

# The Minster School

## Anti-Bullying Policy

<b>Approved by:</b>	Mr David Shannon	<b>Date:</b> 21/09/2021
	Chair SD&P Committee	
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*Succeeding Together*

*"Whatever you do, work at it with all your heart, as though you were working for the Lord" Colossians 3:23*

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*Succeeding Together*

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# ANTI- BULLYING POLICY

## INTRODUCTION

Everyone at The Minster School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community feel safe and be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos and reinforce the message that bullying is not tolerated in the school. Some bullying may also be a criminal offence.

Bullying affects everyone in a school, not just the bullies and victims. It also affects those other students who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a whole school. Students' emotional health and well being is affected by bullying. Everyone is expected to take steps to ensure that bullying does not happen and has the responsibility to deal with it if it does. All staff receive training as a part of their safeguarding training and induction in school and as a part of the e-safety training given in school.

This policy is accompanied by clear procedural guidelines for staff, students and parent/carers, written appropriately for each audience. These are given in Appendices A – C.

It is our aim to challenge attitudes about bullying behaviour, change the behaviour of those bullying others, increase understanding for bullied students and help build an anti-bullying ethos in the school based on our Christian values.

Our ethos and The Minster Way set out a clear set of values which we expect all our students to aspire to.

**Wisdom:** Students respond to clear boundaries learning right from wrong treating each other as equals.

**Optimism:** Students are praised and recognised for doing the right thing.

**Resilience:** Students will make mistakes and we will support them to correct their behaviours.

**Kindness:** Students will be kind to others and will make new members of the School community feel welcome and treat them as we would like to be treated.

**Service:** Students will respect others, regardless of gender, race, religion, age, culture, disabilities, sexual orientation, background, or outward appearance.



The curriculum, pastoral care system and school chaplaincy team are all used as vehicles to reinforce an anti-bullying ethos and help students to develop strategies to combat bullying-type behaviour.

Bullying will not be eradicated if the behaviour of the bullies is not modified. Efforts are made to identify why a student has bullied; support can then be offered to the bully and the victim to prevent reoccurrence. Sanctions will be imposed if these are considered the best way to change the behaviours.

Allegations of bullying are recorded on the form in Appendix E which Pastoral Leaders are responsible for completing. These records form the basis of a yearly report to governors on the extent of bullying in school and the responses to it. Success is monitored by assessing whether:

- incidences of bullying have been addressed and resolved
- students report that they feel able to report bullying
- students report that their concerns are acted upon

Records of alleged bullying and student voice activities in school will be used to report on this.

The Head has overall responsibility for this policy and its implementation. The Minster School's leaders have signed the "Bullying – Charter for Action" along with a representative of the students. The anti-bullying co-ordinator in our school is **Angela Zannetou (Assistant Head)**; the governors with responsibility for anti-bullying work are: **Paul Provost** and **Jonathan Hardman**.

This policy should be read in conjunction with other policies in school which link to it including Positive Student Management and Child Protection Policy.

## **DEFINITIONS OF BULLYING**

The Anti-Bullying Alliance defines bullying as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can take many forms, but three main types are:

- physical - hitting, kicking, taking belongings
  - verbal - name calling, insulting, making offensive remarks
  - indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones
  - Psychological – such as deliberately excluding or ignoring people
  - Cyber – such as using text, email or other social media to write or say hurtful things about someone
- Bullying can be based on any of the following things:
- Race (racist bullying)
  - Religion or belief
  - Culture or class
  - Gender (sexist bullying)
  - Sexual orientation (homophobic or biphobic bullying)
  - Gender identity (transphobic bullying)
  - Special Educational Needs (SEN) or disability
  - Appearance or health conditions
  - Related to home or other personal situation
  - Related to another vulnerable group of people
  - Sexual bullying – comments, taunts and threats of a sexual or sexist nature, Non-consensual physical contact (can include hugging, kissing or interfering with clothing). Spreading rumours about another person's allegedly sexual activity and sexism in all its forms.

