



Queen's Croft High School

Anti-Bullying Policy

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1. Principles

1.1 Queen's Croft High School is committed to providing a caring, supportive and safe environment for all pupils and staff. We believe that everyone has the right to work and learn in an atmosphere that is free from fear and that all of us have a responsibility to ensure that we do not abuse or bully others. Furthermore, we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

1.2 We aim to give students the opportunity to learn and to develop as caring, confident, and maturing young people.

1.3 This policy links to several key policies including:

- Safeguarding
- Behaviour
- Child protection
- Equal opportunities
- Teaching and learning
- Staff welfare
- Acceptable use (pupil and staff)
- E safety

2. Purpose

- To create a positive ethos for all members of the school community, in which attending school is a positive experience.
- To make it clear that all forms of bullying are unacceptable.
- To enable everyone to feel safe while at school and encourage to report incidents of bullying.
- React to incidents of bullying in a reasonable, proportionate, and consistent way.
- To support and protect the victims of bullying and ensure that they are listened to.
- Apply appropriate disciplinary sanctions to the pupils causing the bullying.
- To help and support bullies to change their attitudes as well as their behavior and understand why it needs to change.
- To liaise with other appropriate members of the school community.
- To ensure that all members of the school community feel responsible for combating bullying.
- To ensure consistency in practice within the school community.

4. Bullying Definitions

4.1 There is no legal definition of bullying.

4.2 However, it is usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

4.3 It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name – calling
- Cyberbullying – bullying via mobile phones or online (for example email, social networks, and instant messenger)

4.4 Some forms of bullying are illegal and should be reported to the police.

These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, or text messages.
- Hate crimes.
- Grooming.

6. Specific Examples of Bullying

6.1 Racist Bullying – an incident that is perceived by the victim or any other person. This can be in the form of:

- Verbal abuse, name calling, racist jokes, offensive mimicry.
- Physical threats or attacks.
- Possession of racist leaflets, comics, or magazines.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults, even against food, music, dress or customs.
- Refusing to cooperate in work or play.

6.2 Sexual Bullying- this is generally characterised by:

- Abusive name – calling
- Looks and comments about appearance, attractiveness, emerging puberty etc.
- Inappropriate and uninvited touching.
- Sexual innuendos and propositions often with double meaning.
- Pornographic material, graffiti with sexual content.
- In its most extreme form, sexual assault.
- Consistent and targeted controlling behaviours.

6.3 Sexual Orientation – this can happen even if a young person is not gay, lesbian, trans or bisexual. Just being different or being singled out as a target can be enough:

- Use of homophobic language.
- Looks and comments about sexual orientation or appearance.

6.4 Cyber Bullying – this can be characterised as all forms of bullying using electronic means e.g.

- Text bullying – can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. It can often involve more than one person and is difficult to trace.
- Social network bullying (sometimes referred to as trolling) -e.g., Facebook, snapchat and Twitter.
- Online Gaming – Many pupils have access to online gaming platforms, which allow users to communicate whilst playing Some forms of online gaming cyberbullying could include abusive messages, excluding from games, stealing online items, or hacking personal accounts.
- Fake profiles (sometimes called catfishing) -these are fake profiles set up with the purpose of deceiving, abusing a person or luring them into personal relationship.
- Sexting- sharing a sexual message and /or naked or semi- naked image, video, or text message with another person. This can lead to the images being shared with a wider audience.
- Grooming – this is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit, and abuse them. Young people who are groomed can be sexually abused, exploited, or trafficked.

7. Whole School Approach for Bullying incidents

7.1 A whole school approach is adopted through:

- The curriculum, in particularly RSE, PSHE and Commando Jo
- Pastoral Leads/ Safeguarding Team/ SLT
- Sleuth System
- Additional support referral
- Work with parents and students
- Student council
- Restorative Practices

8. Guidance for Dealing with Incidents of Bullying

- All staff will take responsibility for dealing with incidents which fall within the policy's definition of bullying and ensure the victim is listened to and receives support. They should also ensure that the bully is informed of the unacceptability of their behaviour and the incident is reported following the school systems including recording on Sleuth.
- Students will be encouraged to report incidents.
- Students will be given positive reinforcement that they have done the right thing.
- Immediate action will be taken to protect and support the victim.
- An investigation of the incident(s) will be carried out.
- An action plan will be put into place to prevent further incidents.
- Mediation where appropriate will be implemented.
- Parents/carers informed in a supportive and sensitive manner.
- Work will be undertaken with the bully/bullies, e.g., work to support choosing appropriate friendship groups etc.
- Where appropriate, work with parents or other agencies will be carried out.
- Other students who have reported incidents of bullying will be supported and listened to.
- Regular team meetings to inform, discuss and develop strategies with feedback to SLT.
- Reporting of incidents to SLT on Sleuth.

9. Responsibilities

9.1 The governing board has overall responsibility for:

- The monitoring and implementation of this policy.
- Handling complaints outlined in the school's complaints policy.

9.2 The Headteacher is responsible for:

- Establishing the standard of behaviour expected by all pupils.
- Determining the school rules and sanctions.
- Reporting on bullying incidents and the implementation of this policy to the governing board.
- Ensuring the anti- bullying policy is up to date.

9.3 The Senior Leadership team is Responsible for:

- Establishing a whole school ethos of empathy and sympathy.
- Ensure the curriculum covers anti – bullying sufficiently so pupils know the forms and consequences of bullying.
- Ensure the curriculum covers cyber bullying sufficiently so pupils know the forms and where they can go to for support.
- Delivering and organizing training for staff to ensure they understand and implement the anti – bullying policy.
- Keep up to date on bullying related data from the school's behavioural analysis and plan appropriate interventions.

9.4 All staff are responsible for:

- Setting high expectations for positive behaviour.
- Reporting all bullying incidents in line with the schools Sleuth system.
- Constantly model high standards of behaviour and to have high expectations of all pupils.

9.5 Pupils are responsible for:

- Their own behaviour

9.6 Parents and Carers are responsible for:

- The behaviour of their children both in school and outside of school.
- Notifying the school of any factors which may affect the behaviour of their child.
- Supporting their child by attending regular reviews, open days, and other meetings

