Anti-Bullying Policy
Myton School

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Version	2	

Myton School Values

Preparing all our students for lifelong success through:

Developing self-assured learners
Removing barriers
Working together
Investing in staff

MYTON ⬛ SCHOOL

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Myton School anti-bullying policy

"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 wellbeing of all members of the school community."(DfE, 2007).

Equality Act 2010: establishes that it is against the law to discriminate against anyone because of protected characteristics. Protected characteristics include disability, gender reassignment (when a person undergoes a process, or part of a process – social or medical – for the purpose of reassigning their sex), race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

Myton School is a community dedicated to supporting people to flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others, emphasising the importance of positive and respectful relationships amongst all members of our community. All members of the Myton School Community have the right to work in a safe and secure environment and feel confident that they will be supported if for any reason they feel otherwise. We want Myton School to be a school where all forms of bullying are viewed as unacceptable, treated seriously and dealt with effectively. This policy embodies Myton's core values of developing self-assured learners, removing barriers, working together and investing in staff; recognising the importance of creating a learning environment that values diversity and promotes respect for each member of the community.

Statement of Intent:

Myton School will not accept bullying of any kind. We are committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied, and this will enable them to fully benefit from the opportunities available at school. Effort and progress made by students should be celebrated and staff should be vigilant to identify negativity. Bullying is anti-social behaviour and can affect anyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to report it to a trusted adult and know that incidents will be dealt with promptly and effectively.

Objectives:
- 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 the student who has experienced bullying and to trigger sources of support.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- To develop and review our school procedures and systems to prevent, detect, record and deal with incidents of bullying.
- To investigate the incidents of bullying in relation to the role everyone has played in the incident in terms of ringleaders, reinforcers, bystanders, and defenders in order to ensure appropriate action and education is afforded to support all parties.
- Embedded anti-bullying messages into the personal development curriculum, assemblies and other relevant curriculum areas

Policy Aims:

- All students, parents/carers, staff and governors should have an understanding of what bullying is and inform a member of staff if arises.
- Staff and governors should follow the school policy when bullying is reported or suspected.
- Parents/carers and students assured that they will be supported when bullying is reported.
- Myton School will always take bullying seriously. We use a range of proactive and preventative strategies to combat bullying but also raise awareness of how it looks and the impact it can have on people.
- Ensure that potential bullies and victims are aware that support, help and action will follow any incidents of reported bullying
- Use internal/external agencies to promote anti-bullying messages and participate in national and local campaign

What is bullying?:

"Bullying behaviour is the repeated, intentional, hurting of one person or a group of people, where there is an imbalance of power. It can happen face to face or online". We believe that abusive behaviours are just that, not "banter", "just having a laugh" or "part of growing up"- Anti-Bullying Alliance 2018

Bullying is any behaviour by a group or individual, which is deliberately intended to hurt, intimidate, threaten or frighten another person or group of people either physically or emotionally; bullying can also include spreading malicious rumours or gossip. It is repeated and usually unprovoked, reflecting an imbalance and abuse of power resulting in the target feeling distressed and worried. This can lead to severe and adverse effects in their emotional development, school achievement, attendance and progress. It is important that bullying must not be confused with childhood/teenage arguments or relational conflict where individuals "fall out" with one another. The school will fully investigate reports of bullying and will be responsible for making the final decision on whether bullying has taken place and what actions should be taken.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting, coercing.
- Physical – pushing, kicking, hitting, punching or any use of violence, and taking or damaging another's belongings.
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Child-on-child Abuse – Child-on-child abuse is abuse by one or more students against another student
- Homophobic – because of, or focusing on the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing, threats of violence.
- Cyber – all areas of internet, such as social media and chat misuse. Mobile threats by text, via group chats, messaging and calls. Misuse of associated technology, i.e. camera and video facilities. This can also include harassment, stalking, defamation, impersonation, manipulation and unauthorised or illegal publication of personal information or images.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.
- Any behaviour that results in an individual or group being made to feel different, alone, unimportant or unvalued, and that might lead to them feeling unhappy or not being able to see an exciting future for themselves.

The school will not accept nor allow bullying to be passed off as banter which is often seen as playful teasing between friends. However, this can often go too far, becoming repetitive, offensive or hurtful to the target which is then abusive and will be addressed as such.

All staff are made aware that safeguarding issues can manifest from any of the types of bullying above and how this should be dealt with and reported. Where appropriate, it will be logged as a case of child on child abuse in reference to the school behaviour and safeguarding policies.

