups and downs' of peer relationships. The following checklists may help with this. Please note these are only designed to help, they do not provide the definite answer.

'Normal' peer conflict

- Equal power
- Friends
- No pattern or negative actions
- No premeditation to upset or harm
- Sincere remorse afterwards
- Interested in repairing the relationship
- Alternate roles, not one-sided
- Stay together after the incident

Bullying

Is likely to involve

- Power imbalance
- No real friendship
- Targets are alone without peer support
- Pattern or repeated negative actions
- Actions are purposeful
- Gain control, power and items
- Person who bullies shifts blame
- No sincere remorse
- Not interested in repairing relationship
- One-sided
- Young people separate after incident