**No form of bullying will be tolerated and all incidents will be taken seriously.**

Name calling is the most common direct form. This may be because of individual characteristics, but students can be called unpleasant names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

The school helps all members of its community to know the difference between bullying and simply “falling out”.

## **PREVENTION OF BULLYING**

As part of our commitment to the safety, welfare and emotional health of our students, we have developed a number of strategies to promote positive behaviour and discourage bullying behaviour. These include work in PSHE and work during pastoral time. Other opportunities are taken to address the issue of bullying through acts of worship and special events such as anti-bullying week.

## **WHAT KINDS OF PEOPLE BULLY OTHERS?**

Both boys and girls bully others. Adults sometimes bully each other and adults and children can bully each other.

Students who bully others can come from any kind of family, regardless of social class or cultural background.

## **THE ROLE OF THE BYSTANDER**

Usually one student starts bullying a victim. There are often other students present. These may:

- help the bully by joining in
- help the bully by watching, laughing and shouting encouragement
- remain resolutely uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

## **WHO IS AT RISK OF BEING BULLIED?**

Any student can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- lacking confidence
- family background including being looked after or being a young carer
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'
- possessing expensive accessories or not possessing them

## **BULLYING OF ADULTS IN SCHOOL**

Adults can be bullied either by other adults or by students.

In the event of an allegation of bullying against another adult, the adult who feels they are being bullied should report this to his/her Line Manager. If the complaint is against his/her Line Manager then the complaint should be made to the Head Teacher. Any such complaint will be dealt with by reference to the grievance procedures in school. This should be read in

conjunction with the Whistle Blowing Policy.

An adult who feels they are being bullied by students should report this to his/her Line Manager. Any such allegation will be investigated and dealt with through the range of sanctions used in school.

## **BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY**

In racist bullying, an individual is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also others from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as “Any incident which is perceived to be racist by the victim or any other person.” Any such incidents are recorded under the procedures detailed in the school’s Single Equality Schedule.

Incidents can include:

- verbal abuse by name calling, racist jokes and offensive mimicry – this can be by friends of the victim who tolerates the racism to ‘fit in’.
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines into school
- inciting others to behave in a racist way
- racist graffiti or other written insults - even against food, music, dress or customs
- refusing to co-operate in work or in play

Sexual or sexist bullying impacts on both genders. In general, sexual or sexist bullying is characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited, non-consensual physical contact
- sexual innuendoes and propositions
- pornographic material, graffiti with sexual content
- Upskirting.
- Making phone calls or sending texts, messages, or films of a sexual nature; inciting others to share sexual imagery
- ‘Games’ with a sexual element (e.g. taking clothes off, kissing, or touching games)
- Pressure to spend time alone or apart from others with another person, or people (e.g. behind school buildings in the toilets or changing rooms, in the field)
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school
- Spreading rumours about another person’s alleged sexual activity
- Sexism in all its forms; pressure to conform to particular gender ‘norms’ (e.g. pressure on boys to have multiple partners, or pressure on boys and girls to be heterosexual)
- in its most extreme form, sexual assault or rape

Sexual bullying can also be related to sexual orientation. Students do not necessarily have any particular sexuality or gender to experience such bullying. Just being different can be enough.

## CYBER BULLYING

Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying takes place between children, between adults and also across different age groups. Young people can target staff members or other adults through cyber bullying.

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms, for example:

- sending threatening or abusive text messages or e-mails, personally or anonymously
- making insulting comments about someone on a website, social networking site (e.g. MySpace) or online diary (blog)
- making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail (such as 'Happy Slapping' videos)

It should be noted that the use of technology to bully could be against the law.

Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous and may contravene the **Harassment Act 1997** or the **Telecommunications Act 1984** for example. Sharing indecent images of another person would contravene the indecent images of Children Act if the subject is below the age of 18 and could result in anyone sharing or storing the image being charged.

## IDENTIFYING BULLYING

Most bullying is identified when it is directly reported. A range of mechanisms for reporting bullying exist in school to ensure that all victims feel able to report bullying.

