



Studio @Deyes

Prevention of Bullying Policy

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Rationale

Bullying of any form is not tolerated by the studio school, and all staff and pupils are expected to be committed to this policy. All staff and pupils should respect each individual and aim to make everyone feel comfortable, both on their way to and from the school and within it. There must not be any fear of, or intimidation from, other people, either physical or psychological.

Our Policy and the Law

The Education and Inspections Act 2006 section 89, provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents; gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act has three aims.

- i. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- iii. Foster good relations between people who share a protected characteristic and people who do not share it

Safeguarding Children and Young People. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, school staff should report their concerns as per the Children Protection Policy and Procedures. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying

Types of Bullying

Bullying describes the behaviour when someone hurts another, either physically or emotionally, repeatedly and on purpose.

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- i. The behaviour has to be repeated
- ii. ii. The motivation has to be to hurt someone
- iii. iii. There is often an imbalance of power

We believe that the idea of a “Bully” is unhelpful in tackling this anti-social issue and that it is stopping anti-social behaviour and supporting victims that we must focus on. We recognise that sometimes someone can feel bullied even if the incident does not fit with our definition, but this still requires intervention and support

Forms of bullying:

- i. Verbal intimidation - name calling, mocking verbal abuse
- ii. Victimisation - starting rumours about someone
- iii. Isolation – leaving someone out of a group or not talking to them
- iv. Inciting someone to argue or fight
- v. Messaging with unpleasant text messages/images/video
- vi. Cyber bullying - targeting individuals through social media
- vii. Threatening behaviour to intimidate
- viii. Using Physical violence

We recognise that bullying can be Disability, Racist, Homophobic or Faith based or directed to other groups in society.

Bullying hurts people and is totally unacceptable. Everyone has the right to respect and a positive environment in which to thrive.

1 PRINCIPLES

1.1 It is important that victims are not made to feel powerless so to this end, victims of bullying will, in the first instance, have a dialogue with an adult to discuss ways in which the situation can best be dealt with and this will include discussion on appropriate sanctions. S/he will also be offered safe areas for breaks and lunchtimes.

1.2 Studio@Deyes will:

- i. ensure all pupils are aware of the nature of the bullying;
- ii. ensure all pupils are aware of the measures that will be taken against bullying;
- iii. inform parents of the school’s attitude towards bullying via any the home/school agreement, public events such as parents evening and subject specific material

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- iv. ensure that all staff are aware of the anti-bullying policy and procedures for its implementation, a copy of which will be included in the Policy Folder; and
- v. display anti bullying posters throughout the school.

2 ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of the Governing Body to establish a policy and procedure for Anti-bullying and to monitor the effects of the procedure.

2.2 It is the responsibility of the Headteacher to promote positive relationships in Studio@Deyes by encouraging and fostering acceptable standards of behaviour, good personal relationships and a respect for the individual. Any breaches of good conduct and behaviour will be addressed promptly, using informal procedures where possible but implementing formal procedures where necessary.

2.3 It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure with professional standards. In particular they should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

2.4 It is the responsibility of pupils to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

2.5 It is the responsibility of parents/carers to support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

3. MONITORING AND REVIEW

3.1 The Assistant Headteacher –will report on the policy to the Headteacher as appropriate.

3.2 The Headteacher will report to the Governors on any relevant aspects of the working of the policy as appropriate.

3.3 The Governing Body will review the policy every two years.

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4. PROCEDURES

4.1 As a student

If you suspect someone is being bullied: i. Take action. Approach the victim, try talking her/him to find out the situation, and refer her/him to an appropriate adult. ii. Tell an adult or someone more senior than yourself immediately. iii. Do not be, or pretend to be, friends with a bully.

It is the bully who has the problem.

If you are being bullied: i. Tell an adult you can trust. ii. Tell yourself that you do not deserve to be bullied, and that it is wrong. iii. Get your friends together and say NO to the bully. iv. Stay with groups of people even if they are not your friends. v. If possible avoid being alone in places where bullying is more likely to be possible. vi. Try not to show you are upset. Try to be assertive. vii. Walk quickly and confidently even if you do not feel that way inside. viii. Be proud of who you are.

4.2 As a parent/carer:

- i. Look for unusual behaviour. For example, your child may suddenly not wish to attend school, may feel ill regularly, or may not complete work to his/her normal standard.
- ii. Inform the school immediately you suspect bullying.
- iii. Advise your child not to fight back.
- iv. Reassure your child that there is nothing wrong with her/him.
- v. Make sure you and your child are aware of the school's Prevention of Bullying Policy.
- vi. Do not get involved personally with other parents. vii. Make sure you talk to your child.

4.3 As a member of staff:

- i. Record all incidents of bullying on an information sheet and give to the appropriate member of the senior leadership team.
- ii. Deal quickly, firmly and fairly with any complaints. Refer to victim support if appropriate.
- iii. Encourage pupils and staff to form positive attitudes towards others.

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- iv. Ensure that bullies are counselled and/or sanctioned appropriately.
- v. Ensure that victims of bullying are given help, advice and support by appropriate staff or outside agencies.
- vi. Ensure that all staff, teaching and educational support staff, are given appropriate information and training where necessary, in respect of the school’s Prevention of Bullying Policy.
- vii. Ensure that the school uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g. in the PSHE programme.
- viii. Encourage the pupils to be involved in writing the school’s Code of Conduct.
- ix. Talk to the suspected victim, the suspected bully and any witnesses.

Our commitment is that when a student speaks out about bullying:

- They will be listened to.
- Their concerns will be taken seriously.
- Together we will find a way to tackle it.
- The matters will be investigated.
- Someone will be there to help and support the young person.

4.4 The victims will be supported in the following ways:

- i. By being offered the immediate opportunity to talk about the experience i.e. through victim support
- ii. By the school informing the victim’s parents/carers.
- iii. By the school offering continued support when the victim feels s/he needs it.
- iv. By the Deputy Head teacher taking disciplinary steps to prevent more bullying.

4.5 The bullies will be disciplined and counselled in the following ways:

- i. By their mentor talking about what happened, to discover the reasons they

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became involved.

- ii. By the Assistant Headteacher informing the bullies’ parents/carers.
- iii. By all staff continuing to work with the bullies to get rid of prejudiced attitudes.
- iv. By the Assistant Headteacher taking disciplinary steps to prevent more bullying.

4.6 Disciplinary steps:

We can take a range of disciplinary steps; these include:

- i. An official warning to stop offending.
- ii. Inform bullies’ parents/carers.
- iii. Give detentions at break, lunch times, or after school.
- iv. Internally excluded.
- v. Exclude from the school during break and at lunch times.
- vi. Exclude from school for a fixed period (one or two days).
- vii. If bullying persists, exclude for a fixed period (up to five days).
- viii. If bullying persists to a significant level, recommend a new protocol or permanent exclusion.

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