



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

ANTI-BULLYING POLICY



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1. Policy Statement and Scope:

Article 12 "Every child has the right to have a say in all matters affecting them and have their views taken seriously"

Article 36 "children must be protected from all forms of bad treatment"

The Governing Body will ensure that:

Children and young people have a right to feel safe within their community and the right to feel safe from bullying.

Admiral Lord Nelson School is committed to providing a caring, safe and inclusive environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all students should be able to confide in an adult and know that incidents will be dealt with promptly and effectively.

2. Why is it important to respond to bullying?

Bullying is among one of the top concerns that parents have about their children's safety and wellbeing. It can be a significant issue for students, disproportionately affecting those who have a disability or special education need and those who are, or are perceived to be, lesbian, gay and bisexual or transgender.

Bullying makes lives a misery; it undermines confidence and self-esteem and destroys any sense of security. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Bullying impacts on attendance and attainment at school; marginalises those groups who may be particular targets for bullying behaviour and can have a life-long impact on some young people's lives.

3. Definition of Bullying

Bullying is a behaviour which can be defined as repetitive and intentional. It can be physical, psychological, social or verbal in nature. It can be carried out by an individual or group. There is usually a power imbalance that makes it hard for the victim to defend themselves. It is often aimed at certain groups such as specific religions, race, gender or sexual orientation.

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. For example, 'friendship fall outs', as unpleasant as they may be, do not necessarily mean that bullying is taking place.

4. Types and Methods of Bullying

Bullying can be:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Emotional – being unfriendly, excluding, tormenting (e.g hiding books, threatening gestures)
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Gender based – teasing someone due to their gender or their gender identity.
- Racist – racial taunts, graffiti, gestures.
- Verbal – name calling, insulting, teasing, 'jokes', mocking, sarcasm, taunting, gossiping, spreading rumours, threats.
- Non-verbal – staring, body language, gestures, posturing
- Emotional – excluding, ostracising, tormenting (eg hiding possessions)
- Cyber – text messaging, internet chat rooms, the misuse of camera or video facilities, posting a "story" or similar online profile clearly aimed at an individual, harassing behaviours such as upskirting.

5. Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Should a child exhibit these signs frequently or a combination of these signs, an adult should investigate:

- Is frightened to walk to and from school
- Changes their routine i.e. arriving or leaving later than normal to avoid peers
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Self-harming
- Cries themselves to sleep or has nightmares
- Feels ill in the mornings
- Begins to underachieve in schoolwork
- Has torn clothes or missing/damaged equipment
- Asks for money or starts stealing money
- Has unexplained cuts and bruises
- Is hungry (money or lunch being stolen)
- Becomes aggressive, disruptive or unreasonable
- In bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phones
- Is nervous or jumpy when receiving cyber messages.

6. Intervention

All members of the Admiral Lord Nelson School community should be vigilant and aware of signs of bullying. The aim is to try to combat bullying by working together.

Admiral Lord Nelson is a telling school – students are encouraged to report any instances of bullying to members of staff, parents, students, student mentors/ambassadors, prefects or anonymously online should they wish.

There is a reporting button on the school website (under the Information tab of the navigational panel) for this purpose. These reports are sent to the Assistant Headteacher: Student Achievement for action. In the absence of the Assistant Head teacher: Student Achievement, these reports will be acted upon by the Deputy Headteacher: School Continuity, Wellbeing and Safety.

The member of staff responsible (Head of House or Assistant Headteacher: Student Achievement) will investigate and take appropriate actions. These may include consequences for the bullying behaviour, informing parents of both parties, holding a restorative practice meeting to mediate and, if possible, reconcile those involved. Following these immediate actions, each case will be monitored to ensure a repeat does not occur. This may involve mentoring, group work or EQ sessions.

7. Preventative measures

At Admiral Lord Nelson we work hard to prevent bullying behaviour and use the following to raise awareness and create a culture of the students themselves not tolerating it.

- Assemblies - The anti-bullying message is widely advertised in assemblies to develop a culture of zero tolerance and non-acceptance of bullying behaviours.
- Anti-Bullying Week - Anti-Bullying Week (as designated by the Anti Bullying Alliance) is given a high profile through house assemblies, Aspiring Futures lessons, the Personal Development curriculum and in tutor time activities. Each year a different theme of display is created to celebrate difference and promote kindness and respect.
- Student Leadership - A group of Prefects, along with school council members take the lead on developing the anti-bullying strategy for the year – creating anti-bullying ambassadors, working alongside the Assistant Headteacher: student Achievement in getting out, and keeping “live” the Anti-Bullying message.
- CPD - There is specific staff training offered to all staff as part of the PLS programme around Prejudice Based Bullying as well as on Restorative Practice. Further time is spent on equipping staff to deal with bullying confidently in order to ensure students feel confident to report it. Other training is developed as the need presents itself.
- LGBTQ - We are proud to be a Stonewall Champion School, working hard to stamp out prejudice based bullying aimed at the LGBTQ community. We run an LGBTQ club where students can have a safe space to explore their feelings.
- Curriculum interventions – Bullying and the Anti-Bullying message is addressed in both the Aspiring Futures and Personal Development curriculum along with during various schemes of learning throughout the curriculum more generally (for

example using text in English or looking at persecution and discrimination in History)

- Working alongside national charities such as the Diana Award to further develop ambassador skills and our anti-bullying work.

8. Supporting Policies and Practices:

- Behaviour Policy
- Safeguarding Policy
- Attendance Policy
- Social Media Policy
- Staff Handbook
- Core Standards for Teachers
- School Website
- Home School Agreement

9. Supporting Documents

- "Keeping Children Safe in Education" (DFE) – September 2019
- "Focus on Bullying 2018" – (Anti-Bullying Alliance) – May 2019
- "Getting started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools" (Stonewall) – 2015
- "Ditch the Label" Annual Bullying report - 2018