

Introduction

Laude BSV is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school Anti-Bullying policy has been developed with due regard for the safeguarding and well-being of all our pupils and we will take all steps to ensure their safety.

The principles upon which this policy is based are as follows:

- All members of the school community have the right to feel safe in school.
- All members of the school community have the right not to experience prejudice or hurtful behaviour at school, whether or not it is directed at them.
- All reported and witnessed bullying incidents should be treated seriously and responded to consistently.
- Intervention should support and empower pupils who have experienced bullying rather than encouraging a view of them as victims.

What is 'Bullying'?

There are a number of definitions of 'bullying' but for the purposes of this policy we will use the following:

'(Bullying is) behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'
(Safe to Learn, DCSF 2007)

Bullying Behaviour

Bullying includes:

- name-calling, taunting, mocking and making offensive comments.
- offensive graffiti.
- excluding people from groups.
- gossiping and spreading hurtful or untruthful rumours.
- kicking, hitting, pushing.
- taking belongings.
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Pupils are bullied for a variety of reasons including:

- ethnic background, religion or culture.
- disability, special educational needs or being particularly able, gifted and talented.
- sexual orientation.
- gender.
- size, appearance or health conditions.
- social or economic status.
- age/maturity.
- home circumstances – certain groups such as pupils whose home background is in some way different to what other pupils consider to be 'the norm'.

Bullying behaviour is often linked to difference, perceived difference or discriminatory attitudes towards certain groups. The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact. Ongoing monitoring of data over several years shows that the most commonly recorded form of bullying nationally is linked to the size and appearance of the individual.

Roles and Responsibilities at Laude BSV

The School Director and Deputy Director

It is the responsibility of the School Director and Deputy Director to:

- promote the wellbeing and ensure the safeguarding of all pupils in school.
- ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- provide leadership to ensure the development, implementation and regular review of the Anti-Bullying policy.
- ensure that policy and good practice is reflected in the school's Anti-Bullying practice
- provide an appropriate and consistent role model for all staff, pupils and the wider school community

The Head of Primary, the Head of Secondary and the Key Stage Coordinators

It is the responsibility of the Head of Primary, the Head of Secondary, and the Key Stage Coordinators to:

- build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- promote the well-being and ensure the safeguarding of all pupils in the School.
- develop, implement and review Anti-Bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils.
- ensure the effective communication of the policy to all pupils, staff and parents/carers.
- ensure that pupils, staff, and parents/carers are involved in the creation of a positive school ethos.
- take action to prevent all forms of bullying.
- ensure that the school's Anti-Bullying policy and related practice is complied with consistently and effectively.
- make sure that effective monitoring procedures are developed, operated and maintained.
- develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently.
- ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes.
- celebrate and share the Anti-Bullying work of the school and its pupils and highlight good practice.
- act as appropriate role models for all managers, staff, parents and pupils.
- involve external agencies (including Social Services, the Police, etc) as appropriate to respond to incidents.

The School Psychologist

It is the responsibility of the school psychologist to:

- promote the well-being and ensure the safeguarding of all pupils in school.
- ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- inform staff of any changes to Spanish law that may affect the way that the staff deal with issues of bullying.
- ensure that policy and good practice is reflected in the school's Anti-Bullying practice. Involve external agencies (including Social Services, the Police, etc) as appropriate to respond to incidents.

All Teaching Staff

It is the responsibility of all teaching staff to:

- contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- promote the well-being and ensure the safeguarding of all pupils in school.
- behave with respect and fairness to all pupils, carrying out the letter and spirit of the Anti-Bullying policies.
- Follow the school's Anti-Bullying policy, and the Behaviour policy and implement the practices detailed within them.
- contribute to consultations, reviews and impact assessments.
- develop and support curriculum opportunities to promote equalities and address bullying.
- provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- provide support to both the targets and perpetrators of bullying.
- model positive attitudes and relationships.
- promote the well-being of all pupils and take steps to ensure freedom from bullying and harassment.
- promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.
- raise issues with line managers which could contribute to policy review and development.

All students

It is the responsibility of all students to:

- report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.
- take responsibility for their personal behaviour and actions and treat one another with respect and kindness.
- with the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.
- actively support the school's peer support systems.

Parents and Carers

It is the responsibility of parents and carers to:

- demonstrate positive support for the school's Anti-Bullying and Behaviour policies.
- model appropriate behaviour at all times within the school grounds.
- report to the school any concerns regarding pupils involved in bullying.
- support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- respond to requests from the school to provide feedback on the Anti-Bullying policy and procedures.

Preventing and Responding to Bullying

Promoting an anti-bullying ethos

To promote an anti-bullying ethos it is important that anti-bullying is seen to have a high priority in school. Actions to ensure this will include:

- displaying material around the school by a variety of means (posters, website etc.)
- providing information on policy and practice to parents/carers, staff and visitors both in literature and on the website
- teaching pupils how to raise their concerns and how to help each other respond assertively to bullying
- using PSHE, assemblies and tutor time to raise awareness with the pupils.
- making sure all staff model appropriate behaviour and challenge bullying according to school guidance.