Students are told that they must report any incidence of bullying to an adult within school, and that when another student tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Students are actively encouraged to report any incidences of bullying in school, whether or not they are the victim. This can be done by speaking to any adult in school, particularly a student's tutor.

The email address [bullying@minster.notts.sch.uk](mailto:bullying@minster.notts.sch.uk) is also available to any victim of bullying, or anyone who is aware that someone else is being bullied.

In incidents of cyber bullying, all members of the school community are also advised on how to report bullying to CEOP and to the internet host or service provider.

Incidents of sexual bullying where these are considered to be a safeguarding concern (see Child Protection Policy), should be reported to either the DSL (Angela Zannetou) or in her absence the Deputy DSL ( Rhod Price).

Any adult in school who feels they are being bullied should report this to their line manager in school or to the Head or the Chairman of Governors if the allegation is against the Head. Any complaint against a member of staff will be dealt with by reference to the grievance procedures

in school. This should be read in conjunction with the Whistle Blowing policy.

On occasion, victims of bullying do not feel able to report the bullying and so all members of the school should be vigilant for signs of bullying including:

- deterioration of work
- frequent absence from school
- desire to remain with adults
- isolation
- break up of known friendship groups
- problems with going to and from school
- complaints about possessions being stolen or damaged
- cuts and bruises
- often late for lessons and late for school
- giving improbable excuses

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

A record is kept of all allegations of bullying. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying are reported to the Assistant Head with responsibility for Anti-Bullying. If bullying includes racist abuse then it is also recorded on a Racial Incident Reporting Form and recorded as a serious incident on CPOMS.

## **DEALING WITH BULLYING INCIDENTS**

The following 5 **key principles** guide the school's response to bullying:

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves students on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

The following **key actions** when investigating an incident are followed by reference to the alleged bullying reporting form:

- take all bullying problems seriously
- keep the alleged victim fully informed of progress with the investigation and of the outcome
- investigate all incidents thoroughly
- ensure that bullies and victims are interviewed separately
- obtain witness information
- keep a written record of the incident, investigation and outcomes

- inform staff about the incident where a student is involved
- ensure that action is taken to prevent further incidents. Such action may include:
  - imposition of sanctions
  - obtaining an apology
  - informing parent/carers of both bully and bullied
  - providing appropriate training
  - providing mentor support for both victim and bully
  - providing advice to students and their parents/carers about how to avoid cyber bullying

Victims who are worried about openly discussing an incident when the aggressors are present are given an opportunity to talk privately.

## **PARENTAL/CARER INVOLVEMENT**

The parents/carers of bullies and their victims are informed when appropriate and asked to support strategies proposed to tackle the problem.

Parents/carers are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parent/carers, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Advice for parents/carers is included in Appendix C of this policy.

## **BULLYING OUTSIDE SCHOOL TIME**

Bullying which starts in school can often spread to times beyond the school day. Bullying which has its cause outside school can spread into school. Cyber bullying, in particular, is more common outside school time when students may have access to technology with fewer safeguards and less direct supervision.

When bullying is alleged which has occurred outside school times, the school will pass these allegations on to parents/carers. Investigations will be carried out to try to determine the truth or otherwise of the allegations. The school recognizes the responsibility of parents/carers to monitor, supervise and control their children's behavior when they are at home.

If cyber bullying is alleged outside school times the school may:

- offer advice to the victim and to the victim's parents/carers
- advise the victim not to respond
- advise the victim to preserve the evidence
- inform the parent/carers of the alleged perpetrator
  - advise parent/carers to consider restricting access to technology
  - request support in challenging the behaviour
- inform providers of e-mail service or internet sites if appropriate
- withdraw access to school ICT networks if they have been used to bully
- forward evidence to CEOP or the police if appropriate

## **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group acts of Worship help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT History Month and Diversity week.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school.
- Peer mentoring and student-led programmes offer support to all
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

## **SANCTIONS**

Where students do not respond to preventive strategies to combat bullying, the school takes tougher action to deal with persistent and violent bullying. As part of the discipline policy there is a sufficient range of sanctions to deal with this type of bullying. Serious proven bullying results in exclusion.

Sanctions should be fairly and consistently applied and all members of the school community should be aware of the sanctions that will be applied. Sanctions may include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- withdrawal of school ICT access
- detention
- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- exclusion from lessons
- fixed period exclusion
- where serious violence is involved, the Head can permanently exclude a student

Each case of alleged bullying is treated individually. The pastoral support assistant (PSA) of the alleged victim investigates and comes to a judgment with the Head of Key Stage about whether or not bullying is occurring. The severity of a situation, the past experiences of victims and

bullies and the persistence of the behavior are all considered. As a general rule, the first approach is to make clear to the perpetrator that the behavior is unacceptable and that a failure to stop will result in sanctions of increasing severity being imposed.

## **CONCLUSION**

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources to support our action.

## APPENDIX A – GUIDANCE FOR STAFF

All members of staff should be aware of and follow the school’s anti-bullying policy. When an allegation of bullying is made or if a member of staff is witness to behaviour which they perceive as bullying, an “Alleged Bullying Checklist” form should be started.

The member of staff should:

- Write notes on any statements taken, whether from the alleged victim, the alleged perpetrator or any witnesses. All statements should be dated – when was the statement taken, when was the alleged incident? All students should be clearly identified including name, year and tutor group
- Remember that statements are ideally written by the students themselves. Where a member of staff writes the statement down following a conversation with a student this should be read back to them before being signed to ensure that it is accurate
- Remind students that statements should focus on what an individual knows to be true, what they witnessed, rather than on what they have heard from someone else
- Interview alleged perpetrators and victims separately. If bringing students together is a part of the solution decided on by the PSA this should be done afterwards
- Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth
- Record any bullying incidents under the categories on CPOMS and upload student statements.
- PSA 's will then complete the Alleged Bullying Checklist together with all notes.

Categories

- Bullying / Friendship Related Issues  Cause for Concern  Child Protection  Safeguarding
- Verbal & Aggressive Incidents
- Bullying / Friendship Related Issues Subcategories**
- Cyber bullying  Homophobic Incident  Physical Bullying  Racist Incident  Transphobic bullying
- Verbal Bullying

## APPENDIX B - GUIDANCE FOR STUDENTS

### Bullying – Part of Our Code of Conduct

Bullying is unpleasant acts carried out Several Times On Purpose. (STOP)

Children, parent/carers and staff should be able to live without fear in an environment where all feel valued and safe, in which no one causes us distress.

Our ethos and The Minster Way set out a clear set of values which we expect all our students to aspire to.

**Wisdom:** Students respond to clear boundaries learning right from wrong treating each other as equals.

**Optimism:** Students are praised and recognised for doing the right thing.

**Resilience:** Students will make mistakes and we will support them to correct their behaviours.

**Kindness:** Students will be kind to others and will make new members of the School community feel welcome and treat them as we would like to be treated.

**Service:** Students will respect others, regardless of gender, race, religion, age, culture, disabilities, sexual orientation, background, or outward appearance.



- If we are concerned about bullying we should talk to someone we trust. We should talk to an adult if we are concerned about bullying. We will be listened to and action taken immediately.
- We will be honest and open about any incident of bullying we have witnessed.
- We all have a responsibility to follow these guidelines. By doing so we will make this School a happier and more caring community.

Sanctions will be imposed on those who bully. These may include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- withdrawal of school ICT access
- detention

- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- exclusion from lessons
- fixed period exclusion
- where serious violence is involved, the Head can permanently exclude a student

## APPENDIX C - GUIDANCE FOR PARENTS/CARERS

Everyone at The Minster School has the right to feel welcome, secure and happy. Bullying affects the emotional health and well being of individuals, it prevents individuals from feeling safe and achieving their maximum potential. Bullying is not tolerated in this school and everyone has a responsibility to ensure that bullying is reported and dealt with.