Identifying and detecting bullying:

In a conflict, both sides have equal power, but inappropriate and hurtful things may be said or done to each other. E.g. disagreements, arguments, confrontation, difference of opinion. Staff dealing with a report of bullying must determine whether the incident is one of relational conflict or of bullying.

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. All staff should remain vigilant and keep in mind that bullying "can happen here". Some changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the toilet with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents/carers and teachers alike.

Social Media:

As part of our school's anti-bullying policy, we recognise the significant impact that social media can have on our students' well-being. We understand that cyberbullying is a form of bullying that can occur 24/7 and it can be difficult for students to block out the negative content or comments they are being subjected to. Therefore, we encourage students to use social media responsibly and educate them on being mindful in relation to the impact their online behaviour can have on others.

We would advise parents/carers to communicate with their children regularly about their social media use and monitor that it is appropriate and being used responsibly. Some key tips to support you and your child with their social media use are outlined below:

- Talk to your child about what they do online – do you know what they are doing online? Ask them who they interact with online and always mention for them to not to accept friend requests from strangers.
- Ensure that you and your child know how to <u>block, mute or report</u> on different platforms.
- If you are video-calling, ensure you either review or set up privacy and security settings on the device beforehand.
- Review your child's friends' lists regularly – you may want to limit their friends list to only people you/they know.
- Teach them to limit what they share, i.e., avoid their personal details such as their full name, school, address, family/friend information, etc. Use a safe screen name.
- Remind kids that once they post something online, they can't take it back. Even if the information is deleted from a site, you have little to no control over older versions that may exist on other people's computers and these may circulate online.
- Create a <u>digital agreement</u> to set some digital rules about tech use in and out of the home e.g. highlight and limit the number of hours each day your child is allowed to use the phone.

Where there are incidents of cyberbullying that take place outside of school, we may recommend that parents/carers contact the police directly.

Reporting Procedures:

School:
- If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident(s) must be recorded by that member of staff onto CPOMS and the Head of Year alerted to this.
- Where behaviour incidences have been reported and Heads of Year have identified incidences between students that are directly involved, the Head of Year will add the respective descriptor e.g. child-on-child abuse and link all pupils involved to the incident. This will help to assess patterns of behaviour between students and identify bullying.
- In cases where bullying outside the school is reported to school staff, it will be investigated and acted upon. Incidents of online or offline harassment, threats of violence, physical violence or sexualised behaviour could result in advice from the school for parents/carers to contact the police directly. The school may report the incident directly to the Police and/or to other relevant agencies if necessary.
- Heads of Year will investigate the incident by interviewing all concerned and record outcomes on the files of those involved (CPOMS) under the bullying flag (A full outline of the steps to be taken by Heads of Year or others investigating a report of bullying can be found in Appendix A). A clear account of the incident will be recorded and liaison will take place with the Assistant Head Teacher i/c Care, Guidance and Support or Deputy Headteacher. Records on CPOMS should be linked and recorded to all parties involved.

  Records should include:
  ✦ A clear and comprehensive summary of the concern
  ✦ Details of how the concern was followed up
  ✦ A note of actions taken, decisions reached and the outcome/resolution
  ✦ Check ins and reviews with the ringleader, reinforcer and victim sometime after the incident to ensure the bullying has stopped and the target feels safe and happy at school as a result.

- Liaison should take place with respective Assistant Headteachers for SEND, the lead for pupil premium students and Student Welfare Manager for students deemed vulnerable, for instance, those on Child Protection Plans

- Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned. Tracking by the Tutor and Head of Year will occur after the incident to ensure that it is not continuing.

- Parents/carers of students involved will be kept informed as soon as possible. Parents/carers are discouraged from taking matters into their own hands and should not approach a student suspected of bullying, but speak to a member of staff.

- ***Recommendations in terms of possible sanctions and/or follow up/intervention plans must be made to Assistant Headteacher i/c Care, Guidance and Support or Deputy Headteacher Blue Team. This acts as a check in terms of suitability of follow up and next steps.***
- Measures to stop the behaviour will be used as appropriate and in consultation with all parties concerned
- Where appropriate, for instance in cases of bullying that occur with a student from another school, involvement of appropriate outside agencies (e.g. PCSOs, youth clubs, transport providers) will be taken.

