DAVISON CE HIGH SCHOOL FOR GIRLS

POLICY AND MANAGEMENT DOCUMENT

ANTI-BULLYING POLICY
May 2022

This policy reflects our commitment to our vision to supporting every child in our care.

At Davison CE High School every member of the school community is valued and respected. We are a caring Christian community, whose values are built on trust, friendship, thankfulness, hope, forgiveness and friendship. This is reflected in this anti-bullying policy.

Our vision is that we should reflect the teachings of Jesus, who paid particular care and attention to the lost, the lonely and the rejected. As an outworking of this at Davison, we should not only be 'anti-bullying' but that we would be active in supporting, helping and loving those who feel on the margins of school life.

We commit to the highest levels of pastoral care, to provide an enriching curriculum and a varied extra-curricular program that meets the needs of all our students in order that they can find a place where they can flourish.

Staff at Davison will model friendship and forgiveness and promote positive relationships so that our students have practical examples of what friendship in a Christian context looks like.

Taking the example of Jesus as true shepherd, we commit to the care of all our students as we lead them through their school lives.

1   Policy Statement and rationale

The purpose of this policy is to support pupils who behave well and to reduce poor behaviour in the form of bullying, using rewards and sanctions as necessary.

This document is an integral part of our Behaviour Policy

This policy has been produced in line with the DfE's documentation on Preventing Bullying (Aug 2017)

Davison CE High School's Christian ethos nurtures a caring and safe environment. We take bullying very seriously. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and staff. Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Only when instances of bullying are identified and satisfactorily resolved will a child best be able to work and achieve to their full potential . Bullying can be difficult to distinguish from other types of relational conflict at times, and can be complex to resolve.

This document provides information and guidance about how instances of bullying will be managed by the school.

2   What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, socio-economic profile, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

It may include some of the following behaviours:

- **Emotional Bullying –** Being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures).

- **Physical Bullying –** Pushing, kicking, hitting, punching or any use of violence.

- **Racist Bullying –** Racial taunts, nicknames, graffiti, gestures, comments about religion.

- **Sexual Bullying –** Unwanted physical contact or sexually abusive comments.

- **Homophobic Bullying –** Because of, or focussing on, the issue of sexuality.

- **Verbal Bullying –** Name-calling, sarcasm, spreading rumours, teasing.

- **Online Bullying –** All areas of internet, such as email and internet chat-room misuse; mobile threats by text messaging & calls; misuse of associated technology, e.g. camera & video facilities.

- **Prejudiced Based Bullying –** Relating to SEN, sexual orientation, sex, race, religion and belief, gender reassignment or Disability.

2.1 Online-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Online-bullying can happen at all times of the day, with a potentially bigger audience, and can be shared quickly and widely. While the school cannot be held responsible for all student behaviour outside of school, we do recognise the importance of responding to community issues.

2.2 Vulnerable Pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Davison CE High School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

Some pupils are particularly vulnerable to bullying and may be more severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they may be socially isolated.

As a school we aim to be aware of these and we will develop strategies to prevent bullying from happening.

3   Implementation of Policy

The aims of our anti-bullying strategies and intervention systems are:

- To build and maintain an anti-bullying ethos.

- To ensure all members of our community have a clear understanding of what bullying is.

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.

- To react to bullying incidents in a reasonable, proportionate and consistent way.

- To safeguard and support a pupil who has experienced bullying.

- To apply reasonable and proportionate disciplinary sanctions to the pupil causing the bullying and help them to learn from the experience.

3.1   Anti-bullying Measures

3.1.1 Davison CE High School's Approach to Preventing Bullying

- Our school promotes an open and honest anti-bullying ethos.

- Form time and assemblies are used to discuss values such as friendship and forgiveness and to explore bullying, its causes and impacts.

- We use curriculum opportunities to discuss issues around diversity and draw out anti-bullying messages. There is a whole-school approach to developing social and emotional skills in areas such as empathy and the management of feelings, which is relevant to reducing bullying.

- Opportunities throughout the school calendar are utilised to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year).

- We promote open and honest reporting, as well as awareness that bullying will be dealt with sensitively and effectively, and provide opportunities for students to be ushered to.

- We always seek to be improving the school environment, looking in particular at staff supervision patterns; the physical design of the buildings and looking for ways to pupils to pass their break times calmly.

- The colour families ensure an ethos of looking after the younger pupils.

- We listen to students/ parents/ carers' views in order to continuously improve practice.

3.1.2 Nurture Pods and CFC (Colour Family Centre)

- Pastoral staff are available regularly and frequently. Pupils might go to the CFC or Nurture Pods to seek help and support. This area is central in the school site and is somewhere pupils are introduced to when starting at Davison, so that they know who and where to go if they need to talk to someone. Pupils can e-mail concerns or worries about another pupil - worriedaboutastudent@davisonhigh.school

3.2 Action to be taken when bullying is reported

The school's Christian values are used to encourage kindness and strength to stand up to unkindness. Bystander behaviour is discussed and discouraged and students are encouraged to report concerning behaviour.

If the student/s perpetrating unkindness or bullying are from another school, staff will liaise with other schools to share the information and seek a resolution.

All incidents of bullying and harassment are logged onto the schools safeguarding system. This will help to allow us to monitor patterns and trends.

We support the victims in the following ways:

- By offering continuing support when they feel they need it.
- By informing the parents/carers of all concerned.
- By arranging for them to be escorted to, from and within school premises as necessary if it makes them feel safe.
- By referring to agencies who may be able to support.

Whilst we will use appropriate sanctions to address bullying behaviour we also try to help students who are alleged perpetrators of bullying in the following ways:

- By talking about what happened, to understand why they behaved in this way and offer help in difficult circumstances (there are often hidden reasons for bullying).
- By continuing to work with alleged perpetrators in order to get rid of prejudiced attitudes – this might be done by the Form Tutor, Lead Tutor or member of Pastoral team.
- Students may be asked to hand in their mobile phone.
- By taking one or more of the disciplinary steps described below to stop further bullying – such actions would normally be taken by the Lead Tutor, HoKS or another member of the Leadership Team, if further consequences are required, the Headteacher.

3.2.1 Disciplinary steps

1. The alleged perpetrator may be given an official warning by the Lead Tutor, members of the Leadership Team or the Headteacher.
2. Detentions and/ or internal isolation may be issued.
3. We may arrange for alleged perpetrators to be escorted to, from or within school premises.
4. If a student continues bullying behaviour despite warnings and sanctions then the Headteacher may deem it appropriate to issue a Fixed Term Exclusion to the pupil. In extreme circumstances, the Headteacher reserves the right to issue sanctions ranging from Fixed Term to Permanent Exclusion at any stage deemed appropriate.
5. The alleged perpetrator's parents will be invited to attend a re-integration meeting with the Lead Tutor and Head of Key Stage and, where appropriate, the Headteacher.

4 Policy Monitoring

Information on bullying incidents and related categories will be gathered from SIMS annually and presented to Governors.

This policy is reviewed by Governors bi-annually.

5   Document Information

5.1   Date of next policy review

The policy will be updated on a periodic cycle of not less than once every two years.

5.2   Change History

Policy created: 25 September 2005
Policy reviewed: May 2022
Next Policy Review: Summer Term 2024