

# The Magna Carta School

## Anti-Bullying Guidance

This policy is written in the context of the vision and core values of The Magna Carta School.

### 1) Vision Statement

At The Magna Carta School we aim to provide a supportive, caring and friendly environment for all our students to allow them to learn effectively, improving their life chances and help them maximise their potential. Ensuring every child feels safe is one of our key concerns.

We would expect students to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

### Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, outside agencies and appointing an Anti-Bullying Senior Leader who will have general responsibility for handling the implementation of the policy.

The Pastoral and Anti-Bullying Senior Leader in our school is:	<b>James Thorpe</b>
The Pastoral manager is:	<b>Jeanette Schofield</b>
The Anti-bullying Co-ordinator is:	<b>Clare Roberts</b>
The LGBTQ and Restorative support co-ordinator contact is:	<b>Nicola Lainsbury</b>

The responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Selecting, training and managing the Anti-bullying Ambassadors
- Managing the reporting and recording of bullying incidents
- Managing restorative programs for both victims and those accused of bullying.
- Coordinating strategies for preventing bullying behaviour
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating Anti-Bullying Week and various Anti-Bullying events during the school year
- Co-ordinating cross-curricular work across most departments.
- Co-ordinating staff, student and parent surveys and ensuring results inform best practice.

## 2) Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' *Safe to learn: embedding anti-bullying work in schools (2007)*.

Bullying differs from teasing or falling out with friends or other types of aggressive behaviour because:

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Specific types of bullying can include:

- **Verbal** - name calling, sarcasm, teasing & taunting, making offensive comments, Sexist comments
- **Emotional** - Gossiping, spreading rumours, being unfriendly, threatening gestures, excluding people from groups, taking or damaging belongings e.g. books and bags
- **Physical** - pushing, kicking, hitting punching or any use of violence
- **Cyber bullying** - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, Twitter and other social networking sites. Misuse of associated technology i.e. camera and video facilities
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Transgender/Homophobic** - because of, or focusing on sexual orientation.
- **Racist** - racial taunts, written, verbal and gestures
- **Religious** - because of, or focusing on religious or cultural practices.
- **Disability** - because of, or focusing on students with disabilities or with special needs
- **Health and Appearance** - because of, or focusing on the appearance of a student (weight, hair, eye sight etc.)

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

- Bullying can affect not only students, but also staff.

Certain groups of students are known to be particularly vulnerable to bullying by others: These may include students with special educational needs such as learning or physical disabilities; young carers, *Looked after children*, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

## 3) Reporting and Responding to Bullying

Our School has clear and well publicised systems to report bullying for the whole school community (including staff/parents/carers, students) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). **It has a flow chart for both staff and a student friendly version** which shows clearly the stages and measures the school will follow. Details of the flow chart are on the school website, shown in all classrooms and can be found in planners.

**The systems of reporting and procedures are the following:**

**For students (VICTIMS):**

Stage 1: report made to anti-bullying ambassador/ prefect/ tutor/ teacher/ LS/  
bullying@magnacarta.surrey.sch.uk

Stage 2: Write a written report including witness statements and diagrams (if applicable)

Stage 3: Victim will be interviewed and Parents will be contacted by tutor. SIMS report written.

*\*If deemed appropriate the victim will be brought in for a meeting with the bully(ies)/bystanders and opportunity given for the victim to explain the problem and how they feel; encourage the group to take responsibility and do something; ask for ideas on how to make the 'victim' feel happier; leave it up to them by ending the meeting and passing on responsibility to the group to solve the problem*

Stage 4: they will be allocated or offered a peer supporter; monitored daily by tutor for a period of two weeks;

Stage 5: A week or so later, meet again to see how things are going. Review progress.

