SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

ANTI-BULLYING POLICY (INCLUDING CYBER-BULLYING)

Philosophy

Shirley High School Performing Arts College promotes a safe learning environment where our values are upheld by all and everyone can be safe, happy and successful. We aim to keep bullying to a minimum so that all students feel safe and happy at school.

We believe that for everyone to benefit from our learning community, Shirley High School should be a place where students, staff, helpers, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Shirley High School aims to ensure good relationships between, and good behaviour towards, all members of its community and ensure that learning and personal development takes place in a climate of trust, safety and confidence.

The school has a system of rewards which aims to motivate and encourage students, as well as helping to build individual self-confidence and self-esteem. Shirley High School values everyone's unique contribution to our community and has a system of values which underpins our ethos.

Everyone has a responsibility for safeguarding and ~~for~~ promoting the well-being of all students, and all staff have a duty of care to ensure students are protected from harm.

Principles

The school will:

- Adopt a definition of bullying that is agreed across the school and accepted across the local community.
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through ~~our~~ Personal Development lessons and related activities.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion, sexuality or sexual orientation, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Definition of bullying:

'A persistent, deliberate attempt to hurt or humiliate someone'

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

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Types of bullying

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

There are various forms of bullying which include:

- Physical – e.g. hitting, kicking, taking belongings.
- Verbal – e.g. name calling, insulting, racist remarks.
- Indirect – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g. use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self-confidence, and they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- non accidental injuries (including self-abuse)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students ~~than~~ themselves. Bullying can, and frequently does, have long term effects on victims, which may affect their adult lives.

Cyber-bullying

Cyberbullying is defined as the use of ICT, particularly mobile phones and the internet, to deliberately upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

Cyberbullying can also affect members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by students.

Roles and Responsibilities

The Principal is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy and the issues associated with bullying in schools.

The Senior Vice Principal with responsibility for student wellbeing has been designated to oversee the safeguarding and well-being of students. Their role includes the following responsibilities:

- To liaise with the Principal on all matters regarding the safeguarding of children.

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- To ensure the appropriate Head of Year monitors students involved in bullying and keeps the parents/carers informed.
- To monitor and record all reports of incidents of bullying. Incidents of bullying with prejudiced related content or motivation will be recorded in line with the "Guidelines and Procedures for Dealing with Prejudiced Related Incidents" found in the Community Cohesion Policy.
- To liaise with the police as necessary.
- To monitor the Student Guidelines for Network and Internet Use policy. Students who violate the rules included in this policy will be sanctioned.

The Vice Principal with responsibility for Personal Development has been designated:

- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through regular training.
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week.
- To ensure the use of appropriate assemblies/ Thought for the Day materials to highlight aspects of bullying, including Anti-Bullying Week.
- To co-ordinate the Anti-bullying team and ensure members are appropriately trained and visible to all members of the school community.

School staff have the following responsibilities:

- Staff should be alert to any potential incident of bullying and intervene when instances are noticed.
- Minor incidents of disagreement should be addressed by form tutors/subject teachers and can be dealt with effectively by reference to the school's Golden Rule:
  Students are expected to show consideration and respect to all members of the school and local community at all times.
- Incidents that constitute bullying should be referred to the relevant students' form tutor/s, who will liaise with the Head of Year over action to be taken.
- The Head of Year is responsible for clarifying the facts through thorough investigation and taking statements from the bully, any victims and witnesses. They may be supported in this by the Pastoral Support Assistants.
- The Head of Year, having clarified the facts, will inform all parents / carers of the incident, record the incident and liaise with the Senior Vice Principal with responsibility for student wellbeing regarding the sanction.
- Bullying is a serious offence in the schools Behaviour Policy and following appropriate investigation and considering the circumstances and history, any of these strategies can be applied:
  - Internal seclusion, during break and lunchtime, until investigation completed
  - Detention
  - Fixed term seclusion
  - Fixed term exclusion
  - Permanent exclusion
  - Mediation / Restorative approaches
  - Referral for counselling / victim support
  - Written or verbal apology
  - Parent/carer interview with HoY and SLT member leading to parental assistance in applying support or strategies or deterrents as necessary
  - Continued monitoring of individuals involved
  - Referral to external agencies e.g. Social Services, Educational Psychologist, Police

Students have the following responsibilities:

- Ensuring that students who have been bullied are not isolated from groups of friends.
- Intervening when someone is being bullied and making it clear to the bully that their actions are disapproved of.
- Informing a member of staff that bullying is happening.
- Encouraging the student being bullied to join in activities and groups.
- Discussion and consideration of bullying issues in Personal Development lessons and Tutor time.

Allegations against staff

Shirley High School believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy.

Any staff disclosing information regarding inappropriate behaviour by colleagues, will be listened to and supported by the Senior Leadership Team, in line with the 'Whistle Blowing Policy'.

Links with other policies

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all our students.

It links with the following policies which can be read in conjunction:

- Child Protection Policy
- Behaviour Policy
- Inclusion Policy
- Attendance and Punctuality Policy
- Teaching and Learning Policy
- Personal Development Policy
- Community Cohesion Policy
- E- Safety Policy (including Student Guidelines for Network and Internet Use and Responsible Internet Use Policy - published in the student planners; SLG Acceptable Use Policy; Bring Your Own Device in the Sixth Form Policy; & Staff Acceptable Use Policy)

This policy is linked to the following information published in the Student Planners:

- Home – School Agreement
- Student Guidelines for Network and Internet Use and Responsible Internet Use
- Code of Conduct
- School Rules
- Anti-Bullying Student Policy and Pledge

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

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Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individuals ~~victims/bullies~~ with a view to improved circumstances; positive feedback from parents, students and staff; monitoring of the willingness in students to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

We want all at SHS to believe in and maintain the values of our school:

| Compassionate | Respectful | Creative | Relentless | Aspirational | Resilient |