



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

ANTI-BULLYING POLICY

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Responsible Officer: Richard Wood (AHT) - Attitude to Learning & Learner Experience

Value statement:

Benton Park is committed to creating a safe learning environment where students can learn and develop both personally and academically. If a student feels safe, they are in a much better position to be successful in all aspects of their school life. The school endeavours to create an environment in which students can talk about their worries, confident that they will be fully supported.

Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up, and every young person should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.

Our objectives are to ensure all members of our school community contribute to:

- Creating a positive ethos of mutual respect;
- Preventing all aspects of bullying, through a detailed understanding of what bullying is;
- Ensuring that any incidents of bullying will not be tolerated and are dealt with quickly and effectively.

What is bullying?

The Government defines bullying as:

“Behaviour by an individual or group, usually repeated or over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be physical, verbal or psychological and takes many forms. It can be short term or continue for a longer period of time. Behaviour which includes the illegitimate use of power, in order to hurt others, is considered to be bullying behaviour. This includes:

- Name-calling, taunting and mocking;
- Making offensive comments;
- Making threats;
- Pressuring to hand over money or possessions;
- Hitting, kicking and pushing;
- Damaging or taking possessions;
- Spreading hurtful or untruthful rumours;
- Excluding or isolating;
- Producing offensive graffiti;
- Gossiping;
- Cyberbullying.

What is cyberbullying?

“Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.” (Anti-Bullying Alliance, London)

It includes:

- Harassment

- Impersonation
- The creation of websites
- The sharing of images/video-clips
- Video shaming
- Chat room bullying either verbally or through instant messaging

School ethos

- Create a positive ethos where everyone feels safe. Victims feel confident to report any incidents of bullying.
- An anti-bullying ethos will be created through all aspects of school life, including assemblies and through all aspects of the learning environment.
- Ensure students know how to report any incidents and are confident to do so.

School environment

- Create a safe environment where students feel safe throughout the school day.
- Ensure staff supervision is visible, high profile and proactive during social times to ensure a positive environment for all students across all areas of the school.

Attitude to Learning

- Ensure that there are effective systems in place which react swiftly to any incidents of bullying.
- Ensure there are robust systems in place to respond to all aspects of bullying, sanctioning through the Attitude to Learning Framework.
- Systematically record and report all incidents through the school's data management systems.

Support students proactively

- Ensure all students are effectively supported in school, and work effectively with parents/carers.
- Engage the support of external agencies where appropriate.

Implement strategies to modify behaviours

- Provide strategies for modifying the behaviour of students engaged in bullying behaviours.
- Work with parents/carers to enable them to support their child's behaviour modification.
- Engage the support of external agencies where appropriate.

Raise awareness

- Ensure that students are effectively educated through the PSHCE curriculum regarding the consequences of bullying behaviour.
- Raise awareness through assemblies and events to mark National Anti-Bullying Week.

Create a climate of mutual respect

- We will model relationships which promote mutual respect and will value all similarities and differences.

- We will provide training for all staff to make clear their role in modelling respectful behaviour, and ensure that this training forms part of the induction programme for all new staff and ITE trainees.
- We will encourage everyone in the school community to have a positive self-image and high self-esteem and support them to fulfil their full potential.

Student Leadership

- Provide students with opportunities to give feedback on the effectiveness of our anti-bullying strategies, and the extent to which they feel safe in school.
- We will empower students to take a lead in anti-bullying work, through groups such as the Student Council and a student-led Bullying Focus Group.

Responding to incidents of bullying

All allegations of bullying will be investigated and dealt with firmly and fairly. Initially, we will speak to the suspected victim and bully, as well as any witnesses to the incident(s).

Our priorities are to:

- Make sure that the victim is safe;
- Work to stop the bullying happening again;
- Support the victim;
- Take action to ensure that the person doing the bullying learns not to harm others.

Support for victims of bullying includes:

- Counselling and building confidence;
- Informing parents/carers, so that they can give support;
- Where appropriate, establishing a 'buddy system' to support the victim;
- Where appropriate, involving external agencies;
- Monitoring the situation to make sure there is no further bullying.

