



Pebworth First and Blackminster Middle Schools Federation



Anti-Bullying Policy

(free to determine review frequency)

(Please also see our information leaflets for students and for parents/carers available in reception and on the school's website)

Values and Beliefs

We want our pupils /students to discover and make the most of their skills and talents. To do this we believe that:

- Children have the right to feel secure and safe (emotionally and physically) in school.
- All children are equal regardless of gender, sexual orientation, race, culture, religious belief, socio-economic group, age, physical, intellectual and other ability or disability (see Equal Opportunities and Race Equality policies).
- We should **'value all individuals'**.
- Children have the right to help and support in order to prevent them from bullying. We will listen to the bullied and the bully.
- A culture of 'telling' helps prevent bullying. Silence plays into the hands of bullies.
- Parents are vital and **'active partners in our learning society'** and in our anti- bullying campaign.
- Violence and retribution solve nothing and will not be tolerated.
- Students should **'communicate with respect'**.

*Bullying, in any form, will not be tolerated. **TO REINFORCE THIS POINT WE ASK ALL STUDENTS TO SIGN AN ANTI-BULLYING CONTRACT (see Appendix 1). THIS CONTRACT IS USED AT REGULAR POINTS IN THE YEAR TO PROMOTE OUR ANTI-BULLYING STANCE.***

The aims of our policy are based on our values and beliefs

Aims

The aims of this policy are to:

- Reduce the number of incidents of bullying so that students can **'look forward with ambition'**.
- Build an anti-bullying ethos.
- Encourage a culture of:
 - Zero tolerance, by students, staff and parents, to bullying therefore **'learning for success'**.
 - **'Telling'** and **'communicating with respect'**.
- Raise awareness of bullying issues by identifying:
 - Types of bullying
 - Strategies that can be used by students, staff and parents to deal with bullying and therefore **'take responsibility for progress by being an active partner in a learning society'**.
- Encourage parents to be **'active partners'** in our anti- bullying campaign.
- Ensure that staff are more vigilant and responsive to bullying.

What is Bullying?

Bullying is a series of ongoing and persistent actions that are:

- Deliberately hurtful (including aggression)
- Repeated, often over a period of time
- Difficult for victims to defend themselves against.

Bullying can take several forms, but three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks



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- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the victim of nasty rumours, sending offensive, abusive or threatening e-mails or text messages.

Any student can be bullied; any student can be a bully.

The following information outlines examples of bullying. This list is not exhaustive. **We will take seriously, and deal with, any of the following incidents or those not listed here that we perceive to be deliberately hurtful.**

Bullying by race, gender, sexual orientation or disability

Racist bullying

“..Any incident which is perceived to be racist by the victim or any other person”.

(MacPherson Report, 1999)

Incidents can include:

- Verbal abuse by name calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Sending offensive text messages or e-mails
- Wearing of provocative badges or insignia
- Bringing racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Racist graffiti or other written insults – including against food, music, dress or customs
- Refusing to co-operate in work or in play.

Sexual Bullying, including Homophobic or transphobic bullying

Sexual bullying affects boys and girls. **A case of proven sexual assault is likely to lead to the isolation or exclusion of the perpetrator.**

Sexual bullying can be characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Sending offensive or suggestive text messages or e-mails
- Inappropriate and uninvited touching
- Sexual innuendoes, propositions or harassment
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault or rape
- The derogatory use of the word ‘gay’. Teachers should shut this down immediately.

Sexual bullying can also be related to sexual orientation. Students do not necessarily have to be lesbian, gay, transgender or bi-sexual to experience such bullying.

Bullying of students with Special Educational Needs or disabilities

- Abusive name-calling
- Looks and comments about intellectual ability
- Refusal to co-operate in work or play
- Comments directed at Teaching Assistant (TA)

Cyber Bullying

Cyber bullying can be defined as: ***‘the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else’.***



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- Cyber bullying takes different forms: threats and intimidation; harassment or “cyber-stalking” (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as ‘happy slapping’ images); and manipulation.
- Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that students are made aware of the effects of their actions.
- We work with parents and carers to develop understanding of cyber-bullying and other aspects of e-safety. This work takes the form of regular articles in newsletters, bulletins and the website; parent workshops and other information.

