



Anti-Bullying Policy

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1. Rationale

At Malet Lambert, staff, parents and children work together to create a happy and caring learning environment. Bullying, be it verbal, physical or indirect is unacceptable and will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying behaviour and to deal with incidents quickly and effectively.

Continued bullying can have serious consequences to the mental and physical wellbeing of a pupil. As a school, we regard the values of mutual respect, collaboration and community very highly and we expect all pupils to treat each other according to these values.

Bullying amongst pupils does, regrettably, take place in all schools and ruins the atmosphere of the classroom and the ethos of the school as well as affecting the bullies and their victims.

This policy should be read in conjunction with the Behaviour Policy, E-Learning and E Safety Policy and Child Protection Policy.

2. Aims and Objectives

- To clarify what is meant by 'bullying' and raise awareness
- To suggest strategies by which bullying can be prevented, or at least minimised
- To provide strategies by which bullying can be dealt with by pupils and staff
- To ensure a consistent approach to bullying issues
- To provide a framework to support any discussion of bullying
- To ensure everyone feels listened to, knows it is okay to tell and knows who to tell
- To educate about the nature of bullying through the curriculum and to encourage a safe and secure environment in school and beyond the school gates as directed by legislation
- To prepare procedures for dealing with incidents of bullying
- To identify specific responsibilities of pupils, staff, parents/carers and Governors
- To establish preventative measures
- We will not tolerate any form of bullying and do not accept that it is an inherent part of school life
- We will maintain the teaching of non-bullying behaviours and encourage the practice of respect and tolerance
- We will celebrate diversity and raise awareness of different people in our society
- Incidents of bullying will be dealt with consistently and appropriately and records will be kept of these incidents
- Victims and bullies will both be supported

3. Definition

Bullying is defined as *'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally. It is not one-off name calling, or occurrences of falling out between friends or groups.'*

In a bullying situation, there is usually a power difference between the bully and the victim. The bully may be physically stronger/bigger, be able to intimidate others or have the power to exclude others from the social group. The intention of bullying is to put the victim in distress in some way. Bullies seek power.

Anyone can be a target of bullying with any person as the instigator, but vulnerable groups include those with SEN and disabilities. People can be bullied as a result of their race, culture, religion, sexual orientation, appearance, home circumstances or for many other reasons which may be real or perceived due to stereotyping. These characteristics are protected by the Equality Act (2010) and bullying in relation to these characteristics will be treated with the upmost severity. At Malet Lambert we celebrate differences between pupils.

Adults working in the school are also in danger of being bullied by their colleagues, managers, parents/carers or even pupils.

Bullying can take many forms:

Physical Bullying

This type of bullying is action orientated and includes hitting, fighting, kicking, extortion of money, or damaging property. This is the easiest form of bullying to identify.

Verbal Bullying

This type of bullying is where words are used to hurt or humiliate another person. Name calling, insulting, making racist/sexist comments and teasing are included in this form of bullying. This type of bullying is the easy way to inflict on other pupils and can be very damaging.

Relational/Social Bullying

This is a form of bullying whereby the bully convinces their peers to exclude, isolate or reject the victims from their social connections. It is linked to verbal bullying. This includes indirect bullying behind the targets back and involves rumour spreading and making explicit plans to humiliate someone.

Cyberbullying

This is bullying using electronic media. This includes social media sites, messaging platforms, images, chat rooms, incitement of hatred, trolling, the procurement or distribution of youth-produced sexual imagery, and sites that encourage self-injury and suicide.

Types of Bullying

Bullying can take many different forms. These can include:

- Hitting, slapping or pushing someone
- Name calling, gossiping or threatening someone
- Negative hand gestures
- Intimidation and humiliation
- Ignoring or isolating someone
- Undermining, constant criticism and rumour spreading
- Controlling or manipulating behaviour

The following types of bullying are also classed as a hate crime:

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because they have a disability

4. Curriculum

- Pupils are reminded of the policy through the tutor period, PSHE and assemblies. All classroom teachers, regardless of subject, are to be alert to classroom behaviour and social interaction between pupils and will promote acceptable standards of behaviour according to the school code of conduct
- Proactive anti-bullying work involves the promotion of equality and the celebration of difference. This takes place across the curriculum and in the wider school activities

5. Dealing with incidents of Bullying

There is no single answer to every problem and no single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A positive open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

How we react to an incident will depend on:

- The circumstances – we need to assess the nature of the incident before we apply a strategy. Group bullying for example is dealt with differently from problems created by one individual who persistently bullies another
- Ensuring that present school policies are used effectively, including the e-safety policy where appropriate.

