



Policy Focus	Anti-Bullying Policy
Policy Date & Version	August 2017 V5
Date Directors Approved/Adopted	19 March 2019
Review Date(s)	March 2020
Owner/Lead	Executive Principal & HoS(s)

School Aim
<p>Our overall goal is to enable young people to 'be the best they can be' and to reach it we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.</p> <p>Our aims are to :</p> <ul style="list-style-type: none"> ▪ <i>Meet the previously unmet needs of young people and enable learning and employment.</i> ▪ <i>Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.</i> ▪ <i>Contribute to community and social change.</i> ▪ <i>Reduce costs to society in terms of both social and economic benefits.</i>

Statement of Intent for this Policy
<p>Every child deserves the right to feel safe in school and in their community.</p> <p>As such a significant part of our school focus is about building positive relationships and a sense of community within and external to the school.</p> <p>This policy links with our Safeguarding Policy and our Behaviour Policy, and sits within our Wellbeing Framework.</p>

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1. Aims/Objectives of this Policy

The aim of this policy is to reduce the incidence rates of bullying and create an environment in which **everyone feels safe, secure and respected**. SfIT always treats the issue of bullying as a serious matter.

School for Inspiring Talents (SfIT) is committed to building positive relationships and a strong sense of community and therefore preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our school community by proactively dealing with all students, their families and staff to eradicate and promptly deal with all reported incidents.

Bullying is a form of antisocial behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some, it can lead to serious and prolonged distress and long term damage to social and emotional development.

2. Statutory/Strategic Basis

The Department for Education (DfE) has published advice on preventing and tackling bullying, which is for school leaders, staff and governing bodies. The document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the DfE's approach. The document replaces previous advice to schools. It outlines, in one place, the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles that underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

SfIT implements our Anti-Bullying policy in compliance with the following legislation and guidance:

- 'Don't Suffer In Silence' – An Anti-Bullying Pack For Schools' DfE (www.governor.co.uk).
- The Human Rights Act 1998
- Preventing & Tackling Bullying March 2014
- Preventing & Tackling Bullying 2012 Section 2
- The Race Relations (Amendment) Act 2000
- 'Safe To Learn: Embedding Anti-Bullying Work In Schools' (DfE 2007).
- DfE Guidance: 'Tackling Bullying Of Children With SEN And Disabilities', (May 2008).



3. Procedures & Protocols: What Does This Mean We Do In Practice?

At SfIT our aim is to prevent or deter bullying or harassment from starting and to deal with it if it does occur and to minimise the opportunity for recurrence. Wherever possible and appropriate, every effort should be made to resolve a situation on an informal basis. This policy and procedure provides the guidance and the process to follow in the instance of a harassment or bullying situation experienced by a pupil.

Accordingly, SfIT will ensure the following:

- All students have a clear view of what a good behaviour in relationships look like
- A clear, consistent approach to dealing with all forms of bullying is adopted and regularly monitored
- Anti-bullying initiatives are an integral part of the assembly and PSHE programmes for all years
- Advice to parents and students is provided

- Appropriate in service training for **all** staff is provided
- A physical environment that is closely supervised and where students feel safe and secure
- Active support of parents and outside agencies.
- Students' and parents' concerns are listened to
- Executive Principal's reports to the Directors highlights any cases of bullying that have occurred.

Bearing in mind the seriousness of bullying incidents, it is imperative that all the following happens with all incidents;

- They are promptly dealt with
- Restorative Justice approaches will be used where relevant
- They are verbally reported (to the Executive Principal or Head of School), well before the end of the day
- They are recorded on SchoolPod
- They All prejudice-related bullying is reported using e-form R110 to Devon County Council by the Executive Principal

4. Implications for Staff

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend him/herself. It is distinct from random acts of aggression. Bullying affects the ability of a student



to fully participate in and enjoy school life and it is both an equal opportunities issue as well as a disciplinary offence.