Strategies used to combat bullying

- The Federation uses Restorative Practices to support both the victim and the bully. Restorative practices are grounded in the principle that when something happens, it harms and damages relationships. Questions asked include: What happened? Who has been harmed / affected? What do we need to do to repair the harm? Rather than stigmatising and excluding students, it is saying – you are part of our community, we value you, but your behaviour, in this instance, is not acceptable. Using restorative practices is not a soft option.
- **Teaching.** Using Citizenship, PSHE and House based work to discuss and explore gender relations, sexism and sexual bullying, diversity and difference, race relations and other issues. ICT lessons will teach ‘Safe use of Technology’ (including mobile ‘phones, email, internet). The Acceptable Use Policy (AUP) will also be promoted
- **Screening.** All computers in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Deputy Headteacher . Action is taken and recorded
- Effective recording systems. The Deputy Headteacher will review the logs on SIMS
- Reinforce that actions carry consequences through our BfL procedures.
- Collect evidence by saving e-mails or text messages.
- Catching bullies red handed.
- Listen carefully to children and allow them to express views and opinions.
- Multi-agency working with Police, Youth Service, Social Services and others.
- Involvement of parents and the wider community.
- Peer mediation. Peer mentors have been trained in the use of Restorative Justice and will be used to mediate between students.
- Develop understanding of gender relations and suitable strategies through staff training. Reflecting on how teachers’ behaviour might unintentionally trigger bullying.
- Recognise and challenge sexual content within verbal abuse especially challenging the word ‘gay’ and other homophobic language.
- Use single-sex groupings to explore sensitive issues where appropriate.
- Ensure that the school is well supervised, paying attention to areas where children may be vulnerable. **Students at Blackminster Middle School have identified areas where bullying takes place and these are: corridors, toilets and the yard.** Staff are on duty at break time covering all areas of the school. Senior teachers are on duty before school, at lunchtime and after school. Staff are strongly encouraged to monitor corridors during lesson changeovers.



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- Making sure that all students are able to access the curriculum and teachers and TAs support students with SEN in subtle ways.
- Teaching victims to say 'no' or to get help, assertiveness and other social skills and possible 'scripts' in response to bullying. This 'training' will take place through lessons or in 1:1 sessions with our Inclusion Manager.
- Use of interactive CD-ROMs or websites such as Coastkid (www.coastkid.org), or ChildLine (www.childline.org.uk) or the 'Let's Fight This Together' DVD.
- Leaflets for students and parents are available in reception and from Heads of House.

Sanctions

If students do not respond to our preventative strategies, in line with our Behaviour Policy, the following sanctions will be applied:

- **C3** - detention.
- **C4 Internal Isolation** - Withdrawal of break and lunchtime privileges and removal from lessons.
- Withholding participation in any school trip or event that are not an essential part of the curriculum.
- **C4 Exclusion** - Strong sanctions such as permanent or fixed period exclusion may be necessary in cases of severe and persistent bullying.

"Where serious violence is involved, the head teacher can and should normally permanently exclude a student. Appeal panels have been told that they should not seek to overrule such a decision on appeal" (Bullying – Don't Suffer in Silence, DfEE 0064/2000, 12/00).

Students or Parents Reporting Bullying

"Only in instances of serious misconduct should any issue be brought directly to a member of the leadership team". (BMS Behaviour Policy). It should normally be taken to the tutor, followed by Head of House if necessary.

How Students Can Report Incidents of Bullying

BMS encourages students to speak out against bullying stressing that silence gives power to bullies. This is promoted by tutors, subject teachers, Heads of House, the Senior Leadership team and other colleagues in tutor periods, lessons, assemblies, documentation, meetings and any other appropriate setting.

Students are told to:

- Talk to an adult (tutor, teacher, TA, office staff), if nervous bring a friend
- Contact a Peer Mentor (part of our anti-bullying team)

How Parents Can Report Incidents of Bullying

BMS encourages a partnership between home and school to ensure students discover and make the most of their skills and talents.