Bullying is deliberately hurtful behaviour that is repeated over a period of time (Several Times On Purpose, STOP). It can take many forms and it can be difficult to know the difference between bullying and simply "falling out". Bullying can take place in person or at distance (Cyber bullying). The most definition used by the school is the one from the Anti-Bullying Alliance: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying motivated by prejudice such as race, gender, sexual orientation or disability is of particular concern and all staff are clear on the requirements for the reporting of such instances and appropriate responses.

Bullying can be reported in a variety of well publicised ways in school and appropriate records are kept of all allegations of bullying. Such allegations are investigated thoroughly and appropriate action is taken.

If parents/carers are aware of bullying which involves their son or daughter they should report this to the school. In the first instance this contact should be with their son or daughter's tutor.

Parents/carers should also encourage their son or daughter to speak to somebody in school. This could be any trusted adult. Students and parent/carers may use the email address [bullying@minster.notts.sch.uk](mailto:bullying@minster.notts.sch.uk) to report allegations of bullying.

Parents/carers should record all allegations in writing so that these can be passed to school as soon as possible. Allegations should be as detailed as possible including the names of any students involved or present as witnesses and with clarity about what has been alleged to have happened and when.

Parents/carers will be aware from the anti-bullying policy that the Pastoral Support Assistant (PSA) of the alleged victim will be involved.

Parents/carers should be aware that:

- Not all incidents where students fall out are bullying. In school we use the acronym Several Times On Purpose. (STOP) and take into account any imbalance of power – where one group or individual has power over another.
- The school will always act in response to allegations of bullying. However, often these situations are extremely complex and will not be resolved immediately.

**APPENDIX D**

**Alleged Bullying/Social Concerns Checklist**

To be completed by the person reporting the alleged bullying and passed to the relevant Pastoral Leader for the alleged victim in all alleged cases of bullying. Attach any statements and record any actions taken.

**Section A**

Name of the alleged victim: \_\_\_\_\_ Tutor Group \_\_\_\_\_

Name of the alleged perpetrator(s): \_\_\_\_\_ Tutor Group \_\_\_\_\_

Name of the member of staff reporting the allegation: \_\_\_\_\_

Date Reported: \_\_\_\_\_ Date of incident if different \_\_\_\_\_

**Conclusion**

Pastoral Leader should take into account any historical information about problems between the parties. If the alleged perpetrator has a history of bullying this should also be taken into account.

**Bullying: Yes / No**

**Vulnerable Student: Yes / No**

**Response**

Bullying is a problem to be solved. We should adopt a problem-solving approach which moves students on from justifying themselves. Sanctions may be an important part of this solution and may provide support to victims and witnesses. HoH should record advice and support given to victims, perpetrators and parents/carers as well as sanctions imposed.

**Section B** (To be uploaded onto CPOMs student file– incidents which have a racist element will also be recorded in the racist incident category on CPOMS)

Items which must be attached to this form

- Perspective of alleged victim   
 Perspective of alleged perpetrator(s)

Items which may be attached to this form:

- Statement from any witnesses   
 Printed evidence of cyberbullying

Response made by PSA (including sanctions where appropriate)

- To alleged victim   
 To alleged perpetrator

Response made by PSA

- To alleged victim's parents/carers   
 To alleged perpetrator's parents/carers   
 To staff

Copies on student files

Copies on tutor files

The above investigation has been completed and a duplicate copy of this form and statements placed on the file of both the alleged victim and the alleged perpetrator(s).

Signed (Head of Key Stage) \_\_\_\_\_  
 (Assistant Head) \_\_\_\_\_

**Section C** (to be completed when bullying has occurred or issues may be ongoing):

**Planned follow up:**

- Enquiries about ongoing problems for victim  
 Enquiries about further issues for perpetrator(s)  
 Further contact with parents/carers

Planned date

Actioned


Follow up with students suggests that the problem is now resolved.

Signed (PAL) \_\_\_\_\_ (Assistant Head) \_\_\_\_\_

**Guidance**

All statements should be dated – when was the statement taken, when was the alleged incident?

All students should be clearly identified including name, year and tutor group.

Bullies and victims should be interviewed separately. If bringing students together is a part of the solution decided on by the HoH this should be done afterwards.

Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth