St James Anti-Bullying Policy 2022/2023

Date adopted: **September 2023 (for September 2023)**
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Ratified by: **Governing body**
Review date: **July 2024**

1. Vision

At St James, our aim is to prevent bullying through education, by prompt responses to reports of bullying, and by developing the confidence of students to report incidences. We aim to have a culture of kindness and citizenship, where respect is given and where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

We teach our students to be upstanders, not bystanders and encourage students to set a good example to others and we encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

2. Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' Safe to learn: embedding anti-bullying work in schools (2007). It is important to remember that bullying differs from teasing or falling out with friends or other types of aggressive behaviour.

Bullying occurs when a person or group of people deliberately deny the dignity of another individual or group who they perceive as vulnerable. Bullying is sustained or habitual behaviour by an individual or group that:

- Is meant to hurt or control – the person or people carrying out the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves and often feel powerless

Occasionally an incident may be classed as bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases such as sexual, sexist, racist, homophobic and disability bullying etc.

3. Types of Bullying

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

4. Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

5. Verbal Bullying

Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

6. Emotional/Social Bullying

Emotional and social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social/emotional bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

7. Cyber Bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.
Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or social media posts, images or videos
- Misuse of associated technology i.e. camera or video facilities
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

8. Additional types of bullying can also include:

Sexual – unwanted physical contact or sexually abusive comments
Transgender/Homophobic- because of, or focusing on sexual orientation
Racist – racial taunts, written, verbal or gestures
Religious – because of, or focusing on religious or cultural practices
Disability – because of, or focusing on students with disabilities or additional needs
Health and Appearance – because of, or focusing on the appearance of a student (weight, hair, clothing, eyesight etc.)

The above is not a definitive list. In order for St James School to ensure all students are safe and cared for, all bullying must be reported and acted upon swiftly in a culture that promotes openness and challenges 'by-standing' and incitement.

9. Identifying and reporting a concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly

In the instance where bullying has not been reported by the victim or bystanders, all school staff will be alert to the signs of bullying and act promptly and firmly against in in accordance with its policy and the School's Child Protection Policy.

It is important to remember that students who are bullying others also need support to help them understand and change their behaviour.

Students who are aware of bullying and report it can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All students will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Talking to their Tutor, Assistant Head of Year or Head of Year
- Speaking with an Anti-Bullying ambassador
- Completing an anti-bullying report form that outlines all details of the incident(s)

Parents should report concerns about bullying to their child's Tutor, Assistant Head of Year or Head of Year and support the School in tackling it. Trying to resolve bullying directly with the bully or their families without professional mediation and support can lead to problems escalating.

10. Responding to report of bullying

After an incident or suspected incident of unkind behaviour or intimidation, students are placed on a watch list. This is not a sanction but a way to ensure that staff can proactively be vigilant about student interactions. Sanctions for individual incidences of unkind behaviour may be given in addition to students being added to the watch list. If the behaviour occurs again, students enter the anti-bullying process at stage one. Any new incidents result in movement to the next stage. If an incident is particularly severe, students can be moved up two stages for one incident.

¬ STAGE ONE: Anti-bullying letter one and HOY meeting with parents. Notification of bullying to Devon County via BPRI form.

¬ STAGE TWO: Anti-bullying letter two, SLT meeting with parents, bullying intervention and behaviour contract. Notification of bullying to Devon County via BPRI form.

¬ STAGE THREE: Anti-bullying letter three, Headteacher meeting with parents and final written warning or move to a different school or provision. Notification of bullying to Devon County via BPRI form.

Alongside each stage, the school will also implement intervention and support, in agreement with students and families. This will include, but is not limited to, restorative conversations, social stories, anti-bullying intervention, mentoring, separate spaces, safe online behaviours intervention, anger management and referral to the school mentor or mental health support team.

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Multiple Anti-bullying warnings, given to different students, may be considered as persistent breaches of the behaviour policy and lead to a more significant sanction.

11.   Students who have been bullied will be supported by:

- Discussing what happened and establishing full context with pastoral staff and anti-bullying ambassadors.
- Pastoral staff and anti-bullying ambassadors establishing the wrong doing which has taken place and its extent.

- Pastoral staff working closely with parents and carer to resolve issues raised
- Use of special interventions and/or referrals to other agencies where appropriate.
- Co-ordinate ongoing support as required which might involve mediation or restorative justice.

12.   The Role of the Parent and Carers:

- Parents and Carers are pivotal to successful outcomes and most concerns about bullying will be resolved through discussion and mediation between home and the school.
- Where a student is involved in bullying others outside the School i.e. in the street or through the use of the internet, parents and carers will be expected to support the school in addressing their child's behaviour.

13. Prevention Measures

- Raise awareness of the nature of bullying through active tutorial, assemblies, Anti-bullying week, cross curriculum links, informal discussions.
- Training staff members to identify the signs of bullying in students and actions to take.
- Seek to develop links with the wider community and external agencies that will support an inclusive, anti-bullying educational environment.
- Explicitly discuss the consequences for those who bullying to our students.

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