



ANTI-BULLYING POLICY

**The Deanery Church of England High School
& Sixth Form College**

June 2024

Next review date:	June 2025
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Reviewed by:	Headteacher
Issue to staff:	Y/ N
Website:	Y/ N

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and **repeated**. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community, leading to a tangible breakdown of the school's secure and safe environment.

Bullying is not restricted to relationships between pupils. Bullying can also be a problem in adult life and can occur in the workplace.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to being a member of an identified vulnerable group
- Sub-culture identification or association

2. Reporting Bullying

Bullying can be reported to any adult at school. However, young people will often identify a member of the school community they feel comfortable with to tell. This could be their Form Tutor, Head of Year, Senior Progress Leader, a teacher or a member of the learning support team.

Reporting can be via letter, email or telephone.

Reporting – roles and responsibilities

- Staff - all staff have a duty to challenge bullying, (including homophobic, biphobic and transphobic (HBT) bullying, and derogatory language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. The pastoral staff will take the lead in dealing with allegations of bullying.
- The Senior Leadership team - have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- Parents and carers - also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.
- Pupils - should not take part in any kind of bullying and should watch out for signs of bullying

among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and encourage them to report it.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will investigate.
2. Staff will record the bullying on an incident reporting system (CPOMS).
3. The Assistant Headteacher will monitor reported incidents and this information will then be analysed.
4. The Assistant Headteacher will produce termly reports summarising the information which will be reported to the governing body.
5. Support will be offered to the target of the bullying from the most appropriate person this could be from the pastoral team, subject teacher, Chaplain, or counsellor.
6. Staff will proactively respond to the bully from the most appropriate person this could be from the pastoral team, subject teacher, Chaplain or counsellor.
7. Staff will assess whether parents and carers need to be involved.
8. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact on pupils' wellbeing beyond the school day.

Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and/or respond to any reports according to their responsibilities outlined in this policy above.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the CPOMS database. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to challenge and record the casual use of derogatory language using Synergy.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Principal regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and

- express their own thoughts and opinions.
- Form time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation.
- Pupil who identify as being part of a sub-culture are also protected from bullying as part of this policy

8. Tackling Specifically Prejudice Based Bullying including Homophobia, Biphobia, Transphobia and Racism.

As a school we know that racist and homophobic derogatory language or name calling is used in the community around us and on social media. We are committed to teaching our school community that this is unacceptable and that change begins with us. We believe that we are all made in the image of God and as such, we *are* as we are *meant* to be. This should encourage all members of our school community to accept one another and love one another, as we are. To that end we:

- Must ensure no homophobic bullying (including anti-gay) or racist derogatory language or name calling goes unchallenged; it is dealt with effectively so that all understand the seriousness and the consequences of it.
- Make pupils, staff, parents/ carers and visitors feel safe to be who they are, irrespective of race, culture, sexual and/ or gender orientation.
- Ensure pupils learn in school about different types of families.
- Record all instances of racist, homophobic or transphobic language and outline how this has been dealt with.
- Provide training for staff on how to tackle racist, homophobic/ biphobic/ transphobic bullying, including language.
- Deliver PSHE lessons that are age appropriate, which meet the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, eg: sex and relationships education, including providing age-appropriate advice and guidance.
- Deliver subject content that teaches the importance of celebrating racial and cultural diversity. Ensure this content is dealt with sensitively and with due regard for historical and current context.
- Support LGBT pupils and those from LGBT families by offering a Pride group in school and ensuring lessons and pastoral support is inclusive. We also encourage our Pride group to offer leadership advice to school council and other leadership groups in school.
- Create policies to promote safety for all groups of pupils regardless of race, sexuality or gender identity, including the use of language
- Create a culture through our school vision of "life in all its fullness", of inclusivity which means we are against prejudice-based bullying.
- Report to governors on incidents of all prejudice-based bullying and the actions taken

9. Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of this policy.

10. Monitoring the policy

The Headteacher and Deputy Headteacher (Pastoral) are responsible for monitoring the policy on a day to day basis. The Headteacher and Deputy Headteacher (Pastoral) are responsible for monitoring and analysing the recorded data on bullying. Any trends are noted and reported to governors.

11. Evaluating and reviewing

The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via a termly report. The governors are, in turn, responsible for evaluating the effectiveness of the policy via a termly report. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation.