

Nailsea School

Anti-Bullying Policy

Policy start January 2019

Headteacher Mrs D. Elliott



Anti-Bullying Policy

1. Rationale

- 1.1. It is the right of all individuals in Nailsea School to feel safe and secure without fear of bullying or intimidation.
- 1.2. Bullying takes place in all schools and institutions and it is therefore essential to recognise it when it happens and deal with it appropriately.

2. Purpose

- 2.1. To define what is meant by bullying.
- 2.2. To describe how bullying should be recognised, reported and the procedures for investigating and dealing with reported bullying.
- 2.3. To provide signposts to documents that will assist in dealing with different forms of bullying and suggest some appropriate methods to assist the victim and the bully.

3. Guidelines

- 3.1. Bullying may be by a student to student, staff to student, student to staff or staff to staff. In all cases it is wrong, and the school institution will expect that it should be reported either by the victim or anyone who observes/suspects the bullying.
- 3.2. If a person perceives that they are being bullied then it must be dealt with as a case of bullying.
- 3.3. Bullying is 'behaviour by an individual or a group repeated over time that intentionally hurts another individual either physically or emotionally'. (DFE 'Preventing and Tackling Bullying, 2017) This may be verbal, physical or relational, cyber, sexual or prejudicial (descriptions are at appendix A). It may be exclusion from a group or a conversation or intimidation to behave in a manner that the victim does not wish to behave in. Bullying via internet websites, email, instant messaging or texts are becoming increasingly prevalent. In all cases it is the subjection of an individual or group to a sustained campaign of behaviours that reduce their self-esteem and/or make them feel threatened.
- 3.4. Bullying is not teasing/banter between friends without intention to cause hurt; falling out between friends after a quarrel or disagreement or behaviour that all parties have consented to and enjoy.
- 3.5. Bullying may be carried out by an individual or a group on individuals or groups within the school.
- 3.6. Victims of bullying are often reluctant to tell others because of concern that it will increase the bullying. The admission that they are being bullied may exacerbate the feeling of low self-esteem. Staff should look for signs that may indicate a problem including:
 - 3.5.1 Change of mood/ reduced participation in class
 - 3.5.2 Reluctance to leave the classroom at break or end of session
 - 3.5.3 Truancy or absenteeism
- 3.7. If a case of bullying is reported to a member of staff they must:

Either investigate the allegation or report the allegation to an appropriate member of staff – e.g. the child's tutor, House Head, within 1 working day.
- 3.8. Actions must be carried out sensitively to avoid exacerbating bullying while investigations are carried out.

- 3.9. Where the allegation is found to be supported the incidents must be dealt with and the perpetrator warned of the consequences of persistent bullying – which may include permanent exclusion.
- 3.9.1 Incidents of bullying that involve racial, cultural, religious, disability or sexual orientation abuse [hate incidents] must be recorded as such and reported to the Headteacher.
- 3.10 Appropriate methods of dealing with bullying may include:
 - 3.10.1 Restorative justice meetings;
 - 3.10.2 Contacting parents/ carers of the victim/ perpetrators;
 - 3.10.3 Sanctions including detentions, internal suspensions or external exclusions in accordance with the school behaviour policy.
- 3.11 Where the perpetrator of bullying has a disability that is relevant to the bullying incident this will be taken into account when dealing with the incident and deciding appropriate strategies and or sanctions.
- 3.12 The school attempts to prevent/reduce the incidence of bullying through:
 - 3.12.1 education about relationships provided through the tutor programme and ABSolute sessions in school;
 - 3.12.2 creating a positive ethos through the curriculum, sport and the tutorial & assembly programme;
 - 3.12.3 making mutual respect a key element of the values of the school which is positively promoted through staff relationships with students;
 - 3.12.4 the promotion of positive relationships through the vertical tutoring system;
 - 3.12.5 the use of a tiered structure of staff support (Appendix B);
 - 3.12.6 through an email link on the school's website

4 Recording

- 4.12 All incidents of bullying will be recorded on the school information system (SIMS) and reviewed regularly by the Assistant Head teacher, Assistant Heads of House, Heads of House and Headteacher
- 4.13 Reports will be produced to give regular data on specific types of bullying so that issues can be addressed appropriately.
- 4.14 All staff will be trained in safeguarding and on how to deal with incidents of bullying reported to them.

