



Anti – Bullying Policy

Approved and adopted – Nov 30th 2020

This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, and staff.

Review Date **Sept 2022**

SIGNATURES

**Student
(via the Student Council)**

.....

Staff Coordinator of
Anti-bullying

.....

School Leader

.....

Contents

1. Introduction	Page 3
2. Roles and responsibilities	Page 3
3. Definition of bullying	Page 3
4. What does bullying look like?	Page 3
5. Why are children and young people bullied?	Page 4
6. What are the signs and symptoms of bullying?	Page 4
7. How can we prevent bullying?	Page 4
8. Why is it important to respond to bullying?	Page 5
9. Recording of bullying incidents	Page 5
10. Responses to bullying	Page 5
11. Pathways of help	Page 6

1. Introduction

At Clever Fish school we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect students to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

2. Roles and responsibilities

The Head-Teacher has overall responsibility for the policy, its implementation and for liaising with the Ministry of Education, parents/guardians and outside agencies. The school leader is also responsible for appointing an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti –bullying coordinator in our school is the Head-Teacher

Their responsibilities include:

- Policy development and review involving students, staff, parents/guardians and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/guardians where appropriate.
- Coordinating strategies for preventing bullying behaviour.

3. Definition of bullying

“**Bullying**” means any repeated conduct by a student where the conduct is

intended by that student to have the effect of, or that student ought to know that the conduct would likely have the effect of:

- Causing physical, emotional, psychological or social harm to another student.
- Placing another student in reasonable fear of physical, emotional, psychological or social harm.
- Placing another student in reasonable fear of damage to that student’s property.
- Creating an intimidating, threatening, hostile or abusive educational environment for another student.
- Disrupting the academic progress of another student.
- Damaging the reputation of another student.
- Infringing on the rights of another student to participate in school activities.

Although the primary focus of this policy is to address student on student bullying, at Clever Fish School, we recognise that students may want to report incidents where they feel bullied by school staff. Therefore, when the term bullying is mentioned it is designed to include all types of bullying, including staff on student and student on staff bullying.

4. What does bullying look like?

Bullying can include:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyber bullying - inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.

- Excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

5. Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities.
- Bullying related to appearance or health.
- Bullying relating to sexual orientation.
- Bullying of children in care or otherwise related to home circumstances.
- Bullying related to gender.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people.
- Young people and staff.
- Staff.
- Individuals or groups.

6. What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route.
- Doesn't want to go on the school bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Becomes aggressive, abusive, disruptive or unreasonable.

- Threatens or attempts suicide.
- Threatens or attempts self-harm.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Performance in school work begins to drop.
- Comes home with clothes torn, property damaged or 'missing'.
- Asks for money or starts stealing money.
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home 'starving'.
- Is bullying others.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Becomes nervous or jumpy when a cyber-message is received.
- Gives improbable excuses for their behaviour.

7. How can we prevent bullying?

At Clever Fish school we foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviour, and relationships, which will also have a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Undertaking work in school which develops empathy and emotional intelligence.
- Ensuring that all incidents are treated seriously and dealt with immediately.
- Having an expectation that all staff will report incidents of bullying that have been witnessed.

- Having in place a clearly understood and accessible protocol for students, staff and parents to raise concerns on bullying.
- Undertaking a standardised bullying survey at least once a year.
- Reporting the results of the bullying survey and any aligned plan of action to the [insert **DES or board of governors**].

11. Pathways of help – (see next page)

8. Why is it important to respond to bullying?

Bullying Hurts!

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

9. Recording of bullying incidents

If an incident of bullying occurs, a statement will be taken by the person who has been bullied, the alleged bully and any witnesses. Statements remain on file until the students involved leave the school.

10. Responses to bullying

On receiving a report of an allegation of bullying or on witnessing conduct which appears to be bullying or retaliative action, staff at Clever Fish will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct.

At Clever Fish we shall notify —

- The parents of the students involved in bullying or retaliative conduct.
- The police, if the school leader is of the opinion that the conduct falls within the scope of the criminal law.
- Any other relevant agency.

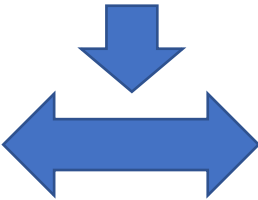
PROCEDURES AT CLEVER FISH FOR REPORTING BULLYING

PATHWAYS OF HELP

Child is bullied

Step 1a
 Self-referral by victim by disclosing to a teacher, parent or other students.
 Referral by other students, staff or parents.

- Step 1b**
- Student personally approaches:
 - Buddy/Peer Mentor
 - Form Tutor
 - Class Teacher
 - Non-Teaching trusted member of the school community
 - Support Staff



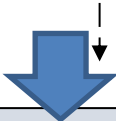
If continues

Step 2 (within 1 working day)
 Student meets with form/class teacher/anti bullying coordinator
 Discussion on the facts
 Suggested ways forward
 Short review time (5 days)
May initiate Step 3 and Step 4 measures immediately.



Step 3 (within 5 working days)
 Designated adult discussion/Interview with all parties will use suggested and agreed actions/strategies.
 Parents informed
 Short term review (5 working days)
May initiate Step 4 measures immediately

If continues



Step 4 (within 10 working days)
 Senior member of staff (with anti-bullying responsibility) directs to a variety of help strategies delivered by 'trained' personnel:

- Restorative justice Mediation/counselling
- Anger management training & self help
- Peer Mentor/Buddy support
- External Agencies –
- Circle of friends

If continues



Step 5
 Options may include:

- School leader informs/seek advice from the DES/[governing body]
- Intervention by RCIPS
- Child Protection referral made

REPORTING PROCEDURES FOR INCIDENTS WHERE STUDENTS FEEL BULLIED BY STAFF.

- Students need to be aware of the available option when reporting incidents where they feel bullied by a member of the school staff.
- When such incidents occur, students should be able to make a report as outlined in the 'Pathways of Help' chart outlined above.
- Students should also be aware that they can make a referral to the school Child Protection Officer, or to make a disclosure to any adult that they feel comfortable with.
- It is important to note that any person receiving a disclosure from a student about bullying by an adult will be required to make a referral to the Child Protection Officer