Sanctions for bullying

Level 1	Minor incidents of name-calling, gossip, spreading rumours, negative texting, teasing, pushing.	Recorded on database Counselling by Form Tutor, Subject Teacher or Pastoral Team member. Mutual discussion. Resolve amicably, where possible.
Level 2	Repetition, escalation or a more serious incident.	School Detention
Level 3	Continuation or a more serious incident.	One day in Supervised Study 'Next steps' meeting with Key Stage Leader External agencies may also become involved
Level 4	Persistent bullying or a serious incident, including unprovoked physical assault.	Multiple days in Supervised Study Excluded to another school Fixed Term / Permanent Exclusion (at the discretion of the Headteacher) Parental meeting with a Senior Leader

At any stage, a serious incident of bullying can lead directly to Level 4.

Hate Incidents

At Benton Park School, we have a commitment to ensure that all members of our school community are free from bullying and harassment because of their ethnicity, faith, gender, sexuality, disability or socio-economic background. Educating our students on these issues throughout our curriculum plays a key role in reducing such behaviours. Racism is most commonly tackled through RSP and PSHCE lessons. Students take part in discussions designed to raise awareness and address prejudice.

We adopt a 'zero tolerance' approach to all hate incidents. These are incidents motivated by prejudice, where the perpetrator targets a victim based on their membership, or perceived membership, of a social group or race. Although this is not an exhaustive list, most hate incidents can be categorised into one of the following areas.

- Ethnicity / Race
- Sexual orientation
- Religious / Belief
- Gender identity
- Disability / Health

In the event of a 'hate incident' occurring in school, a range of interventions may occur to support the victim and also the perpetrator, to minimise the likelihood of repeated behaviour. Depending on the severity of the incident, support may include:

- Involve / discussion with parent
- Restorative conversation
- Targeted provision
- Safer Schools Officer input
- Cluster or Targeted Services referral

In such occurrences, in addition to our standard bullying protocols, an anonymised report containing the details on the incident, but not the individuals involved, is sent to the Local Education Authority within five working days. Hate incidents in school are also reported to Governors at least three times a year.

Peer on Peer Abuse

Peer on Peer Abuse includes physical, emotional, sexual and/or financial abuse, and/or coercive control, within young people's relationships. This may or may not be enabled by age differences between young people. Other contextual factors, such as gender, social status within peer groups, intellectual ability, economic wealth or social marginalization, may contribute to the situation and enable abuse.

While young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relationships with other peers who may be encouraging their behaviour or in their home lives where they may be experiencing abuse. Peer on Peer Abuse can manifest itself in many different ways, including on-line bullying, sexting, initiation / hazing and inappropriate / harmful sexualised behaviours.

Staff are trained to identify early indicators where abuse may be taking place, with a focus not only on issuing the appropriate sanction and intervention, but also identifying the root cause of this behaviour.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist will be completed and contact made with Children's Social Work Service, if appropriate.

Good practice dictates that there should be a co-ordinated multi-agency approach through a Risk Assessment Management Plan (RAMP) to respond to their needs, which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on undertaking a RAMP can be obtained from the Education and Early Years Safeguarding Team on 0113 3789685. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Children and young people who abuse others will be responded to in a way that meets their needs, as well as protecting others within the school community through a multi-agency risk assessment.

Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature'. It can occur online and/or offline. Sexual harassment may violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment may include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

Sexual harassment is not acceptable, will never be tolerated by school and is not an inevitable part of growing up. Staff in school will challenge sexist language or inappropriate behaviour in school, as dismissing or tolerating such behaviours risks normalising them.

In the event of an incident occurring between students, a range of interventions may occur to support the victim and also the perpetrator, to minimise the likelihood of repeated behaviour. Depending on the severity of the incident support may include:

- Involve / discussion with parent
- Restorative conversation
- Targeted provision
- Safer Schools Officer input
- Cluster or Targeted Services referral

Monitoring the impact of this policy

The impact of this policy will be measured through:

- A biennial survey of students on the extent to which they feel safe, and how well the school responds to any incidents of bullying.
- A biennial survey of parents and carers on the effectiveness with which the school creates a safe learning environment for students and responds to incidents of bullying, as part of the wider Parent and Carer Voice survey.

In addition, we will monitor other indicators on an ongoing basis, such as:

- Incidents of bullying and harassment;
- Attendance, attainment and progress;
- Sanctions and rewards.

As a school, we also monitor the impact of this and other policies on students, staff, governors, parents and carers. We assess whether policies could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact, in terms of equality of opportunity and outcome.

Anti-Bullying: Action Flow Chart

