

The Magna Carta School

Anti-Bullying Guidance

1) Anti-Bullying Statement

Bullying of any kind is not tolerated at The Magna Carta School. Our school motto, Respect – Learn – Aspire – Achieve underpins our whole school approach which places respect for one another at the heart of its ethos. This helps to prevent bullying by creating an environment which fosters positive relationships, better behaviour and high expectations for all students.

We reject all forms of bullying and will act swiftly and decisively if such cases occur. All students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying can isolate, frighten and leave lasting scars that affect a person for life. Our staff are dedicated to ensuring all students feel safe in school and not under threat from bullying. We aim to provide a supportive, caring and friendly environment for all our students that allows them to learn and thrive.

Our students are expected to uphold the school values by not participating in bullying of any kind, by reporting bullying and by supporting each other as members of our school community. We aim to give our students the knowledge and courage needed to do this.

As a school team we ensure:

- Staff and students work as a team to prevent bullying at The Magna Carta School.
- Staff are trained how to report and manage bullying issues
- Staff are encouraged to follow the schools anti-bullying guidance
- Strategies for preventing bullying behaviour are promoted
- Effective reporting and recording of bullying incidents when they occur
- Both victim and perpetrator are listened to
- Students are given the opportunity to learn how to resolve their
- Restorative programs for both victims and those accused of bullying are run effectively where appropriate
- Proportionate sanctions are applied where appropriate
- Social and emotional support and guidance is offered to students in need
- The Anti-Bullying guidance is reviewed regularly and adapted in line with the changing needs of the school and student body.

The Head of School has overall responsibility for the implementation of this policy. The effectiveness of this policies implementation will be evaluated by the Senior Leader with responsibility for behaviour.

Pastoral Leads have responsibility for monitoring, recording and resolving bullying issues in their year group.

Tutors have responsibility for monitoring, recording and resolving bullying issues in their tutor group.

All staff have responsibility for monitoring, recording and resolving bullying issues in their classes and around the school.

All students are expected to be up standers by reporting bullying to a member of staff and supporting victims where they can..

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.

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.

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 systems to report behaviour incidents for the whole school community (including staff/parents/carers, students) this includes bullying. Those who are the victims of bullying or have witnessed bullying behaviour should report it by following the process below:

Students: To report a bullying issue

Stage 1: Speak to the victims tutor or pastoral lead, speak to a member of staff at the Resilience Centre, speak to a student ambassador. If the issue is an emergency please contact school reception or the nearest available member of staff.

Stage 2: Report the problem giving as much detail as possible

Stage 3: Receive support yourself, should you need it

Stage 4: Check in with the victim and member of staff managing the issue to see progress if you want to.

Parents and staff: To report a bullying issue

Stage 1: Contact the victims tutor or pastoral lead. If the issue is an emergency please contact school reception who will contact an appropriate member of staff.

Stage 2: Report the problem giving as much detail as possible

What will happen after an incident is reported?**Victims of bullying:**

Stage 1: A report is made to student support ambassador/ prefect/ member of staff

Stage 2: Staff member should speak to victim and check they are safe. Make written notes of their account. Send an email to the child's tutor and Pastoral Lead.

Stage 3: Tutor/Pastoral Lead/ Senior Leaders will follow up depending on severity and urgency of incident. The staff member will speak to students write a report of incident and gather witness statements (available at school reception and Pastoral Lead Office).

Stage 4: Member of staff dealing with the issue will record incident on SIMS

Stage 5: Parents will be contacted by that member of staff.

Stage 6: If deemed appropriate students will be offered support through their tutor, The Resilience Centre or Pastoral Team.

Stage 7: If appropriate, a restorative meeting to be held with bully and victim.

Stage 8: Staff member dealing with the issue to monitor situation and meet with student again to see how things are going. Review progress as often as necessary, communicating with parents until all parties are satisfied the issue is resolved.

Note: Please see guidance at the bottom of this policy detailing how to speak to students about bullying issues.

For students accused of bullying:

Stage 1: A report is made to student support ambassador/ prefect/ member of staff

Stage 2: Staff member should speak to accused and check they are safe. Make written notes of their account. Send an email to the child's tutor and Pastoral Lead.

Stage 3: Tutor/Pastoral Lead/ Senior Leaders will follow up depending on severity and urgency of incident. The staff member will speak to students write a report of incident and gather witness statements (available at school reception and Pastoral Lead Office).

Stage 4: Member of staff dealing with the issue will record incident on SIMS

Stage 5: Parents will be contacted by that member of staff.

Stage 6: If necessary students will be sanctioned in line with the school behaviour policy.

Stage 7: If deemed appropriate students will be offered support through their tutor, The Resilience Centre or Pastoral Team.

Stage 8: If appropriate, a restorative meeting to be held with bully and victim.

Stage 9: Staff member dealing with the issue to monitor situation and meet with student again to see how things are going. Review progress as often as necessary, communicating with parents until all parties are satisfied the issue is resolved.

TMCS ensures that sanctions are applied fairly, proportionately, consistently and reasonably taking into account “ previous record”, repeated negative behaviour or any Special Education Needs

If students

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 the student’s Pastoral Lead will be informed.

The information we hold will be used to ensure individual incidents are followed up. It will also be used by key staff to identify trends and inform preventative work in school and development of the policy. All staff will be made aware of students at risk of being bullied and support will be actively provided for them either through the most appropriate medium.

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.

- A robust and comprehensive whole school behaviour policy which provides clear expectations of student conduct and staff behaviour management. Our behaviour ethos promotes positive behaviour and respect across the whole school community.
- Opportunities within the school curriculum for promoting an anti-bullying ethos. PSHE activities designed for this purpose across year groups.
- Anti-Bullying events and assemblies cross the year.
- A Resilience Centre open with trained students and staff on hand ready to support with intervention
- Extensive staff and prefect duties during break and lunch time.
- Lunchtime
 - Chill Out Club – social club by invitation only for more vulnerable students.
 - Inter-house activities
 - Resilience centre drop in
- Restorative programs through the pastoral team.
- Staff / Student training and Insets
- Anti-bullying information and advice on the school website

Links with other policies

- Behaviour policy
- Safeguarding Policy
- Acceptable Use Policy
- Equalities Policy

- PSHE and RSE policy
- Complaints Policy
- Confidentiality Policy

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) Guidance and questions to ask students when managing a bullying issue (please make notes):

- 1. Establish the facts - What happened? What were you thinking at the time? How were you feeling at the time?
- 2. Push for detail - Is there anything else?
- 3. Who is involved - Who was affected by this? Who witnessed this?
- 4. Are you safe in school/at home? What do you need from us to feel safe?
- 5. Explain plan to move forward
- 6. Agree time to review

Key things to remember

Stay calm at all times

Show empathy in a professional manner

Speak where students cannot be seen or overheard by peers

Ask for another member of staff to sit in on sensitive issues

Try not to ask leading questions

Actively listen to check understanding and make sure the student feels heard.

You can never promise confidentiality

If you feel the student is at risk follow safeguarding procedures

8) Training

All New staff receives compulsory training at the start of the academic year informing them of the schools Anti-Bullying policy and processes. Key pastoral staff to receive support training in how to manage bullying issues.

9) Engagement and Evaluating Policy

This policy will continue to be developed by the member of the Senior Leadership team responsible for behaviour in collaboration with relevant stakeholders. It will be annually reviewed adapting as best practice advice develops. The policy review will be linked to a whole school behaviour ethos that aims to ensure every student feels safe and is able to thrive in school.