*Note: All staff (including new staff) have received training on asking the right restorative questions. They have received a hand out which explains some of the key questions they should ask in order to resolve the issue. Please see a list of the questions at the bottom of this policy*

**Restorative approach: Together with the student the most appropriate approach will be selected. Either individual work with a trained staff member/ circle of friends/ anti-bullying ambassador as a mentor in M5/ peer support mentor/ Chill-Out Lunchtime Club.**

**For students (AGGRESSORS):**

Stage 1: report made to an anti-bullying ambassador/prefect/tutor/teacher / LS/  
bullying@magnacarta.surrey.sch.uk

Stage 2: Write a written report including witness statements and diagrams (if applicable)

Stage 3: Bully will be interviewed and Parents will be contacted by tutor. SIMS report written.

*\*If deemed appropriate they will be brought in for a meeting with the victim and opportunity given for the victim to explain the problem and how they feel; encourage the group to take responsibility and do something; ask for ideas on how to make the 'victim' feel happier; leave it up to them by ending the meeting and passing on responsibility to the group to solve the problem.*

Stage 4: Sanctions against a bully may include:

- Verbal warning
- Restorative lunch (es) with the victim and ambassadors seeking healing
- Detentions
- Letter home
- Inclusion
- Exclusion

**TMCS ensures that sanctions are applied fairly, proportionately, consistently and reasonably taking into account " previous record", repeated anti-social behaviour or any Special Education Needs**

Stage 5: monitored daily by tutor for a period of two weeks;

Stage6: A week or so later, meet again to see how things are going. Review progress

*Note: All staff (including new staff) has received training on asking the right restorative questions. They have received a hand out which explains some of the key questions they should ask in order to resolve the issue. Please see a list of the questions at the bottom of this policy*

**Restorative approach: Together with the student the most appropriate approach will be selected. Either, individual work/Youth mentoring with a trained staff member/individual counselling with the local Youth Police group.**

**For Bystanders:**

Stage 1: report made to an anti-bullying ambassador/prefect/tutor/teacher/ LS/  
bullying@magnacarta.surrey.sch.uk

Stage 2: Write a written report including witness statements and diagrams (if applicable)

Stage 3: If seen as necessary, Bystander will be interviewed and Parents will be contacted by tutor and SIMS report written.

Stage 4: Sanctions against a bystander may include:

- Verbal warning
- Restorative lunch (es) with the victim and ambassadors seeking healing
- detention
- Letter home
- Inclusion
- Exclusion

Stage 5: One week later, follow up by tutor.

**For Parents/Carers:**

Stage 1: Written letter /note/email to Tutor/Anti-bullying coordinator/  
bullying@magnacarta.surrey.sch.uk

Stage 2: Parent contacted by phone or email by either the tutor or anti-bullying co-ordinator responding to the incident or case. SIMS report written.

Stage 3: Possible Meeting with Parent and student who is being bullied

Stage 4: One week later, follow up call to check all is resolved.

**For member of the community or visitors:**

Stage 1: Written letter /note to tutor /email to Anti-bullying coordinator/  
bullying@magnacarta.surrey.sch.uk

Stage 2: Member of the public contacted by phone or by email by the tutor, Pastoral manager or anti-bullying co-ordinator responding to the incident or case. SIMS report written.

Stage 3: Meeting with Staff and student(s) being accused of bullying.

Stage 4: One week later, follow up call.

**For staff:**

Stage 1: Written letter /note to Tutor/Anti-bullying coordinator/bullying@magnacarta.surrey.sch.uk

Stage 2: The Staff person contacted in person or by email by either the tutor or anti-bullying co-ordinator responding to the incident or case.

Stage 3: There will be an Investigation into the incident. Students interviewed. SIMS report written.

Stage 4: Meeting with Staff and student(s) being accused of bullying. (Student possibly removed from lessons?)

Stage 5: Regular follow up.

**4) Recording Bullying and Students at Risk**

Bullying incidents will be recorded on SIMS by the member of staff who deals with the incident and this will be notified to and held by the pastoral manager

The information we hold will be used to ensure individual incidents are followed up. It will also be used by the anti-bullying steering group to identify trends and inform preventative work in school and development of the policy. This information will be presented to the governors, in an anonymous format as part of the annual report.