In general, however, the following procedure should be followed:

- When a pupil informs an adult they are being bullied, the report has to be taken seriously
- Reassurance needs to be given to the victim that the situation will be investigated
- Incidents of bullying are reported to the relevant Deputy Head of House or Head of House via CPOMS using the relevant category (One off incident of causing harm, upset or otherwise or Bullying). If required, the incident will also be passed onto SEND or Senior Leadership Team
- This member of staff, situation dependant, will speak to victims, accused and where appropriate, witnesses, to decide the next action
- Both parties are to be listened to and talked to, separately or together. Mediation at this point may resolve an issue and the bully needs to understand the victim's point of view. This will encourage empathy
- The involvement of parents/carers is considered
- Action will be taken as appropriate

- The situation will then be closely monitored to ensure any further issues are dealt with

6. Responsibilities

It is everyone's responsibility to stop bullying. Each group has individual responsibilities that must be adhered to if bullying is to be tackled effectively.

Pupil's Role

Pupils are advised that:

- Malet Lambert School stands against any form of bullying or discrimination
- Being a 'bystander' is also unacceptable - silence and secrecy allows bullies to operate so victims need to speak out
- They should report an incident of bullying in the knowledge that the information they share will not cause them to lose status in their peer group
- If they are engaged in any action that they feel may be bullying others, then they should seek help
- Pupils have many options of how to report bullying. They can:
 - Speak to a member of staff they are comfortable with
 - Email a member of staff
 - Use external organisations such as ChildLine
 - Use the PAWS app to report bullying incidents
- If a friend is being bullied, pupils are encouraged to use one of the methods above

Staff Role

Teaching staff are aware that:

- Malet Lambert stands against any form of bullying and discrimination
- Teachers need to be vigilant for noticing signs of bullying (e.g. signs of distress, deterioration in work, spurious illness, and desire to be with adults)
- They must deal with incidents and not leave them unchallenged. Early intervention is the best course of action
- All incidents are to be recorded on CPOMS or to the relevant House Team
- They should be vigilant around school and perform duties and supervision effectively. They should be alert to anti-social behaviour and highlight its unacceptability
- They should be available to listen to pupils who are worried about bullying. These concerns should then be discussed with the Head of House/Tutor as soon as possible
- All adults should challenge/report inappropriate behaviour. They should be reported directly to House Teams immediately

Role of Parents/Carers

- On entry, parents/carers sign the Malet Lambert partnership agreement which states that parents/carers will support the school in its anti-bullying work
- Parents/carers are advised to be alert for signs of stress, unwillingness to attend school, patterns of illness, requests for extra money, requests to be taken to or collected from school, unexplained minor injuries, withdrawing behaviour
- Parents/carers are advised to contact the school if they suspect there is a problem, whether this be with their own child or another child. This includes where incidents of cyber bullying are found. This can be done by contacting any member of staff by email or on the telephone; the form tutor is the optimal start point for such communication

- Parents/carers are better able to detect the signs of bullying if they take an active interest in their child's schoolwork, homework, by talking about the school day, signing planners/checking work and by monitoring their child's use of social media, gaming and messaging services. We would firmly recommend this
- Parents/carers should encourage their children to join various aspects of school life to make the most of educational and social opportunities
- Parents/carers should ensure that correct uniform is worn and that their child is not made to feel different in any way
- Parents/carers of pupils who bully will be contacted about the unacceptable behaviour. Persistent bullying is referred to the Senior Leadership Team

