

Buxton School Anti-Bullying Policy

At Buxton School we believe that every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. The aim of the anti-bullying policy is to provide a supportive, safe learning environment where everyone feels able to learn and achieve and fulfil their potential without fear of being bullied. We encourage language and behaviour that supports diversity and inclusion and challenges stereotypes.

The well-being of every young person is of paramount importance; every learner has the right to a high quality learning experience at school, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students.

The school community share the definition of bullying as “A persistent and deliberate attempt to hurt or humiliate someone”. One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying.

There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Pupils are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.

Types of bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying can take different forms and can be:

- **Physical** (hitting, kicking, theft)
- **Verbal** (name calling, insulting, hurtful remarks, racist, homophobic, sexual remarks)
- **Indirect** (spreading malicious rumours, excluding individuals from social groups, family feuds brought into school, cyber bullying)

Links with Other School Policies

Safeguarding, Behaviour, E-Safety, SEN

Implications of bullying

Bullying is always taken seriously because of the potential impact upon young people.

Many of the outward signs of bullying can be the same as other indicators of abuse such as non-accidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety.

- If unchecked, others may come to see bullying behaviour as acceptable within the school
- Victims can become bullies of younger or more vulnerable students
- Bullying can have long term effects on victims which may stretch into their adult lives

Roles and Responsibilities

The Executive Head Teacher has ultimate responsibility for the well-being of all students and staff.

The Deputy Headteacher has been designated to oversee the safeguarding and well-being of students.

All staff, students, parents and governors must be aware of the policy and share responsibility for enforcing its principles.

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to key staff.
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

We expect our pupils to

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect a pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of potential other targets.

We ask our parents and carers to support their children and the school by

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class/form teacher/head of year/pastoral manager and explain the implications of allowing bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth and pointing out the implications of bullying both for the victims and the bullies themselves.

We ask everyone to work together to prevent all forms of bullying.

Dealing with bullying

The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including assemblies, PSHE lessons, Planet You, Buxton Voices (school council), School Prefect Team, adult modelling of positive relationships and communication and high staff presence and visibility during lesson change over, break, lunch time and after school.

Minor incidents or disagreements should be addressed by form tutors or subject teachers; however, any suspicions of bullying must always be reported to the appropriate head of year/pastoral manager as soon as possible.

All allegations of bullying by pupils must be referred to the head of year/pastoral manager/senior leader on duty immediately.

The key staff above will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses.

Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in the vast majority of cases involve parents/carers of both alleged bully and victim being informed at the earliest opportunity.

A range of approaches will be used to support the victim and help them build resilience:

a) The adult could offer coaching and problem solving strategies to enable the victim to tackle what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving problems. This approach is suitable for lower level problems and where the victim wants to regain some control.

b) The adult may work alongside the victim to resolve the problems actively through a restorative justice model; this will involve problem solving meetings facilitated by the adult with pupils present.

c) In serious incidents such as safeguarding, violence, threat of weapons, or sustained serious bullying, the adult will take over and deal with the issue. Sometimes outside agencies may be involved.

Pupils have the responsibility to ensure that victims of bullying are not isolated and to intervene when someone is being bullied and making it clear to the bully that their actions are disapproved of. Pupils should inform a member of staff if they suspect bullying is taking place. Racial, sexual and homophobic bullying incidents are logged as such.

Serious or persistent cases of bullying will be referred to the Deputy Headteacher/Heads of School/Executive Headteacher and could lead to fixed term exclusion or ultimately permanent exclusion.

Continuous Professional Development of Staff

Anti-bullying awareness and training is part of the school's annual training programme for all staff.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Chair of Governing Body: Tom Williams

Executive Headteacher: Kath Wheeler

Signature:

Date:

Signature:

Date:
