



Steel City

Schools Partnership

Anti-Bullying Policy

Policy Code:	SCSP/PW/02	Policy Level:	Trust
Portfolio:	Pupil Welfare	Statutory/Non:	Statutory
Approval Level:	Trust Board	Review Cycle:	2 Years
Date of Approval:	18 October 2022	Next Review:	October 2024
Version Number:	1.1	Status:	APPROVED
Responsibility:	Job Title: Deputy Head, Mansel	Name:	Rick Clark
Scope:	All Staff		
Published location:	Website, Trust and School Folders		

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1. Philosophy

At Steel City Schools Partnership (SCSP), we respect every child’s need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable within our Trust. Our *Anti-Bullying Policy* ensures that all our children can learn in a supportive, caring and safe environment without the fear of being bullied. If bullying does occur, it is a problem to which a solution can be found. All children should be able to tell and know that incidents will be dealt with promptly and effectively. Our schools are *TELLING* schools; this means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

2. Statement of intent

Our aim is simply to **‘End Bullying’**. The objectives of our schools in formulating this statement are:

- to raise the profile of bullying and to implement strategies that will help to prevent bullying
- to acknowledge that both the target and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported
- to recognise that we all have a responsibility for challenging bullying – children; staff; governors; parents/carers – and to explain how we can meet our responsibilities.

3. Definitions – what is bullying?

Bullying is defined by the Department for Education in their *Preventing and tackling bullying* 2017 guidance as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

At SCSP, we define bullying as physical or verbally aggressive behaviour that occurs '**Several Times on Purpose**'. We use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing that they should '**Start Telling Other People**'.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** – pushing, kicking, hitting, punching or any use of violence.
- **Verbal** – name-calling, sarcasm, spreading rumours, teasing
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Online** – all areas of the Internet, such as email, and internet chat room misuse, Facebook, Twitter and other social networking sites; Mobile threats by text messaging and phone calls; Misuse of associated mobile technology i.e. camera and video facilities
- **Prejudice based or discriminatory.**

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- the religious background or faith of the person being bullied
- a disability, perceived physical difficulty or Special Educational Need
- the race of the victim, e.g. racist name calling, taunts, graffiti or gestures.

It is important to understand that bullying is not an odd occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of the child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

4. Possible signs and symptoms of bullying

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

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- threatens suicide or runs away
- cries themselves to sleep or has nightmares
- feels ill in the morning

- begins to see a decline in schoolwork
- has possessions that are damaged or go missing
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

5. What SCSP schools will do to combat bullying

To combat bullying, all SCSP schools will do the following:

- All bullying problems (including cyber bullying, prejudice based and discriminatory bullying) will be taken seriously.
- Anti-bullying messages, including details for children about who is the "someone to turn to", will be displayed.
- Bullying will be addressed through the Curriculum (including PSHE, RSE and Online Safety curriculum).
- School will be involved in education initiatives that can help challenge bullying.
- Access to appropriate advice and support for both target and perpetrators will be made available, e.g. Learning Mentor, Pupil Support Assistant.
- Children and young people will be actively engaged in challenging bullying, e.g. through peer support, through the School Student Council, through PHSE sessions.
- The Anti-Bullying campaign will be promoted, including through the use of anti-bullying materials and taking part in the annual National Anti-Bullying Week held in the Autumn term and Online Safety Day. Anti-Bullying Week and Online Safety Day are high profile in our schools.
- All members of staff will be aware of vulnerable children (including those with SEND) who may have difficulty communicating incidents.
- Staff will ensure that vulnerable children (including those with SEND) have an understanding of what a bullying incident is and how to report it.
- School will follow agreed procedures when incidents of bullying are reported.

An Anti-Bullying Policy can be effectively introduced and enforced in a supportive school climate where children and staff have an understanding of bullying and expectations. In this regard, the children and staff within Steel City Schools Partnership are expected to be responsible for their personal conduct and behaviour, and to support others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive citizenship.