Above all, pupils should be encouraged to become actively and increasingly involved in the anti-bullying work of their school. Schools that train pupils to be part of age-appropriate peer support systems, such as buddying, peer mediation or peer mentoring, enable them to become active in the anti-bullying ethos of the school and facilitate their development of higher level skills.

Curriculum opportunities

We will ensure that a range of opportunities are offered in PSHE, assemblies and elsewhere. This will help pupils to develop knowledge and skills in relation to:

- understanding the nature of bullying and its links to discrimination and prejudice.
- strategies for responding to bullying directed at themselves and others.
- choosing not to be involved in bullying behaviours.
- the promotion of emotional health and wellbeing, resilience and self-esteem.
- the development of empathy and relationship skills.

Staff training

It is essential that all staff have a full understanding of the Anti-Bullying Policy and its practice. The Anti-Bullying policy and practice form part of the school's induction of new staff and existing staff will be reminded at the beginning and during each year.

Parents and carers

If parents are concerned about an incident of bullying then they should immediately contact their child's form tutor or any member of the management team. They must not assume that it will just go away after a period of time. Then can be assured that we will investigate and deal with the matter discreetly.

Parents should know who to contact in the event of bullying.

Responding to bullying

Any response that the school takes towards bullying will endeavor to deliver positive outcomes for:

- the individuals directly involved
- others indirectly involved (e.g. witnesses, bystanders, peer supporters)
- the whole school community.

All reports of bullying will be taken seriously and investigated. It is essential that pupils who have experienced bullying and their parents/carers are made aware that we are investigating and taking the matter seriously. Once it has been investigated the school will tell the student and their parents/carers what has been established and what action was taken in resolution.

While we cannot provide guarantees that bullying will not recur, we will always ensure the safety of individuals in the short term and ensure that any changes to the normal routine will not be to the detriment of the individual or group who have experienced bullying.

Support for pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor/class teacher or member of staff of their choice.
- reassuring the pupil that they have done the right thing by telling a teacher and that the school will be responding.
- offering continuous support.
- ensuring safety.
- working to restore self-esteem and confidence.
- a meeting with the school psychologist if appropriate.

Pupils who have bullied will be helped by:

- discussing what happened.
- discovering why they became involved.
- exploring different perspectives as appropriate.
- establishing all hurtful behaviour and the need to change.
- informing parents or guardians to support change in the pupil.

Recording and Reporting Bullying

Reporting

If an incident of bullying is reported to a member of staff it is crucial that this report is taken seriously. In the first instance the teacher should listen to the student and ensure them that they have done the right thing in reporting the incident. Time should be set aside to listen to and comfort the student and the Form Tutor or KS Coordinator called for if time is not available. If the bullying incident or pupil disclosure occurs during a lesson then the matter should be referred directly to a member of the Primary or Secondary Pastoral Team to deal with straight away. Form Tutors, the appropriate KS Coordinator and the Head of Primary or Secondary should also be informed as soon as possible. The Director will also be informed.

It is then the responsibility of the Pastoral Team to investigate the matter fully. This will involve interviewing the student/s doing the bullying and the student being bullied. It will also involve contacting both sets of parents to discuss what has happened and what action will be taken. It is important that parents are reassured that we are prioritizing the incident and dealing with it fairly and sensitively. It is important that the student being bullied is not made to feel like a victim and it is important that over the following months a student is watched to ensure they and others do not see them as a victim.

The school psychologist should be included in the solution as soon as possible. Both the bullied student and the student/s doing the bullying should have interviews with the psychologist for as long as the psychologist deems it necessary.

At all times the student being bullied and the parents of all students concerned should be informed of what is happening and what sanctions or measures have been taken. It must be reiterated to the student being bullied that if the bullying continues they must tell a member of staff.

Pupil Reporting

It may not be enough to encourage pupils to report any bullying they have experienced or witnessed. Pupils have to feel confident that they will be listened to and taken seriously. However much work we do on this in assemblies and PSHE lessons, some pupils may still be unwilling or feel unable to speak directly to a member of staff. If this is the case then there are other ways that they can report bullying:

- The Head Teacher box – at the reception area there is a box where students can report things or ask questions of the Head Teacher. Students can write a note about what is happening and placed in the box. The box needs to be checked daily and acted upon quickly.
- Email – students can email a teacher directly if they feel uncomfortable speaking to them face to face.

Recording

It is important that all documentation surrounding the incident is recorded on the students' files on the Engage system. The investigating member of staff should keep notes of all actions and meetings with parents. It is vitally important that all records of these discussions and any sanctions are recorded.

Effectiveness of the Policy

The effectiveness of our Anti-Bullying policy will be judged in a number of ways which include:

- how safe pupils feel in school, including their understanding of issues relating to bullying.
- the extent to which pupils feel able to seek support from the school should they feel unsafe.
- the extent to which pupils feel safe from different forms of harassment and bullying, including those related to faith, race, gender, sexuality and disability.
- the extent to which pupils feel safe, respected and comfortable in the Company of staff and other adults.
- whether or not pupils feel listened to.
- their interest in and respect for different people's feelings and values.
- ability to recognise right from wrong and their readiness to apply this understanding in their own lives.
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

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- interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, tolerate, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups.
- our parents' views on how safe their children feel in our school and our response to bullying within the school.

*Reviewed and updated by Dave Cross July 2019