Parents are informed that they can:

- At any time, 'phone the school to discuss issues of bullying. The tutor is usually the first port of call but other staff can be involved if necessary

Actions

- In the first instance students and parents will be offered an immediate opportunity to tell / contact a member of staff
- Statements should be taken
- Staff should reassure the student



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- Continuous support should be offered.
- The students’ self-esteem and confidence may need to be restored
- Use of a Restorative Justice meeting
- If the situation is not resolved then the Head of House should then be involved
- Persistent or serious misconduct should be brought to the attention of the leadership team, preferably the Deputy Headteacher
- All incidents should be recorded on SIMS

In dealing with a report from a parent, good practice includes:

- Recognising that the parent may be upset or angry, allow the parent / carer to talk and express their concerns
- Remaining calm and understanding.
- Keeping an open mind – bullying can be difficult to detect.
- Making it clear that the school does care and that something will be done. This is particularly important as some students feel that teachers do little to help.
- Ask for details and record the information on SIMS
- Explain the school policy, making sure procedures are followed.
- Follow up with staff to ensure appropriate action has been taken and that the school policy has been implemented.
- Make a further appointment to explain actions and find out if it has stopped.

Related School Documents

Anti-Bullying Contract

[Behaviour for Learning C3 Concern Slip](#)

Resources and Information

www.childline.org.uk telephone 0800 1111

www.nspcc.org.uk/homepage2/schools/bullying

www.bullying.co.uk/children/pupil_advice

www.luckyduck.co.uk

www.dfes.gov.uk/research

www.coastkid.org

www.dcsf.gov.uk for ‘Safe to Learn’ documents

<https://www.thinkuknow.co.uk/> for CEOP materials

Maines, B and Robinson, G (1991) **‘Don’t beat the bullies!’**, Educational Psychology in Practice, 7(3), 168-172

Maines, B and Robinson, G (1992) **The No Blame Approach**, Bristol: Lucky Duck Publishing.

Hopkins, B (2004) **Just Schools: A Whole School Approach to Restorative Justice**, Jessica Kingsley Publishers, London

Safe to Learn: Embedding Anti-Bullying work in Schools – cyberbullying (DCSF)

Safe to Learn: Embedding Anti-Bullying work in Schools (DCSF)

Other resources and information are available in school – please see Linda McQuone.

This policy will be reviewed with the students, staff and Governors through Paul Burton, our Safeguarding link Governor.



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APPENDIX 1 - Anti-Bullying Contract

At Blackminster Middle School we believe that:

- Students have the right to feel secure and safe (emotionally and physically) in school.
- All students are equal regardless of gender, sexual orientation, race, culture, religious belief, socio-economic group, age, physical, intellectual and other ability or disability.
- We should **'value all individuals'**.
- Students have the right to help and support in order to prevent them from bullying. We will listen to the bullied and the bully.
- A culture of 'telling' helps prevent bullying. Silence plays into the hands of bullies.
- Parents are vital and **'active partners in our learning society'** and in our anti-bullying campaign.
- Violence and retribution solve nothing and will not be tolerated.
- Students should **'communicate with respect'**.

Bullying, in any form, will not be tolerated.

I understand that bullying is contrary to the values held at Blackminster Middle School, particularly respect and tolerance, and should not be accepted in any form.

I promise to respect all staff, students and visitors to the School.

I promise not to:

- Call people names, taunt or mock or use offensive mimicry
- Use homophobic, transphobic, racist language/jokes or words or phrases that are foul, abusive and/or insulting
- Threaten people or make them feel uncomfortable
- Physically threaten
- Physically assault
- Spread malicious gossip, rumours or spread nasty stories
- Send any malicious, offensive or threatening text messages/MSN/BBM messages or e-mails
- Interfere with any belongings or property
- Involve other people in any disagreements I have with others
- Wear provocative badges or insignia
- Bring to School homophobic, transphobic or racist leaflets, comics or magazines
- Incite others to behave in a homophobic, racist or intolerant way
- Use homophobic, transphobic or racist graffiti or other written insults – even against food, music, dress or customs
- Refuse to co-operate in work or in play or exclude someone from a group or pair.
- Criticise someone for being clever, hardworking or of lesser ability

I understand that if I choose to break any of the promises above, I am choosing serious consequences for my behaviour which could include an automatic C3, C4 or exclusion, and my parents being invited into school to discuss my poor choices.

I also agree to report any problems to either my tutor, Head of House, member of staff or to a Peer Mentor.

I understand that by signing below I am agreeing to keep these promises for the rest of my time as a member of the Blackminster Middle School community.

Name:

Signed:

Tutor Group:

Date:

Tutor/Staff Witness:

Signed:



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This form to be kept with the tutor.

