

Anti-Bullying Policy



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Section 1 – Overview

The Christian Ethos of Immanuel College

Immanuel means ‘God with us’.

Immanuel College, as a Christian College, fully recognises that ‘Loving your neighbour as yourself’ or similar recognition of the rights of every individual is fundamental to all good relationships. Students should act with respect towards each other. Bullying, of any kind, is therefore unacceptable.

Every student in school has the right to enjoy learning, free from intimidation, both in school and the surrounding community. Every member of staff should also enjoy such rights. Our school community, based on our Christian values, will not tolerate bullying behaviour of any kind including unkind actions or remarks, verbal taunting and exclusion from groups.

1.1 Anti-Bullying Policy

This policy should be read in conjunction with other school and trust guidance, for example the Safeguarding, Mental Health, Behaviour, Online Safety, and Attendance policies.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy below. For detailed information on child-on-child abuse, please refer to the school’s safeguarding and child protection policy.

1.2 Statement of Intent

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed, safe and secure atmosphere. As a school we take bullying seriously. Pupils and families should be assured that they will be supported when bullying is reported. Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly, confidentially, and effectively.

Section 2 – Anti-Bullying Procedures

2.1 What is Bullying?

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying, July 2017).

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying defined below are some of the ways that bullying could be happening:

Physical: can include repeated incidents of hitting, kicking, tripping, pinching, pushing or damaging property

Verbal: can include repeated incidents of name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse

Social: sometimes referred to as covert bullying and is often harder to recognise. Can be carried out behind the bullied person's back and is designed to harm someone's social reputation and/or cause humiliation

Cyber: can include use of digital technologies and include actions such as abusive or hurtful texts, emails or posts, deliberately excluding others on line, nasty gossip or rumours, imitating other online or using their log-in details

2.2 Drivers of Bullying

There can be different drivers behind bullying behaviours, some of which are covered by the Equality Act 2010 in respect of protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Bullying, of any type and for any reason, is the abuse of power by one person over another. All of the types of behaviour and reasons for this behaviour listed above are unacceptable. Any behaviour incident that related to a particular protected characteristic will be recorded on CPOMS under the ‘Protected Characteristic’ category with the appropriate sub-category. The school’s behaviour, safeguarding and anti-bullying policies will be followed as appropriate in these circumstances.

2.3 Signs and Symptoms of Bullying

A pupil may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- shows signs of self-harming / attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or dirty or books damaged
- has possessions go "missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses
- starts taking own belongings to school to give to others

The above list is not exhaustive. Families who are worried or concerned about bullying issues must contact their child's Tutor or Pastoral Manager.

2.4 School Procedures

- Anyone who feels they are being bullied, including incidents of Cyber-Bullying, must report it immediately to their Form Tutor or Pastoral Manager.
 - Pupils or staff who *witness* any bullying behaviour must also report it.
 - A family member who becomes aware of bullying concerns must inform the child's Pastoral Manager.
1. Incidents will be recorded and recorded on CPOMS under the 'Pastoral Information - Bullying Concern' category
 2. All incidents logged under this category will be reviewed by the DSL/DDSL. If the view is taken that this is a pastoral concern rather than bullying, the relevant Pastoral Manager/Head of Year will be informed to take appropriate action.
 3. If the DSL/DDSL determines that the incident meets the threshold for the definition of bullying, it will be re-categorised as 'Bullying', and sub-categorised with the appropriate 'type' of bullying (i.e. Cyber, Physical, Verbal, Social) and the Pastoral Manager/Head of Year will be directed take appropriate action in the first instance. All forms of Bullying incidents will be reported to the governing body at regular intervals by the Deputy Headteacher.
 4. The bullying behaviour or threats of bullying will be fully investigated. Written statements must be taken, attributed, and dated and added to the CPOMS record. The report should include the names of those involved, where and when the incident(s) took place, what happened and what was said, and what actions have been taken as a result.
 5. If necessary and appropriate, the safer school's police officer may be consulted.

6. Families of the victim and the bully/bullies will be informed and may be asked to come into a meeting to discuss the problem.
7. The bullying must be stopped as quickly as possible by implementing a range of outcomes (see section 2.5). Any actions agreed must also include an agreed review date and monitoring arrangements.
8. If the bullying persists, the DSL and/or Pastoral Team Leader may put in place a 'Bullying Support Plan' for the victim. This plan consists of three support strands (Sanctions/Interventions for perpetrators(s), Victim support measures, Victim resilience/coping intervention(s)). This plan will be agreed with parents/carer and reviewed at an agreed point in time.
9. Records of action must be retained in the victim's and perpetrator's CPOMS record.
10. An attempt will be made to help the bully/bullies change their behaviour through counselling, group work and sanctions which could include detention, internal exclusion or external exclusion for persistent and severe offenders.
11. The Designated Safeguarding Lead and Pastoral Team Leader will review all reported incidents of bullying on a termly basis to look for patterns and evaluate the effectiveness of actions taken.