If incidents of bullying are identified as child-on-child sexual harassment or violence, then this will be logged on CPOMS as such and the matter will be dealt with in line with the September 2021 DfE publication: ***https://www.gov.uk/government/publications/sexual-violence-and-sexualharassmentbetween-children-in-schools-and-colleges***

Students:

Students can report a bullying incident in a number of different ways at Myton School:

- Reporting the bullying directly to a member of staff, their Form Tutor, Head of Year, a teacher, Student Support, a member of the safeguarding team or any trusted adult in school.
- Using the safeguarding@myton.co.uk or bullying@myton.co.uk email address to report an incident which will then be forwarded onto the relevant Head of Year.
- Using the student comment box available in Upper School Reception to put in a note and report an incident.
- Scanning the QR code on the Anti-Bullying posters that link straight to a reporting platform.
- Talking to parents/carers and this information being passed onto the Head of Year.
- We are also open to suggestions from students about other ways they would feel comfortable in relation to reporting incidents of bullying

Victims of bullying:

Students who are victims of bullying will be offered the opportunity to discuss their experience with their Head of year and support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence. In some cases, pupils may be permitted to use a supervised room during breaks/lunchtimes for as long as needed if they do not feel comfortable around site during free time. Their experiences and needs will be unique to them as individuals, but the ways we will offer support include:

- Informing parents/carers to help support their child.
- Opportunities to restore self-esteem and confidence through continued support and reassurance of the student
- Staff dealing with the bully without informing them of who reported the incident.
- Opportunities to discuss their concerns with the school's students trained in peer mentoring and active listening.
- Opportunities to talk with key staff who work in Inclusion.
- Make referrals to internal support or external agencies if required

- A restorative justice conversation, but only if/when the student feels sufficiently confident to meet in the same room as the bully/bullies
- Safe areas to go to if the student feels vulnerable at particular times in the school day
- Staff who are receptive to the student's position and who will listen and take their report seriously, providing them with an opportunity to discuss what has happened

Perpetrators of bullying:

Students who have bullied will also need help to understand why their behaviour is wrong and harmful, and how they can change for the better. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation according to the particular incident/s and the role each individual has played in relation to ringleader, reinforcer or bystander. In many cases this will include help by discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. parents/carers will be informed to help change the attitude and behaviour of the student. The range of approaches we might take include:

- Discussing what happened/why the student became involved
- Opportunities to talk with Peer Mentors
- Opportunities to talk with the school counsellor
- Establishing their wrong doing and students understanding their need to change
- Students developing an understanding of their role within the incidents of bullying. Targeted work with key adult on their behaviour, understanding and attitude.
- Informing parents/carers to help change the attitude of the student

- Offer restorative justice with the student that has been bullied. This must be subject to agreement with all parties involved including agreement by all parents/carers

Disciplinary steps:

Where bullying is found, the following disciplinary steps may be taken. In the case of a first offence and where the bullying is less severe, stage one sanctions will be used. Where a student(s) is responsible for more severe behaviour or repeated incidents the school reserves the right to escalate to stage 2 or 3 levels of sanctions.

Stage 1:

- Official warning to cease offending
- Restorative where appropriate
- Support and education through the completion of improving behaviour modules with a key adult to explore their behaviours and encourage learning and reflection.

- Education on the impact of their behaviours
- Detentions and removal of access to social time/areas
- Community involvement in school (e.g. community service like litter picking)
- Exclusion from certain areas of the school premises or certain activities

Stage 2:

- Fixed term withdrawal/loss of free time
- Student Contracts/Agreements
- Support and education through the completion of improving behaviour modules over time with a key adult to explore their behaviours and encourage learning and reflection.
- Referral to senior staff
- Fixed term internal isolation

Stage 3:

- Fixed term suspension from school
- Time in another local school's behaviour unit
- Referral to external agencies e.g. Police
- Managed transfer or offsite direction to another school
- Permanent exclusion

Re-building relationships:

For the good of all students involved, and where both victim and perpetrator agree, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes. Parents/carers and families will be involved throughout, wherever appropriate, and this might also include support for the family through, amongst other actions, referral to the Family Information Service, Early Help or accessing external agencies e.g. Education Welfare Officer.

Parents/Carers:

- Bullying is very emotive and it is therefore vital that parents/carers feel listened to and that action points are carefully recorded and their implementation passed on
- Most concerns about bullying will be resolved through discussions between home and school, however, where a parent/carer feels their concerns have not been resolved, they are able to escalate their concern (see the Formal Complaints Procedure)
- Where a student is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents/carers will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone
- Referral of the family to external support agencies will be made where appropriate

Prevention:

As a school we take bullying seriously. To support with education around protected characteristics and respect for all members of the school community, work will be carried out through PSHE and the wider curriculum to support them with being successful, well-rounded members of British Society. We will also use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos
- Use of curriculum opportunities, in particular tutor periods, PSHE and RSE classes where issues of diversity and positive relationships are discussed, including issues of consent, appropriate and respectful relationships, with sexual harassment and anti-bullying messages being drawn out
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- Whole school assemblies
- Student surveys/Bullying audits/questionnaires
- Poster campaigns
- Providing effective supervision with enhanced supervision in potential problem areas
- Peer mentoring and Buddy Schemes
- Assertiveness training
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school
- Involving students in discussions about bullying
- Training students about bullying and how to help
- Early intervention by staff
- Promotion of positive social behaviour

