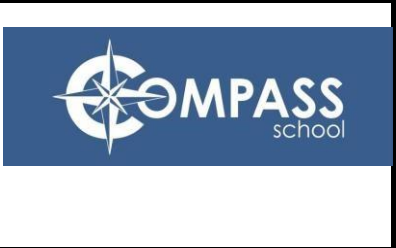


Anti-Bullying Policy	
Updated	October 2023
Status	Non-Statutory Policy Delegated to the Headteacher Updated every 2 years
Review	October 2024



Introduction

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

All staff, pupils and parents/carers should have an understanding of what bullying is and what the procedures are for responding to bullying.

We take bullying seriously. Pupils and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

What is Bullying?

Definition of bullying; An action by an individual or group that aims to physically or emotional hurt another person on a regular basis.

Bullying also includes:

- Online Bullying; Is the use of ICT (Information Communication and Technology) to harass, threaten, or insult others, with the intention to cause them mental and emotional harm;
- Racist Bullying: Any hostile or offensive action against people because of their skin colour, ethnic origin, culture or religion;
- Homophobic Bullying: Bullying motivated by prejudice against lesbian, gay, or bisexual people.
- Sexualised Bullying: this includes any bullying behaviour with a sexual element. It can be both physical and non-physical and it can be carried out to a person's face, behind their back or through the use of technology.

DO REMEMBER: Bullying is a repeated action; one off incidents which, whilst may be very serious and must always be dealt with, do not necessarily fall within the definition 'bullying'.

Bullying can be:

- Emotional - being unfriendly, excluding, and tormenting (e.g. 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 focussing on the issue of sexuality;
- Special Educational Needs – because of learning or physical disabilities;
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc;
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse;

It is important to note all of the above can be conducted virtually, for example by text messaging and calls, misuse of associated technology, i.e., camera & video facilities, social media. Generative artificial intelligence (AI) Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Compass School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Why is it Important to Respond to Bullying?

- Compass School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.
- Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Anyone who is seen to be bullying need to learn different ways of behaving.
- We all have a responsibility to respond promptly and effectively to issues of bullying.

Some Signs and Symptoms

- i. Young people (and adults) may indicate by signs, words or behaviour that he or she is being bullied. To those who know this may simply be a feeling that 'things aren't quite right'. We should all be aware of these possible signs and that they should investigate if someone:
 - Is frightened of walking to or from school;
 - Doesn't want to go on the school/public bus;
 - Changes their usual routine;
 - Is unwilling to go to school;
 - Becomes more withdrawn, anxious, or lacking in confidence;
 - Cries themselves to sleep at night or has nightmares;
 - Feels ill in the morning;
 - Struggles with school work;
 - Has possessions which are damaged or unexpectedly go missing;
 - Asks for money or starts stealing money;
 - Has possessions or monies "lost";
 - Has unexplained cuts or bruises;
 - Becomes aggressive, disruptive or unreasonable;
 - Is bullying others;
 - Stops eating;
 - Is frightened to say what's wrong;
 - Gives improbable excuses;
 - Is afraid to use the internet or mobile phone;
 - Is nervous & jumpy when a cyber-message is received.

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

Responsibilities

The Management Committee will discuss, review and endorse agreed strategies and will discuss the working of this policy with the Headteacher and staff.

The Headteacher will:

- Ensure that all staff have an opportunity of discussing strategies and review them;
- Discuss development of the strategies with the Leadership Team;
- Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, parents, carers and pupils.

The Leadership Team will:

- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- Keep the Headteacher informed of incidents;

- Arrange relevant staff training;
- Attend and contribute to staff meetings and training to establish policy implementation;
- Determine how best to involve parents in the solution of individual problems.
- Support teachers and other staff at Compass School to promote positive behaviour policies that include anti-bullying procedures;
- Work with staff and pupils to minimise conflict by demonstrating restorative practice and supporting its use by all staff in conflict resolution;

All staff will:

