



Allerton Grange School

Anti-Bullying Policy 2020-21

Designated Lead: Rav Mattu, Isolation Room Supervisor

Reviewed November 2020

Review cycle: 1 year

Next review: November 2021

Aspire, Grow, Succeed

Allerton Grange School

- Working together to achieve our full potential.
- Celebrating our diverse school community and fostering tolerance and respect for all.
- Developing active citizens within the school community and beyond.
- Inspiring confident, creative and independent learners.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what steps they can take should their child be affected by bullying.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

ANTI-BULLYING POLICY

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 and secure atmosphere. Allerton Grange values and celebrates diversity and expects all sections of our school community to demonstrate respect towards others and together, make our school 'safe for everyone'

We want our school to be an environment which is 'safe, supportive and listening', where all sections of our school community (governors, staff, students and parents) understand that bullying in any form, by anyone (adults or children) and anywhere, is always unacceptable.

We expect everyone to take action when bullying occurs and that all pupils and parents should feel assured that incidents will be dealt with promptly and effectively.

Definition of Bullying

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can leave people feeling helpless, frightened, anxious, depressed or humiliated.

What is bullying?

- *Wilful*: The behaviour has to be deliberate, not accidental.
- *Repeated*: Bullying reflects a pattern of behaviour, not just one isolated incident.
- *Harm*: The target must perceive that harm was inflicted.

Bullying can take many forms:

Physical – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, taking, breaking and hiding belongings or money, unwanted physical contact.

Verbal – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening, spreading rumours, unpleasant rumours about people's family and friends, blackmail.

Indirect – spreading unpleasant stories/rumours about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, defacing of property, a display of pornographic, classist, disability, homophobic, racist or sexual material.

Cyber bullying:

- Sending/posting abusive, threatening or intimidating texts, emails, images, videos or messages, making offensive comments or shaming someone online.
- Spreading rumours or gossip (and encouraging others to do so) on social media including trolling on social networks, chat rooms or online games.
- Sending neutral messages to someone to the point of harassment.
- Creating fake profiles on social media, making fun of someone in an online chat that includes multiple people or setting up hate sites or groups about a particular child or children.
- Attacking or killing an avatar or character in an online game, constantly and on purpose.
- Creating and/or sharing embarrassing photos or videos and sharing electronically without permission.
- excluding children from online games, activities or friendship groups
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting or pressuring children into sending sexual images or engaging in sexual conversations.
- Homophobic bullying

Racist bullying:

Singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices, often by using derogatory language.

Trans bullying:

Affects young people who are transgender but can also affect those questioning their gender identity as well as students who are not transgender but do not conform to gender stereotypes.

Peer on peer bullying:

Name-calling, physical assault, spreading rumours, stealing, excluding people and turning someone's friends against them.

Gender bullying:

Targets a person's sex or sexuality, can occur between people of any gender and/or sexual orientation.

SEND bullying:

Discrimination against someone because of their difficulties and differences.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and bystanders need to understand the impact their role can have. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms of bullying to look out for:

A child 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
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to underachieve at school
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- comes home hungry (money/lunch has been stolen)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures for dealing with incidents

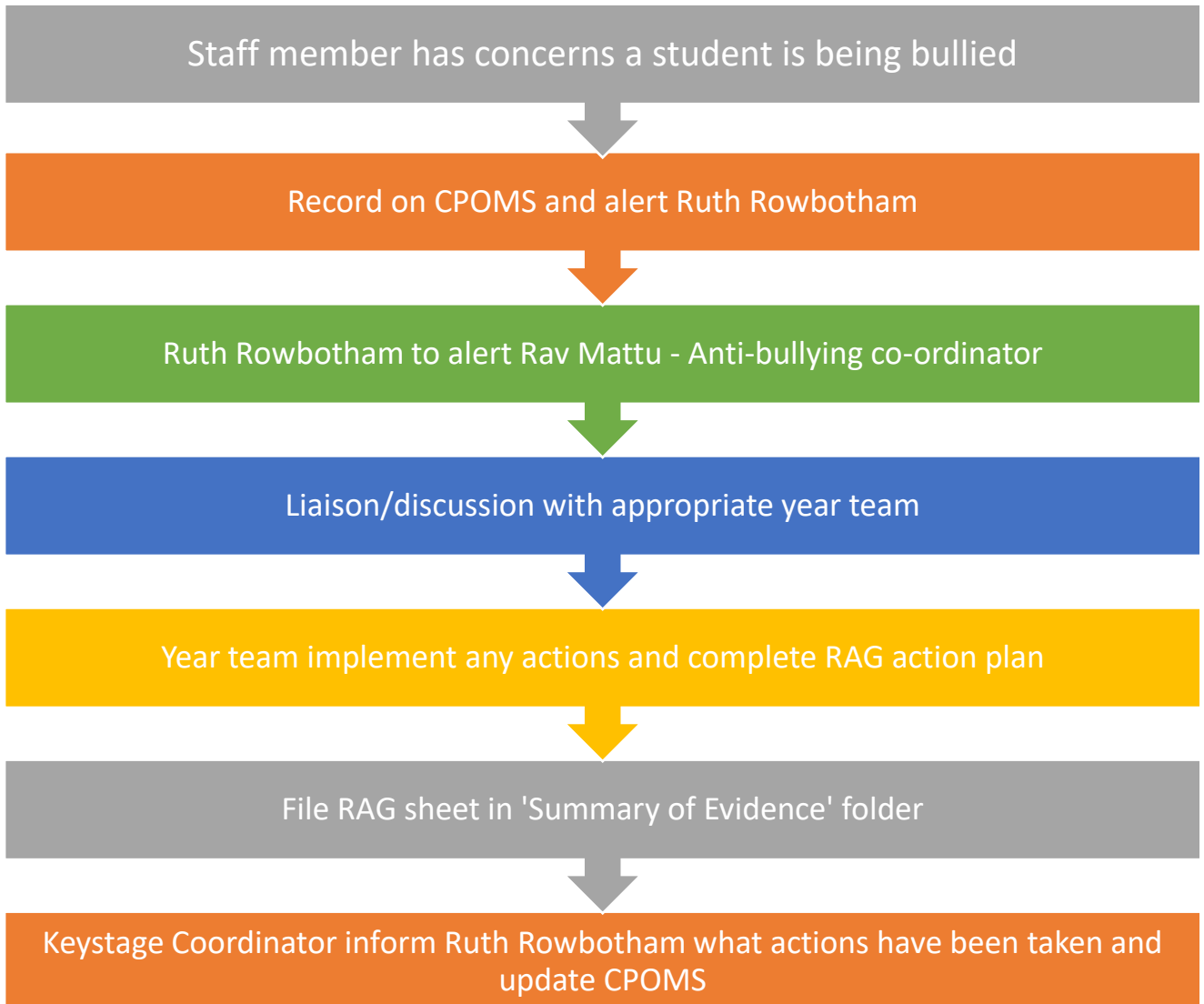
Do not ignore any incident of bullying that you have witnessed or that has been reported to you. Bullying which is unchecked, and which teachers seem to condone by ignoring, affects not only those immediately involved but the school too.

