



St Laurence School

Policy on Anti-Bullying 2017

Introduction

St Laurence School is committed to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. We set out to educate students about the issues surrounding bullying and to deal effectively with incidents when and where they arise.

Although an academy, St Laurence School recognises Section 89 of the Education and Inspections Act 2006 which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students and that these should be communicated to all students, staff and parents as part of the school's overall behaviour policy. The Education (Independent School Standards) Regulations 2014 provide that academies and other independent schools ensure that bullying at school is prevented, as far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. Schools also have a duty to 'safeguard and promote the welfare of students' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

This policy should be read alongside the following policies: Equalities, Child Protection, Behaviour Management and E-Safety.

Purpose

To ensure a consistent approach to preventative actions with regards to all forms of bullying and ensure consistency in action taken if incident(s) of bullying occur. This includes racist, homophobic or transgender bullying.

Aims

- To develop a range of strategies to prevent bullying occurring in the first place.
- To react to bullying incidents in a reasonable, proportionate and consistent way, taking account of all circumstances and particularly considering the needs of "vulnerable children".
- To de-escalate and/or stop any continuation of bullying behaviour that has been identified.
- To safeguard the student who has experienced bullying and trigger sources of support.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency or other appropriate support.
- To regulate the behaviour of students in school and where practical when they are off site, (particularly pertinent to cyberbullying) in accordance with the Education Acts of 2006 and 2011 and in line with the July 2017 DFE *Advice for Headteachers, Staff and Governing Bodies: Preventing and Tackling Bullying*.

Our mission is to develop young people with active and creative minds. Within the context of our Christian and civic foundation we aim to foster a sense of understanding and compassion for others, and the courage to act on our beliefs.

St. Laurence strives to be an outstanding school, offering a broad and challenging education to meet the needs of all students. We are committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive curriculum.

Within a caring, respectful, inclusive community, we cultivate a desire to learn, take risks and accept challenges. We want our students to be resilient and adaptable, equipped with the knowledge, skills and curiosity to continue their education and become fulfilled, confident, socially responsible adults.

We care. We inspire. We succeed.

Definition

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

Approval: Community and Ethos
Review: November 2019



It can be:

- physical e.g. kicking, hitting, taking and damaging belongings
- verbal e.g. name calling, taunting, mocking contributions in lessons, threats, offensive remarks
- relational e.g. spreading nasty stories, gossiping, excluding from social groups
- cyber e.g. texts, e-mails, social media

Role and Responsibilities

Preventative strategies

- Ensure an ethos of good behaviour where students treat one another and the school staff with respect, creating an environment where bullying is not accepted.
- Create clear expectations of behaviour that is and isn't acceptable in school to help stop negative behaviours from escalating.
- Gather and act on any relevant information from primary feeder schools (for new starters in Y7) and previous secondary schools (for in-year admissions) in relation to bullying.
- Use curriculum opportunities (e.g. PSHE, tutorial programme, Sixth Form Core) to discuss issues around diversity and draw out anti-bullying messages.
- Embed the Social and Emotional Aspects of Learning (SEAL) approach to developing social and emotional skills in areas such as empathy and the management of feelings.
- Use opportunities throughout the school calendar to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week, Collective Worship, briefing themes etc).
- Engage students, via the School Council, in the process of reviewing the school's Anti-Bullying Charter arising from this policy, and promoting open and honest reporting.
- Improve the School environment, supervision patterns, and Community Safety Partnership working including police liaison
- Develop the roles that students can play e.g. implementation of the Anti-Bullying Charter, promoting formal and informal buddying in the context of vertical tutor groups and the role of students in reporting incidents of bullying.
- Provide effective training so that staff understand the principles and purpose of the school's policy, how to resolve problems and where to seek support.

Procedures

- Students, parents and staff are encouraged to report bullying in confidence using a variety of methods published in student planners, staff handbooks and on the School's website and through reminders in Briefing.
- Suspicions, allegations, referrals and witness accounts of bullying incidents are taken seriously, dealt with promptly and all students involved have the opportunity to state their case.
- Parents/carers are informed as soon as possible when issues of bullying come to light, whether their child is a victim or the alleged perpetrator, and kept up to date with investigations and outcomes, where necessary developing an agreed action plan to support the individual who has been bullied.
- Sanctions are applied in accordance with the behaviour and exclusion policies.
- Bullying incidents are recorded on SIMS and monitored carefully in an attempt to pre-empt any recurrence.
- Where bullying occurs outside school and is reported to school staff, it will be investigated and, where practical and appropriate, acted on.

Responsibilities

- All staff and students have a shared responsibility to promote an open and honest anti-bullying ethos in which diversity is valued and the vulnerable are protected. This includes reporting any breaches of this policy at the earliest opportunity.
- The Deputy Head (Ethos) has specific responsibility for anti-bullying policy within the wider context of behaviour, inclusion and community cohesion. A member of the Senior Leadership Team has specific responsibility for e-safety. Responsibilities include the publication of policies and guidance, regular training for staff (and parent workshops), monitoring the effectiveness of this policy and providing an annual report for the governors, including statistics about types of incidents, motivations, actions.
- The School has named advocates for the protected characteristics under the Equalities Policy.

Monitoring and review:

- The Senior Leadership Team are responsible for the implementation and monitoring of procedures to ensure they are effective and explicit.
- This policy is reviewed every two years.

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