2.5 Outcomes

1. Action will be taken against the bully/bullies. This may include:
 - Verbal warnings
 - Involvement of families
 - Being asked to apologise and agree not to repeat their behaviour or similar behaviour
 - Restorative justice (see section 2.6)
 - A range of other actions including:
 - Counselling
 - Peer mediation or pupil council intervention
 - Teacher mediation
 - Family mediation
 - Input from external agencies e.g. Safer Schools Police Officer
 - completion of a behaviour contract
 - detentions
 - internal isolation
 - external exclusion for persistent offences
 - any other appropriate sanction
2. If possible, the pupils will be reconciled, restorative justice (see section 2.6 below) is always the prioritised response to bullying in line with our Christian values.
3. Families will be informed of outcomes and agreement reached that the school has dealt with the situation successfully.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Any sanctions issued will take into account any special educational needs (SEN) that the pupils involved may have.

2.6 Restorative Justice

The Immanuel family encourages, models and practises forgiveness and reconciliation:

“Ephesians 4:32 ‘Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.’”

Restorative justice brings all the children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward. There are several different methods, but they usually follow these principles:

- Bullying and harassment occur in the context of group behaviour.
- Behaviour of children who bully can be changed by working together.
- **Punishments like detention or exclusion don’t help children understand why their behaviour is not acceptable and it may put children at greater risk.** Children who display bullying behaviour may seek revenge or continue to bully but change the method they use, making it harder to detect and resolve. This is why Restorative Justice is the preferred course of action.
- The aim is to develop empathy and concern for others.

2.6 Escalating a concern

If you are unhappy with the outcome of the bullying incident, you should first speak to your child’s Head of Year and explain why you feel unhappy. The Head of Year will review the actions taken and either:

- Take further action, should they feel this would be appropriate/necessary
- Explain that the appropriate action has been taken and take no further action at this time.

If you continue to be dissatisfied following the Head of Year involvement, you can ask for the case to be referred to the Designated Safeguarding Lead/Deputy Headteacher (Pastoral) for review. The DSL/DHT will appoint an appropriate member of staff to review the incident and then communicate the outcome of the review to parents/carers.

If you continue to be dissatisfied at that point, you can raise a complaint by following the BDAT complaints procedure, available on the BDAT website under ‘policies’.

Section 3 – Prevention

We will regularly work with staff and pupils to develop anti-bullying strategies using a range of methods to help our pupils prevent bullying. As and when appropriate, these may include:

- Creating a respectful community where no student need fear intimidation, by promoting a fully inclusive ethos, an open listening atmosphere and encouraging pupils to support one another by reporting all instances of bullying;
- Consistent implementation by all staff of the school’s behaviour policy to ensure the learning environment is calm, orderly and safe.
- Being aware of the quantity and particular nature of bullying that takes place in our school through such vehicles as anonymous questionnaires so we are able to deal more effectively with the problems;
- Being aware of areas of the school that pose a threat to students and to take appropriate action to reduce those threats;

- Taking opportunities in the curriculum to raise the issue, for example reading stories about bullying in English that inform class discussion; Writing a set of class/group rules; Writing stories or poems or drawing pictures about bullying in Art; Encouraging fair play and teamwork in Physical Education and discussing the negative consequences on group success if this is not achieved.
- Attending behaviour workshops
- Anti-bullying assemblies with a particular focus on who to seek support from if bullying happens
- Student Wellbeing Ambassadors who signpost avenues of support and promote wellbeing and health within the school
- Student anti-bullying ambassadors trained as part of the Diana Award scheme
- Focus on the protected characteristics, as defined by the Equality Act 2010, within the Personal Development programme
- Teaching students about E-Safety and Cyber-bullying as part of the ICT Curriculum.
- Teaching students about E-Safety and Cyber-bullying as part of the Relationships and Sex Education Curriculum.
- Accessing a variety of anti-bullying material and resources through the PHCSE programme promoting discussion and challenging thinking.
- Input on anti-bullying issues from external agencies, organisations and charities

3.1 Dissemination of the Anti-Bullying Strategy

- Form tutors will discuss the Anti-bullying policy at the beginning of each school year with pupils and at regular intervals throughout the year.
- The Headteacher/Deputy will re-visit the Policy with all staff and governors annually.
- All new staff will be familiarised with the policy through the Induction and Line Management processes.
- The Anti-Bullying policy will be available on the school website.