5 Review

- 5.1 This policy will be reviewed at yearly intervals. The Chair of Education committee and Headteacher are responsible for the review, which will take place in January each year.

6 Related Documents

- 6.12 The School Standards and Framework Act 1998: Sections 61 (behaviour and anti-bullying policy), 92 (publication of information about admissions), 110 and 111 (home-school agreements)
- 6.13 Behaviour and Rewards policy
- 6.14 Guidance on exclusions for schools (DfE guidance)

- 6.15 Hate incidents procedures
- 6.16 Equal opportunities policy
- 6.17 Attendance and Punctuality Policy

1. Physical Bullying

- 1.1 Physical bullies tend to be bigger, stronger and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical attacks.
- 1.2 Unlike the other forms of bullying, physical bullying is the easiest to identify. As a result, it is most likely what people think of when they think of bullying. Additionally, it has historically received more attention from schools than other more subtle forms of bullying.
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2. Verbal Bullying

- 2.1 Perpetrators of verbal bullying use words, statements and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave. It's also not uncommon for verbal bullies to target kids with special needs.
- 2.2 Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren't around. As a result, it is often one person's word against another person's word.
- 2.3 Additionally, many adults feel that things kids say don't have a significant impact. As a result, they usually tell the victim of bullying to "ignore it." But research has shown that verbal bullying and name-calling has serious consequences. In fact, it can leave deep emotional scars.

3. Relational Aggression

- 3.1 Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation where tweens and teens try to hurt their peers or sabotage their social standing. Relational bullies often ostracize others from a group, spread rumors, manipulate situations and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.
- 3.2 In general, girls tend to use relational aggression more than boys, especially between fifth and eighth grade. As a result, girls who engage in relational aggression are often called mean girls or frenemies.
- 3.3 A teen or tween on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated. Although relational aggression is common in middle school, it is not limited to tweens. In fact, some bullying bosses and other workplace bullies also engage in relational aggression.

4. Cyberbullying

- 4.1 When a tween or a teen uses the Internet, a cell phone or other technology to harass, threaten, embarrass or target another person, this is called cyberbullying. If an adult is involved in the harassment this is called cyber harassment or cyberstalking. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.
- 4.2 Because teens and tweens are always "plugged in," cyberbullying is a growing issue among young people. It's also becoming more widespread because bullies can harass their targets with much less risk of being caught.
- 4.3 Cyberbullies often say things that they do not have the courage to say face to face because technology makes them feel anonymous, insulated and detached from the situation. As a result, online bullying is often mean and cruel. To the targets of cyberbullying, it feels invasive and never ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. Consequently, the consequences of cyberbullying are significant.

5. Sexual Bullying

- 5.1 Sexual bullying consists of repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning and pornographic materials. For instance, a bully might make a crude comment about a girl's appearance, attractiveness, sexual development or sexual activity. In extreme cases, sexual bullying opens the door to sexual assault.
- 5.2 Girls are often the targets of sexual bullying both by boys and by other girls. Boys might touch them inappropriately, make crude comments about their bodies or proposition them. Girls on the other hand might call other girls names like "slut" or "tramp," make insulting comments about their appearance or body and engage in slut shaming.
- 5.3 Sexting also can lead to sexual bullying. For instance, a girl may send a photo of herself to a boyfriend. When they break up, he shares that photo with the entire school. As a result, she then becomes the target of sexual bullying because people make fun of her body, call her crude names and make vulgar comments about her. Some boys may even see this as an open invitation to proposition her or assault her.

6. Prejudicial Bullying

- 6.1 Prejudicial bullying is based on prejudices tweens and teens have toward people of different races, religions or sexual orientation. This type of bullying can encompass all the other types of bullying as well including cyberbullying, verbal bullying, relational bullying, physical bullying and sometimes even sexual bullying.
- 6.2 When prejudicial bullying occurs, kids are targeting others who are different from them and singling them out. Often times, this type of bullying is severe and can open the door to hate

crimes. Any time a child is bullied for his race, religion or sexual orientation, it should be reported.

Appendix B
Structure of support