All staff will be made aware of students at risk of being bullied and support will be actively provided for them either through one to one sessions, mentoring, and Peer support, the restorative support Judo Classes provided during school hours or Lunchtime Club Chill (specifically for students on the autistic spectrum).

## 5) Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our students, we at The Magna Carta School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- My TeenMind App. A bespoke Mental Health & Wellbeing app which includes definition, signs of bullying, types, advice and where to get help. Help 24 hrs a day on their phone
- Promotion of inclusion, positive behaviour and respect across the whole school community
  - Customized vivos
- Opportunities within the school 'whole day' curriculum for promoting an anti-bullying ethos
  - Student concern flow chart on display in all classrooms and in student planners, class room code of conduct, cross-curricular activities.
  - Staff have anti-bullying reporting flowchart in teaching planners and in classrooms and in staff room.
- A Student Support scheme
  - 20 Anti-bullying ambassadors on the playground at lunchtime focusing particularly on 'hot spots' for bullying
  - Anti-bullying ambassador fund raising events to raise awareness (e.g anti-bullying themed cake sale and planning to have dance off, karaoke and graffiti themed wall planned )
  - Peer Support program
  - Anti-bullying activity/drop in rooms (M5)
  - Prefects
  - Extensive staff duty team
- Lunchtime
  - Chill Out Club – social club by invitation only. M3
  - Inter-house activities
  - Anti-bullying activity/drop in rooms M5
  - Restorative “lets have lunch together” sessions encouraging positive communication facilitated by ambassadors
- Links with external expertise to support anti-bullying
  - Alex Holmes of the Diana Award training our ambassadors
  - Runnymede and Spelthorne Police (cyber - bullying youth work)
  - Eagle radio – Online Social behaviour. How to keep safe. What UK Law says.
  - PIER Centre
  - East to West
  - DIANA anti-bullying charity
  - Beatbullying.co.uk
- Assemblies
  - Annual year 7 assembly on Homophobia and screening *Homophobia - our Closeted Education* devised by our year 10 Media Students (focus on homophobic language)
  - Equality and Diversity and screening *Living With Ashleigh* devised by our year 10 Media Students (focus on name calling people with special needs)
  - Cyber bullying involving talks by the Police and showing of Cyber Bullying play devised by our year 10 Drama students
  - Talk by anti-bullying ambassadors about being an 'Upstander'

- Talk by Ambassadors who sit on the national board about the work been done internationally and nationally in the anti-cyber-bullying campaign with the Diana Award (Henry Doran and Lewis Hickmott)
- PSHE lessons
- Anti-bullying week
  - *Whole school activities and cross-curricular focus*
  - PSHE focused lessons for three weeks focusing on KS3 AND KS4 needs including safety on the internet and on social networking sites
  - Police deliver talks to all year groups ranging from sexting, cyber bullying, xenophobia, Racism and assaulting someone because they look or act differently (2012 & 2013 & 2016 & 2017)
  - Smile and compliment day
  - Happy Bag hand-outs – inspirational and motivational sayings intended to spread warmth and care (created by RS students)
  - Wear blue day - anti-bullying T-shirts, wrist bands and merchandise
  - Cross-curricular work through the following departments
    1. Music - anti-bullying rock concert and original anti-bullying music compositions
    2. Art - anti-bullying year 7 patchwork wall hanging & Canvas inspirations by year 8s, culminating in a display in Foyer.
    3. Media - Anti-bullying Film festival showcasing year 10 student films
    4. ICT – create anti-cyber bullying posters and awareness leaflets
    5. Drama - year 10 improvised anti-bullying plays show performed in assemblies
    6. MFL – Design anti-bullying posters in different languages and 10 Promises poster to say what they are going to do to combat bullying in different languages
    7. English – analysis of novels and poetry featuring anti-bullying themes. Opportunities for creative writing.
    8. Humanities - analysis of Multiculturalism in Britain designed to challenge racist views, analysis of sweat shops in China and treatment of the workers, sexist beliefs show in the persecution of witches from 1450-1750
    9. Science – Bullying and homophobia towards scientists breaking new ground, a reminder of the difficulties faced by people who think differently to that accepted norm. . An analysis of classification and what animal behaviour teaches us about bullying
    10. P.E. – Homophobia in sports.
- Restorative programs
  - Restorative program with Martial arts instructor working with victims or vulnerable students. The course aims to instil confidence & assertiveness. Students have attending a 9 week course with recognised Judo Instructor. We are currently looking at running our seventh program (started in 2012 till 2015)
  - Counselling with trained member of staff in LS or East to west link worker.
  - Police Youth workers
  - Workshops with year 7s and Stonewall Youth volunteers (May 2013)
  - Workshops with Alex Holmes of the Diana Award
- Staff / Student training and Insets

