

# Benjamin Britten Academy of Music and Mathematics



## Anti-Bullying Policy

## PURPOSE

All Governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.

All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

Our school community does not tolerate bullying.

As a school we all have the right to:

- feel safe in the classroom and around school
- not experience peer pressure
- not to be teased or abused
- be forgiven for our mistakes
- be respected for who we are

If bullying does occur, all students should be able to tell a staff member and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means *anyone* who knows that bullying is happening is expected to tell the staff.

## AIMS

- To clearly define how as individuals we must learn to respect others.
- To understand what a bully is.
- To make clear the procedures for students and staff to follow.

## IMPLICATIONS (Students, Staff, Parents, Governors)

### What is Bullying?

Bullying is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behaviour is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality

- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying: an aggressive, intentional act carried out by individuals or a group using electronic forms of contact, ie Internet, text, social media

Bullying is:-

- Deliberately hurtful behaviour (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

### **Why is it Important to respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different and appropriate ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Bullying is changing all the time. The increase of social networking and use of electronic devices has led to various forms of bullying being on the increase, such as cyber bullying.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school, including doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual route
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide, or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong

- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Procedures to follow**

### **Staff, students, parents and carers responsibility**

It is everybody's responsibility, who witness any bullying in school or travelling to and from school to report immediately. They must also be clear about what happened and who was involved.

### **Assistant Head of Year**

- The Assistant Head of Year (AHOY) speaks to the students individually and identifies the issues
- The matter is investigated by interviewing victim/ perpetrator and other witnesses
- Parents of both students are contacted should this be found to be a bullying incident (within 48 hours of report)
- The information is passed onto the Head of Year
- To monitor future behaviour
- To record the bullying incident on SIMs/ BromCom, on the chronology and any necessary consequences given
- To resolve the issue

### **Repeated offender**

- This will be evident from SIMs/ BromCom
- The Year team will meet with parents and discuss ways of helping the student. This could also call on the expertise of other internal agencies such as Safeguarding, Counselling, or Inclusion and/ or outside agencies such as School Nurse, Youth Offending Team, Police Family Support Worker
- If behaviour does not improve – consequences – will sometimes be necessary.
- Involvement of Assistant Head teacher

### **Sanctions which can be imposed upon the offender or bystanders (including passer-bys who do not report incidents witnessed- as per Year team's discretion)**

- Removal from the class
- Withdrawal of break and lunchtimes
- Detention
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Isolation
- Fixed term exclusion
- Permanent exclusion

### **Racist, Homophobic, Disability bullying**

An incident of this nature is reported to the local authority and the student may be sanctioned a fixed term exclusion

## **Prevention**

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters.
- Use of PSHE lessons
- Use of SMSC across the curriculum
- Use of Life Lessons during form time
- Restorative discussions

## **Strategies to maintain respect in school and not accepting bullying**

- Curriculum work
- Focus in whole school assemblies, Year Assemblies, SLT assemblies- where expectations are shared
- Peer Mentoring – used by staff to help individuals at break times and lunchtimes
- Training for midday supervisors so they can be aware of vulnerable students
- Display materials: anti bullying posters and signs around the school
- Work/link with outside agencies – school nurse, police, family support workers, Social Services and Youth Offending Team.
- Life lessons and form time work

## **RESPONSIBILITY FOR MONITORING**

- Ofsted Parent View has a question on bullying
- Year teams to oversee the monitoring of bullying

## **ANTI BULLYING STRATEGY**

No school can claim that there is no bullying taking place. It can take many forms, with the victim the subject of physical assault, verbal assault, isolation by peers ... in fact anything which in general gives them the feeling that they 'cannot face school today'. **This includes 'cyber-bullying' ... which the**

**school does view as bullying taking place via text messages, and messages sent through social networking sites such as 'Facebook', via video links such as 'Skype'.**

**'It is OK to tell':** If the school is to work to eliminate bullying, to deal with specific cases, then we need to know that it is happening. The victim must be encouraged to talk about the problem ... to parents, friends, teachers and other staff in school. The victim can alert staff in school through speaking to the Year teams or a member of staff. The school community also needs to be 'eyes and ears' and if anyone suspects that bullying is taking place then to make their concerns known.

The school has a 'staged approach' to dealing with this issue:

Stage linked to school behaviour policy	Victim	Bully
Initial concerns expressed by student, staff members or parents. Information is shared with Year team to investigate. If bullying is determined it is logged on BromCom and in chronology.	Student needs to be able to express anxiety, through talking to parents, peers and staff. Students know where and who they can talk to in school- Form Tutor, Year team, Teachers or other school staff. Student needs to know that there is some positive action as a result of making feelings known. Parents informed.	Discussion and sanction may be imposed depending on the severity of the incident. Possible 'supported restorative' meeting between parties to talk through issue. Firm warning that repetition would result in further sanction. Parents informed.
Repetition of the bullying is reported by student or parents, staff members or peers. Year team to investigate. If bullying is determined, it is logged on BromCom and chronology. Sanction imposed	Reported to school. Students know where and who they can talk to in school, Form Tutor, Head of Year, Teachers or other school staff. Parents informed.	Sanction imposed. Restorative contract initiated. Parents informed.

<p>If further bullying repetition occurs, Year team to investigate. If bullying is determined it is logged on BromCom and chronology. Sanction imposed.</p>	<p>Reported to school. Students know where and who they can talk to in school, Form Tutor, Head of Year, Teachers or other school staff. Parents informed.</p>	<p>Further sanction imposed.</p>
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