Role of House Teams

- Malet Lambert stand against bullying and discrimination
- House teams should take action over specific offenders in consultation with tutor
- House teams may enlist the assistance of outside agencies
- House teams will monitor incidents of bullying
- House teams will ensure incidents are recorded on CPOMS
- House teams will inform the Senior Leadership who will inform the Governors of persistent offenders who do not respond to positive behaviour management
- House teams and Senior Leadership Team will encourage teachers to be aware in their lessons
- House teams will analyse incidents and share proposals for improvement of prevention with the whole staff
- House teams can also refer pupils to Learning Support and Engagement Manager for them to assign a Well-Being Ambassador. The Well-Being Ambassadors are pupils who are trained by MIND and are assigned a pupil to offer support to. They meet every week to offer a listening ear for pupils who may struggle to speak to adults. These ambassadors are trained by MIND on how to relay information to staff if they feel the child is unsafe or needs further adult support.
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Role of Local Governors

- Must ensure that the school has an Anti-Bullying Policy and that it is regularly reviewed every year
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibilities for anti-bullying
- Must ensure that the effectiveness of the Anti-Bullying Policy is regularly monitored and that this is reported to the Governing Body
- To take part in behaviour management process in the shape of Governor Panels
- To support staff and pupils to combat bullying
- To monitor levels of bullying, the nature of incidents and the effectiveness of implementation of this policy
- To participate in the review of this document

7. Monitoring

- Records of all incidents are logged on CPOMS – this includes one off incidents which cause harm, upset or otherwise. This allows staff to identify persistent problems and intervene quickly
- Parents/Carers are asked to co-operate with agreed strategies where appropriate

- Where possible, an annual anti-bullying survey will be done and the results analysed. Both staff and pupils will take part in this survey. This information will be used to improve practice and inform staff of hot spots and areas of pupil concern
- This policy will be reviewed annually

8. Strategies to Combat Bullying – Preventative Measures

- All staff will clearly state that bullying is unacceptable behaviour at Malet Lambert. Teasing and other ‘minor’ incidents should be discouraged. We will actively promote tolerance and respect for difference and diversity (e.g. relating to race, gender and disability)
- Every effort will be made to integrate all pupils into their tutor group and the wider school community. The tutor will try to achieve this by:
 - Building a tutor group identity
 - Encouraging pupils to participate in a wide range of activities, both in school and in their free time
 - Encourage pupils to be assertive, whilst respecting the needs and feelings of others
- All staff will set a good example by working to establish positive relationships between staff and pupils as well as between peers
- Duty staff will:
 - Monitor pupil behaviour. If bullying is suspected they should report the behaviour of pupils concerned and take appropriate action, informing the relevant Deputy Head of House
 - Visit the more isolated areas of the school. Toilet areas should be visited at break and lunchtimes by duty staff, including lunchtime supervisors
- Pupils, on entry to Year 7, will be told to report incidents of bullying. All pupils in other year groups will be reminded of the importance of reporting and preventing incidents
- Prompt arrival to registration and lessons reduces the opportunity for bullying to occur; attendance and punctuality will be monitored by Pastoral Leaders and tutors in the first instance
- Assemblies will reinforce the anti-bullying message and the procedures which pupils should follow
- We will consult with pupils to ascertain their views of bullying and its extent
- School Behaviour Policy – Behaviour for learning (sanctions and rewards) and SIMS, alongside the use of CPOMS enables monitoring and evaluation of all types of bullying
- Vulnerable pupils have access to a staffed area during lunchtime and break
- Peer Mentors are available for all pupils to speak about a range of issues, including bullying. Mentors are trained in appropriate reporting procedures and are aware of when issues need to be escalated to a members of staff. They will also mentor pupils in appropriate strategies to deal with bullying including assertiveness, confidence and self-esteem
- The DSL, Deputy DSL, Child Protection Co-ordinator, Pastoral Staff and e-Safety co-ordinator regularly monitor, analyse and review data on bullying with the expressed aim of improving response and planning deployment of resources to reduce bullying
- Display material in rooms/public spaces
- The use of CCTV cameras

Restorative Practice

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. A report published by the Department for Education gave whole-school

restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. As a school, we encourage restorative conversations as a means of moving forward from a situation. Held with pastoral team members present, it gives both parties the opportunities to voice their feelings and provides a calm environment for the conversation to take place. House teams then contact parents to make them aware of the conversation and outcome.