Social Media use:

• Parents/carers have a critical role to play in relation to preventing cyberbullying and social media misuse. We strongly encourage parents/carers to monitor their children's social media usage and to have open and honest conversations with their children about responsible online behaviour. Our school's anti-bullying policy recognises that preventing cyberbullying requires a collaborative effort between the school, parents/carers and students. By working together, we can create a safe and inclusive learning environment that promotes respect, kindness and empathy both online and offline.

Bullying Records:

Heads of Year will maintain the Bullying Records on CPOMS and discuss these each term with their Pastoral Line Manager, to ensure effective measures have been taken for individual cases and to look for patterns emerging within the statistics concerning vulnerable groups or types of bullying. The Assistant Head in charge of Care, Guidance and Support will collate an annual report on Bullying.

Monitoring, evaluation and review

Myton School will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. We will:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Heads of Year and reported regularly to Leadership Team
- Train and support staff to identify and tackle bullying appropriately
- Ensure that students are aware that all bullying and harassment concerns will be dealt with sensitively and effectively and seek feedback from students via student voice/questionnaires.
- To learn from anti-bullying good practice elsewhere and utilise the support of the relevant statutory/voluntary organisations when appropriate.
- There will be training for all members of the school community, including new staff, as appropriate

This policy is linked directly to the following policies:

- Behaviour and Discipline Policy
- Child Protection Policy
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- Exclusions Policy

Appendix A - The Investigation Process:

This process is to be followed by Heads of Year or other staff receiving a report of bullying.

Throughout, it is essential staff put the needs of the victim as paramount. The perpetrator will also need support and staff will need to consider how the perpetrator can be helped and educated to avoid any repeat offences.

1. Student report is received: take it seriously, listen, record accurately and report details on CPOMS CPOMS triage – report is read and allocated to an appropriate adult to investigate further: Head of Year, safeguarding team, other
2. Member of staff allocated to investigate may choose to take steps to separate the alleged perpetrator and victim whilst the investigation is conducted. Investigation to take place with the gathering of statements from all parties and other evidence: CCTV, screen shots etc (do not ask to see images where allegations are made of sending of nudes/semi nudes, instead, take phone as evidence)

3. Speak to wider staff e.g. SENCO, PP lead, safeguarding team, Assistant Head CGS, Deputy Head Blue team for further information about students. If appropriate, seek advice about bringing in wider agencies or reporting further, e.g. to Integrated Front Door, Police or other services

4. Review all the evidence and present recommendations to Assistant Head CGS or Deputy Head of Blue team for consultation and agreement of appropriate actions and/or sanctions.

5. Contact all parties involved to confirm actions and implement sanctions (students, parents/carers and relevant staff)

6. Plan and conduct reintegration meeting with agreed terms/conditions for success or risk assessment if it is needed.

7. If appropriate, plan and conduct a restorative with victim and perpetrator

8.   Check ins and targeted work with the ringleader, reinforcers and victims of bullying to support them moving forward and a 6 week post incident review of their progress.

In cases where the report is of a first instance, or is less severe, Heads of Year should consider the following approach:

- receive report and being the investigation
- Discuss the behaviour of the student and support with the understanding/implication of their actions.
- stage one sanction
- contact parents/carers

- Arrange for a restorative to take place.

Where a student is a repeat offender, or the instance is more severe, Heads of Year should recognise the escalation and consider greater sanctions, using the following approach:

- receive report and begin the investigation
- implement higher, stage two or three sanction
- contact parents/carers
- Where possible, arrange restorative and potential referrals for additional support.

- Potential restrictions on free-time and social contracts implemented.

The Process Flowchart:

Report of bullying is made by a student, parent, or member of staff. The victim is given the opportunity to discuss the incident with their trusted adult or HOY before making a written statement. The report will then be logged on CPOMS and key staff alerted.

Investigation will begin with HOY or allocated member of staff deciding whether they feel it is relational conflict or bullying.

Relational conflict:

HOY or staff member allocated to the incident to speak to all parties involved and hold a restorative justice conversation with clear outcomes and expectations moving forward. Ensure explanation is provided as to

Bullying:

HOY or staff member allocated to speak to all those reported as part of the incident including ringleader, reinforcer, witness/bystander and get them to write a statement. It is essential that the investigation is thorough and fair. In cases where the "bully" denies the allegation,