6. The role of children

Children are encouraged to '**Start Telling Other People**'.

They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

7. The role of parents/carers

Steel City Schools Partnership recognises that parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways such as:

- trying to recognise and share with their children the understanding of the term 'bullying' – that is not a one off act, e.g. a fight or one incident of name calling, but it is persistent behaviour that impacts emotionally on a child and causes them stress
- stressing to their children the importance of appropriate sociable behaviour and not acting in a way that would make the situation worse or could be seen as bullying or threatening against another child
- reporting any misgivings they have concerning either targets or perpetrators of bullying
- sharing concerns as soon as possible and not promising a child that they will not tell anyone
- actively endorsing and supporting the *Anti-Bullying Policy* by acting responsibly and calmly.
- in the event that sanctions are made, supporting the decision by making clear their disapproval of bullying behaviour
- accepting the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

8. Bullying outside school premises

Schools are not directly responsible for bullying that occurs off their premises. However, bullying does occur outside of schools, including cyber bullying. Where a child reports such an incident the following steps should be taken:

- raise the incident with staff at other schools if appropriate
- talk to children about how to avoid or handle bullying outside the school premises
- if perpetrators of bullying are from within the school, discuss the incident with them
- inform parents of incidents if appropriate, particularly if they involve cyber-bullying/bullying through the use of social networking sites.

9. Bullying incident procedure

The following procedure should be followed in the event of a bullying incident being witnessed or reported:

- All bullying problems should be taken seriously.
- Reported incidents should be investigated thoroughly.
- Ensure alleged perpetrators and alleged targets are interviewed separately.
- Obtain witness information.
- A written record including details of incident, investigation and outcomes to be completed.

- Inform appropriate staff about the incident.
- Parents/carers to be informed.
- Report alleged and confirmed cases of bullying to local governing body.

9.1 Handling the targets

1. **Reassuring:** that they are not to blame, that they will be protected, that dealing with the perpetrator is the only way to beat them
2. **Monitoring:** Being particularly vigilant for the next few days; asking the child to report after every period of free-time for the next few days to ensure problem-free days. Key staff in the academy to be aware of the incidents that have occurred and monitor vigilantly.
3. **Informing:** Where bullying has been protracted or had significant effect on the child we will contact parents and let them know of the situation and the academy's efforts to combat it.

9.2 Handling the perpetrators

1. **Reforming:** this will involve talking through the incident and reasons for it. It will also entail trying to get the perpetrator to see things from the point of view of the target.
2. **Informing:** where the bullying has been protracted, had a significant effect on the child or where there have been a number of smaller incidents we will contact parents and let them know of their child's behaviour.
3. **Disciplining:** This will depend on the severity and frequency of the bullying and will be in line with the school's *Behaviour Policy*.
 - At the informal stage:
 - a discussion with the child
 - key stage leader or member of SLT involved and parents informed
 - restorative conversations, logical consequences or pastoral support could be put in place.
 - At the formal stage
 - member of SLT meets with parents
 - processes in the school's *Behaviour Policy* will be followed.

All bullying incidents are reported and logged on CPOMs. Bullying incidents logged should include:

- Date of incident
- Details of victim and perpetrator
- Details of incident/s
- Details of complainant
- Details of investigation including names of staff who investigated, further actions/next steps and communication with parents of victims and perpetrator.

These are periodically checked to see if there are patterns of behaviour that may be regarded as bullying. The senior leadership team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents are not missed.

10. Monitoring and Reporting

The *Anti-Bullying Policy* will be reviewed annually and approved by the Trust board. Any incidents of bullying will be reported to local governing bodies.

The Senior Leadership Team in each school will complete half-termly monitoring and analysis of incidents.

Version No.	Date Issued	Author	Revisions Made
1.0	Sept 2021	Unknown	
1.1	Sept 2022	Rick Clark	Definition updated. Section 9.2 Disciplining changed to be in line with current practices and other policies.