- All Staff attended Homophobia whole school Insets in November 2011 & again in December 2012
- All staff attended Anti-bullying whole school inset in January 2013 run by Alex Holmes from the Diana Award.
- Aimed at New Staff - delivered anti-bullying INSET. An annual training program
- Individual Staff are attending BABCOCK courses on restorative justice
- 2015/6 Social Media Law INSET from Eagle radio for Whole school staff
- 2015/6 Social Media Law & Ethics assemblies for students and training of ambassadors (2014, 2015, 2016)
- Printed leaflets and revised anti-bullying policy handed out at Parents evenings
  - Anti-bullying ambassadors hand out leaflets, revised AB policy to parents and opportunities for discussion about student led initiatives
- Anti-bullying online surveys targeting students, parents and staff for feedback
  - Results inform policy and procedures
- Greater visibility on the school website
  - With a specific anti-bullying tab showcasing Anti-Bullying ambassador blogs, staff contacts and user friendly literature for parents/community/students/staff.
  - Use of social networking site 'Twitter' for regular anti-bullying feeds
  - Online safety, Social networking and ethics handbook for parents

#### **Links with other policies**

- Behaviour policy
- Safeguarding Policy
- Acceptable Use Policy
- Equalities Policy
- PSHE and Citizenship policy
- Complaints Policy
- Confidentiality Policy
- Social Media Policy (still being drafted)

#### **6) Complaints Procedure**

If parents or students feel an incident has not been dealt with to their satisfaction then they are invited to follow the process outlined in TMCS Complaints Policy

## 7) Restorative Questions

All Staff have received an INSET where they were introduced to the 5 key questions they should ask in order to ensure that all parties are recognised and addressed and effort is made to reach a restorative outcome.

### The Magna Carta School

Restorative Meeting / The Five Questions

Welcome to meeting / organise space

Themes 1&2.....with each party

What's happened?

What were you thinking? What were you feeling?

Theme 3.....with each party

Anything to add? Who has been affected?

Who else?

Theme 4.....with each party

What do you need so things can be put right? / to move on?

It sounds to me like you might need...OR...?

Theme 5.....invite discussion, then write up contract

What needs to happen to meet these needs and repair the harm?

Agree review date and close meeting

## 8) Training

Apart from the whole school staff INSETS; Key members of staff will be regularly given opportunities to update their anti-bullying awareness as part of their professional development on anti-bullying strategies. **All New staff receives compulsory training at the start of the academic year** informing them of the schools AB policy, procedures and flow chart. The school will be taking a major focus in developing and adopting techniques which specialise in mediation, restorative and solution focused approaches.

## 9) Engagement and Evaluating Policy

This policy will continue to be developed in conjunction with staff via INSETS, Governors, and parents through the Parents Forum, Student council, students through the Anti-bullying ambassadors and the local community through the local Police network and East to West organisations. It will be annually reviewed adopting best practice and restorative approaches. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.