- Promote a safe environment;
- Reward positive behaviour and good attitudes towards one another;
- Be aware of areas within the building where bullying is more likely to take place;
- Be aware of particularly anti-social behaviour;
- Encourage pupils to report incidents of bullying against others and themselves;
- Be assertive in promoting the message that bullying is anti-social behaviour and is unacceptable under all circumstances;
- Never let any incidence of bullying pass by unchallenged;
- Respond promptly when bullying is suspected;
- Stay calm. Avoid getting emotional and angry;
- Reassure the person who has been bullied that something will be done;
- Listen carefully and record the person's account of the incident;
- Ask all involved in any bullying incidents to record the event in writing also. Keep all records. All incidents of bullying should be logged on SIMS for relevant pupils;
- Make the unacceptable nature of the bullying, and the consequences, clear to the bully;
- Decide whether or not this is an incident, which should be passed on (with your notes) to a more senior colleague;
- Record the incident fully on SIMS – it is essential to keep an accurate record;
- The parents/carers of both parties must be contacted as soon as possible. The parents/carers of the bullied pupil will be reassured and the parents/carers of the bully will be told that support will be offered to their child. Parents/carers are encouraged to work in partnership with staff, informing them immediately of any concerns and supporting them in the implementation of sanctions;
- Emphasise at all times that it is the action we are condemning, not the pupil;
- Wherever possible, as part of our whole school restorative practice approach, if both/all parties are in agreement, the victim and bully should be brought together with a mediator and possible solutions and ways forward discussed;
- Review the situation over a specific period of time to prevent a recurrence of the behaviour.

Anti-Bullying Education in the Curriculum

- We aim to establish an ethos where the work of each individual is recognised irrespective of race, gender, ability or disability, appearance, cultural background or learning difficulties.
- We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about seeking opportunities to learn about and celebrate difference, increasing diversity within our staff, volunteers, children and young people as well as welcoming all stakeholders to our school
- The Compass School will raise the awareness of the anti-social nature of bullying through a PSHE programme delivered through the curriculum, SPICE, Student Voice, use of time with tutors and through use of restorative practice.
- The PSHE teachers, along with support of the Leadership Team, are responsible for initiating and developing an anti-bullying programme as part of the PSHE programme and teachers are responsible for introducing anti-bullying material in their programmes of study as appropriate.
- The Compass School will teach pupils how to be assertive, how to develop decision-making and problem-solving skills and how to manage their emotions. This will be addressed across the curriculum, including through PSHE and SPICE.

Anti-Bullying Procedures

Parents

- If parents suspect their child is being bullied they should contact their child's class tutor in the first instance
- Parents should leave the initial investigation to the school.
- Parents should encourage their child to talk to their class teacher/tutor or other member of staff in the first instance.

Pupils

- If a pupil thinks they are being bullied they must tell an adult, parent, class teacher/tutor or other member of staff and be prepared to explain what form the bullying is taking and how it affects them.
- Pupils who witness bullying must tell an adult, parent, class teacher/tutor or other member of staff.

Staff

- If bullying is reported to a member of staff, they will record the details on SIMS and pass these on to the affected pupil's class teacher/tutor.
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- Following a reported incident, the class teacher/tutor will investigate using the following restorative practice strategy, with the support of other members of staff as appropriate:
 - **Reflection** – What has happened? What were you thinking? How were/are you feeling now?
 - **Resolution** – Who do you think has been affected?
 - **Reconciliation** – What needs to happen/do you need to do now?

In serious and repeated cases parents must be informed and will be asked to come in to a meeting to discuss. If necessary and appropriate, police will be consulted.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to talk with a member of staff of their choice;
- Offering longer term support with a designated member of staff;
- Being informed about the outcome of the investigation into their concerns.
- Discussing what happened;
- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the pupil;
- Attend a mediation (restorative practice) meeting with the affected pupil to resolve issues and prevent recurrence.

Recording and monitoring of bullying incidents

Any incidents that are observed or reported, along with the motivation and actions taken, will be recorded on our SIMS and CPOMS systems. Recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue in order to guide improvements in policy and practice and inform antibullying interventions. In addition, the data can help identify numerical trends, specific issues around equality and diversity and other relevant data/patterns

Complaints

If a parent or guardian is dissatisfied with the nature or swiftness of a response following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure follows the School's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however, the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will be followed.

Equal Opportunities

Staff must ensure that no pupil involved in any incident of bullying, is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

Schools Out: www.schools-out.org.uk

Changing Faces: www.changingfaces.org.uk

SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice0-to-25>

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational

Links for parents and pupils

The websites listed below offer direct links to other sources of information for parents and young people.

Stonewall: www.stonewall.org.uk

Useful information and links on LGBTQ issues.

Advisory Centre for Education: www.ace-ed.org.uk

Registered charity independent of central or local government giving free advice and support to parents of children in state schools.

Anti-Bullying Network: www.antibullying.net

BBC Schools: www.bbc.co.uk/schools

Includes information about bullying.

Bullying Online: <https://www.familylives.org.uk/>

Useful information and links on bullying and related issues for parents, children and teachers.

ChildLine: www.childline.org.uk

Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.