If a student tells you that they are being bullied take them seriously. Ask for as much detail as possible and ask them to write it all down if they can. Reassure them that something will be done and it is necessary to inform other members of staff confidentially. All involved will be interviewed individually and written statements taken.

If a student reports someone being bullied, take them seriously and praise them for letting you know. Then follow the in school protocol.

If a student is identified as a persistent bully, they will be required to attend weekly intervention after school to undertake some restorative work.

Bullying



Our in school bullying RAG action plan:

Action	
Member of staff identified to lead on the incident/investigation	Initials
First stage bullying i.e. first offence/non-physical/non discriminatory	
A. If necessary written statements from students must be taken as soon as possible. These statements must be dated, signed and filed	Tick or N/A
All students involved must be allowed to give his/her version of events.	
B. Record on CPOMs logging the victim but enter the culprit as linked students and alert Ruth Rowbotham- include your actions	
C. Verbal warning issued and logged on SIMS as verbal abuse/assault or whatever is deemed appropriate	
D. Inform victim of actions	
Second stage bullying i.e. second offence/or physical/discriminatory	
Complete points A and B	
E. Check CCTV if necessary i.e. physical bullying	
F. Contact the parents of the alleged culprits and victims and inform of the incident and advised as to the ongoing investigation/incident. <input type="checkbox"/> Parent meeting <input type="checkbox"/> Phone call	
G. Isolation given to culprit and recorded SIMS as bullying but Resolve the log and add actions (this is to log the behaviour rather than the bullying. CPOMs should still be completed for the victim)	
H. Conduct mediation between victims and culprits	
I. Ensure Year team and Form Tutors monitor situation. After 1-2 weeks speak to victim and victim's parents to ensure issue isn't continuing.	
Third stage bullying i.e. continuous issue	
Complete points A B E G	
J. Conduct parent meetings with SLT link for both victim and culprit	
K. Issue Isolation/exclusions- SLT/Year Teams discretion- must inform SWH	
L. Inform Anti-bullying Team- they will refer culprit for intervention from PCSOs and Year teams will provide intervention for the victim - this may include a mediation	
Notes/any other actions:	
Record all appropriate details/phone calls on SIMs communication log including meeting minutes	

Organisations for help and advice

Allerton Grange Anti-bullying helpline - 07900 741239

Email – safe@allertongrange.com

Our team of Bullying Ambassadors can be contacted during school hours.

Details can be found on the school's anti-bullying notice board

Alternatively, speak to Mrs Mattu or Mrs Rowbotham

LGBT Club – Spectrum, at Allerton Grange

Details can be found on the LGBT noticeboard in school

The Diana Award crisis messenger

Text DA to 85258 for 24/7 support

Childline

<https://www.childline.org.uk>

0800 1111



AGS Anti-Bullying Charter



Anti-Bullying definition:

Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Everyone in AGS school community agrees to:

Understand what bullying is and how it affects other people.

Listen to anybody who sees bullying, wants to talk about bullying or is being bullied.

Tell someone such as a teacher, other adult, anti-bullying ambassador or peer about bullying behaviour.
We will never look the other way and do nothing.

Take action by responding quickly to all bullying incidents.

Celebrate and welcome our differences.

Respect all members of our school community and their differences and unique contributions.

Contribute our ideas to help monitor bullying and its responses.

Honest I will be honest and tell the truth.

We will: listen to you
help as much as we can
make you feel safe

You will: not blame others for the choices you make
tell somebody if you are being bullied

Think before you speak because words can be hurtful

Asking for help is not getting someone IN to trouble,
It's getting someone OUT of trouble.