Definition of bullying

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

Safe to Learn: embedding anti bullying in schools (2007)

Bullying can manifest itself in any of the following ways:

- **physical bullying** (e.g. hitting, pushing, unwanted physical contact)
- **direct verbal bullying** – e.g. name calling or sarcasm, including comments related to race
- **using racist or sexually abusive comments**
- **derogatory and discriminatory language**
- **relational bullying**
- **bullying related to special educational needs or disabilities**
- **taunting**
- **mocking**
- **making offensive comments**
- **taking or damaging belongings**
- **cyber bullying** – the use of information and communication technology, particularly mobile phones and the internet, deliberately to upset someone else
- **producing offensive graffiti**
- **gossiping and spreading hurtful and untruthful rumours**
- **excluding people from groups**
- **sexist/transgender/homophobic bullying**
- **bullying related to race, religion or culture**
- **bullying of young carers or looked after children or otherwise related to home circumstances**

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'.

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

Teachers and parents are in a position to observe changes in the behaviour of a student, which may indicate that they are being subjected to bullying. The following is a list of signs to look out for:

- Damage to or losses of items of clothing, property or school work. If this occurs frequently, then start to ask questions
- Are there signs of physical injuries, e.g. cuts or bruises?
- Behaviour or learning behaviour is perceived to have changed in a negative way
- Playing truant or a reluctance to travel to and/or attend SfiT
- Being aware of students who are reluctant to attend learning sessions
- An unhappy student who may not wish to go out at breaks or lunchtimes
- A student who threatens to self-harm



Staff will listen to students when they are willing to talk about bullying. We will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'. All staff will actively support the Anti-Bullying and Behaviour Policies using Restorative Justice approaches wherever possible.

5. Implications for Students

A student who believes that they have been subject to harassment should, in the first instance, state that the behaviour is unwelcome, unwanted, unacceptable and/or offensive and ask the individual(s) concerned to stop. Our procedures encourage students to report incidents of bullying. Students will recognise each other's rights and responsibilities to ensure the following:

- To be physically safe
- To keep own possessions
- To be free of insult, derogatory terms and teasing
- To be able to associate with other young people for companionship and friendship

The culture of SfIT will encourage students to ensure the physical safety of others, the security of everyone's personal possessions and freedom from hurt by name-calling, teasing and the inclusion of all students in play and learning activities. Restorative Justice approaches will be used wherever possible.

6. Implications for Directors

School for Inspiring Talents has a Board of Directors whose legal responsibility it is to make sure that the school has an effective Anti-Bullying policy in place and monitors that the school complies with it.

The Board of Directors should also ensure that the policy is made available to parents and carers if requested.

They will make sure the policy is reviewed in line with the review schedule or as soon as possible after any changes in the most recent advice or guidance.

The Executive Principal will report the number of bullying incidents to the Board of Directors on a termly basis

7. Resources Relevant to this Policy

Devon Children's Trust Partnership Bullying Incident Form
School Rules
PSHE Curriculum



8. Monitoring: Compliance/Consistency/Impact

It is the responsibility of all staff and students to monitor the intentions and implications of this policy in an ongoing way. We must all be vigilant to the direct and indirect symptoms of bullying that could be taking place in our school and address them swiftly and wherever possible openly to ensure that the learning culture we aspire to is the culture we actually have.

Incidents will be monitored through:

- Briefings and debriefings
- Weekly scrutiny of Incident Logs
- Tutor groups
- 1:1 s with students

Reporting will be via termly reports to the Directors.

