



Anti Bullying Policy

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Objectives of this Policy

Two Bridges School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying and discriminatory situations / incidents. The policy has been drawn up through the involvement of the whole school community.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Ensures that relationships between all members of the community are valued and expectations of interactions between staff and peers are high.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that they abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with Two Bridges School to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Engages students through student voice meetings

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally**”. Bullying can include: name calling, taunting, mocking, making offensive comments; any inappropriate physical contact, taking belongings; inappropriate text messaging and electronic messaging (including through websites and Social Networking sites); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping and excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health / mental health conditions.

- Bullying related to sexual orientation / gender identification
- Bullying of young carers or children in care or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Online bullying.

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum (i.e. annual Anti-Bullying Week in November each year), through our management of behaviour and restorative justice practices (refer to Management of Behaviour Policy), through displays, through peer support and through the School Community sessions.
- Train all staff to identify bullying and follow school policy and procedures on bullying. This includes training for all staff and young people on Esafety which is delivered through Inset (staff) and across all lessons (students).
- Provide "safe spaces" for vulnerable young people.
- Consider the allocation of staff in unstructured times to engage positively with young people and promote positive interaction.

Involvement of students

We will:

- Regularly canvas the young people's views on the extent and nature of bullying through Tutor time and student voice.
- Encourage students to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools (Anti-Bullying Week).
- Publicise the details of help lines and websites.

- Offer support to students who have been bullied and show pro-active support through behavioural log tracking and isolation of pupils displaying unacceptable behaviour with 1:1 pastoral mentoring / restorative justice meetings to resolve issues.
- Work with students who have been bullying in order to address the problems they have.
- Use the Tutor sessions and the afternoon Tutor sessions to encourage self-review and peer discussion to resolve issues around bullying and anti-social behaviours.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local PCSO to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints policy
- The teaching of PSHE Education
- Behaviour Policy
- Actions plans taking forward the Every Child Matters Agenda
- Child protections and Safeguarding Policy
- The recording of racial and other bullying /discriminatory incidents

Monitoring & review, policy into practice

We will review this Policy at least once every year in line with our other policies as well as if incidents occur that suggest the need for review. The school uses

the guidance by the DfE* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

The Management Committee to take a lead role in monitoring and reviewing this policy.

It is for the Head Teacher, teaching and non-teaching staff to be aware of this policy and implement it accordingly.

Pupils to abide by the policy.

DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"
www.teachernet.gov.uk

Anti Bullying Alliance guidance
www.antibullyingalliance.org.uk