9. Relevant Data Sets/Metrics

Record of Bullying Incident Forms

10. Other Comments

- ↗ Safeguarding Policy
- ↗ Behaviour Policy
- ↗ Equalities Policy
- ↗ PSHE Curriculum

Appendix (Documents are available in the School Office)

Prejudice –related bullying preventing and responding Information for schools in Devon

DfE Advice for parents and carers on cyberbullying

DfE Cyberbullying: Advice for headteachers and school staff

DfE Supporting children and young people who are bullied: advice for schools (Factsheet)

DfE Preventing and tackling bullying - Advice for headteachers, staff and governing bodies

October 2014

Appendix B

Extract from the Devon Special Educational Needs (SEN) Toolkit

The SEN Toolkit combines two tools that together help SENCOs to fulfil the strategic and managerial aspects of their role i.e. to manage, review and evaluate SEN provision, its quality and its 'value for money'. It has been devised to support schools in completing the self-evaluation process by outlining clearly the links to the revised Ofsted criteria (September 2012). The Toolkit is available in the SENCO Handbook on the Babcock LDP website (www.ldp.babcock-education.co.uk) where the two tools can be downloaded or printed either individually or in combination.

Part 1 of the toolkit is an **SEN audit** tool that enables schools to gather all the information about children with SEN in one place for analysis. Introductory pages provide guidance on its completion and completed examples can be found on the website. It comprises a number of forms as follows:

Form	Areas covered	Description
1a -1d	Identification of SEN	Grids to plot the SEN profile for School Action, School Action Plus and pupils with Statements and to record information about vulnerable groups and individuals; each of these requires analysis by schools.
2	Provision made to address the identified need	Sheet to record pre-admission and transition information.
3		A model provision map which enables the school to record provision at whole school, class, groups and individual levels for every year group by each of the 4 areas of need identified in the SEN Code of Practice.
4a- 4b	Resources available	A format for recording costs; it requires information on SEN income and outgoings.
5	The impact of identification and provision on pupil progress.	Schools should give details on outcomes for children; examples are provided of how the progress made by pupils with SEN might be summarised.
6a-6b	Identification of future SEN development required to ensure needs are met.	A suggested pro forma to record required SEN action (including training needs) identified whilst completing the audit.

The purpose of the SEN audit is to:

- Comply with the LA's requirement to monitor the use of SEN Funding;
- Provide a format for SEN planning, organising and monitoring which schools can share with HT, governors, OFSTED, School Improvement Partners, School Improvement Officers, SEN Adviser, outreach providers and other partner agencies;
- Provide SEN information for planning meetings with Educational Psychologists (and other services);
- Demonstrate the impact of schools' SEN provision including intervention(s).
- Provide contextual information for statutory assessment applications;
- Provide information to support the sharing of good SEN practice and so build capacity in schools;
- Enable the LA to plot trends and so support better targeting of need and effective commissioning of services (e.g. for support, training, etc);



- Enable Local Learning Communities (LLCs) to analyse the needs across all schools within the LLC and target resources effectively and efficiently to meet identified need

Schools should complete the SEN Audit every year, either electronically or in paper copy and use it to evaluate their SEN provision. Please note that as agreed with Devon's 'Forum for Learning and Achievement' (FLA), schools should return their completed SEN Audit to the LA each autumn. A 'Quick overview of Judgements' sheet is provided at the end of the tool which schools can use with a range of school personnel e.g. governors, teaching assistants and others to help arrive at an overall evaluation. As with the whole school SEF, it is good practice to review the SEN SEF annually though schools are **not** required to send this to the LA.

Part 2 of the toolkit is an **SEN self-evaluation** tool (SEN SEF) designed to help schools identify strengths in SEN provision and areas for development. Each section of the SEN SEF relates to the revised Ofsted framework (Jan 2012) so as to inform the whole school self-evaluation and cross reference is also made to Part 1: the SEN audit tool. An introductory page provides guidance on completion of Part 2.

Schools should consider each section one by one, review the evidence they have available and then make a judgement about their own provision using the OFSTED grade descriptors (i.e. Outstanding, Good, Satisfactory or Inadequate). Examples of evidence schools might have are provided to assist judgments but these are not an exhaustive list. To conclude the process, schools are asked to allocate two additional grades for:

- Overall effectiveness for SEN provision and
- Capacity for improvement.



Policies and procedures

- This policy, and any risk assessments and other documentation related to this, will be reviewed and updated annually or in the event of a change to school circumstances or relevant legislation.

Policy created by:

Date:

Policy reviewed by:

Date: