Stronger Together

ANTI-BULLYING POLICY	
Lead Governor & Member of SLT:	Ms J Klaces & Mr I Horgan
To be approved by:	Strategy Committee
Frequency of review:	Every 2 years
Date approved:	July 2023
Next review date:	July 2025

Queensbridge School
Queensbridge Road, Moseley, Birmingham B13 8QB

"All children, young people and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying" - *Birmingham's Anti-Bullying Statement, September 2000.*

AIMS OF THE POLICY
1. To prevent all incidents of bullying at Queensbridge School,
2. To encourage everyone at Queensbridge School to take responsibility for stopping and preventing ALL bullying,
3. To offer victims of bullying comfort and support,
4. To encourage and support all bullies to change their behaviour and attitudes towards others,
5. To create a climate where the bully, and those bullied, can meet to discuss openly the incident(s) involved and resolve conflict.

TYPES OF BULLYING AND HARASSMENT
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".

Everyone has the right to be themselves and feel safe - don't give this power away to anyone or any group. Know what bullying is:

Physical - Fighting, pushing, spitting, gestures, forcing people against their will. Inappropriate touching, invasion of personal space, destroying or damaging other people's possessions.

Verbal - Name calling, offensive language, racist comments, the use of put downs or insults, spreading malicious rumours, belittling others, homophobic, biphobic, transphobic.

Psychological - Victimisation, stand-over tactics, threatening others, deliberate exclusion from activities, the setting up of humiliating experiences, offensive notes or material, graffiti, and so on

Child on Child Abuse – child on child abuse is sexual abuse that happens between children of a similar age or stage of development. Examples of sexually abusive behaviour may include inappropriate or unwanted sexualised touching, pressurising, forcing, or coercing someone to perform or take part in sexual acts, pressuring, forcing or coercing someone to share nude images (sexting), sharing sexual images of a person without their consent, taking a picture under a person's clothing, without their consent ('upskirting'), sexual harassment, sexual or sexist name calling.

PARENTS can expect:
- to be informed if their child is bullied in all appropriate cases,
- to be informed if their child is involved in bullying of other pupils,
- the school to take appropriate action when incidents of bullying are seen or reported.

PARENTS may:
- be asked to come into school to discuss incidents of bullying,
- be asked to be involved in any monitoring procedures set up by the Head of Year,
- be asked to complete questionnaires to analyse the success of the bullying policy.

PUPILS can expect:
- to be safe from persistent bullying during their time at Queensbridge School,
- to be listened to by all teachers if they report incidents of bullying,
- to receive information and advice during form time, TfL sessions and at other times,
- appropriate action will be taken against those responsible for incidents of bullying.

STAFF are expected to:
- actively discourage all forms of bullying,
- develop high quality resources on bullying for use in curriculum lessons,
- treat information provided on any incident of bullying seriously and sympathetically,
- initially to adopt a problem solving approach when incidents are reported,
- take appropriate action and/or provide information on incidents of bullying to the Year Team Leader,
- try to facilitate meetings between the 'victim' and the 'bully' if appropriate,
- report incidents through the appropriate channels.

POLICY IMPLEMENTATION PROCESS

Awareness raising through the School

1. Work on equal opportunities, racism, homophobia, biphobia, transphobia and disability awareness is included in the curriculum for KS3 and KS4,
2. Value systems and attitudes are explored across the curriculum, including cultural aspects, prejudice and tolerance,

3. Appropriate skills and strategies are taught to all students in every year group, including skills for helping each other to deal with bullying when it occurs, such as assertiveness, cooperative group work, listening, self-awareness and conflict resolution and anything specific to cyber bullying,

4. Assembly time is used to support the curriculum through weekly themes plus resources for form time reflections and discussions as part of TfL,

5. The anti-bullying message is promoted through publicity and displays around the school,

6. Pupils will be educated about cyber bullying through a variety of means:

–in assemblies

–Anti-bullying Week,

- Projects (ICT, PSHE, Drama, English), etc.

7. Pupils will be made aware of the unacceptable "excuses" of bullying, including bullying because of race, sexuality or disability,

8. As a Stonewall Champion School (2021) regular opportunities will be created to explore the Stonewall values through TfL, form time and assemblies, as well as equality displays in the corridors and library and curriculum coverage.

Preventing bullying

1. Duty rotas are revised on a regular basis to ensure that vulnerable areas of the school site are properly supervised at the appropriate times.

2. Staff will maintain appropriate supervision and arrive at class on time.

3. Staff will be role models of appropriate behaviour and personally avoid all forms of bullying behaviour against pupils or other staff members and parents.

4. Staff will respond proactively in all classroom situations that promote the chance to bully, harass or cause hurt and embarrassment to pupils.

5. Staff will be observant for signs of suspected bullying.

6. Through safeguarding briefings, staff will receive guidance regarding online safety.

7. All staff on duty will wear high visibility jackets so that pupils can quickly identify an appropriate adult if the need arises during social times.

Dealing with reports of bullying (including Cyber Bullying)

1. Always "accept" any report of bullying and act on it,

2. Staff members making an initial response to a report of bullying need to:

- Meet with both parties separately and record the essential details including written statements by those involved and independent witnesses,

- Make an immediate response to each party to reassure the complainant, to ensure his/her safety and to curb and prevent further bullying by the alleged bully,
- Fully brief the form tutors and, in conjunction with them and the Head of Year, devise and implement the appropriate response or strategy. It is vital that other reported incidents concerning either the victim or the bully are taken into consideration,
- In serious cases, an immediate response may include counselling/ mediation as a first response, and may require the isolation/exclusion of the offending pupil.

3. Where appropriate, when incidents of bullying occur, parents of both the complainant and bully are to be notified by the Head of Year. In such cases, records of incidents must be placed in pupil files.

4. Staff need to recognise when a strategy is not working. There must be a follow up system developed with a strategy to establish whether or not the bullying has stopped. In such cases, different strategies will be immediately devised.

5. Bullying is deemed by the school to be a serious breach of expected behaviour. Consequences will be applied, depending on the incident, as outlined in the School Recognition and Behaviour Policy. If a person found to have been bullying fails to modify their behaviour appropriately, more serious consequences will be applied.

QUEENSBRIDGE SCHOOL ANTI-BULLYING POLICY
Pupil Guidance

What you can do
Bullying, including cyber bullying, is never a joke. It's no shame to name when you're in pain. You always have choices when you are being bullied.

When the bullying or harassment occurs:
- Look for support from those nearby
- Be firm and clear - be confident. Tell them to stop.
- Get away from the source of the bullying as quickly as possible (this may mean switching off devices).

After the harassment has occurred seek advice:
- Don't blame yourself for what has happened
- Talk to a friend, a teacher, another adult or someone you trust
- Keep speaking until someone listens

When talking to an adult about harassment be clear about:
- What has happened to you?
- How often it has happened?
- Who was involved?
- Where it happened
- How you felt about what happened

What others can do
There is no such thing as an innocent bystander.

Observers/bystanders should:
- Not join in
- Let the bully know his/her actions are wrong
- Support the bullied pupil
- Report the matter to a staff member or adult with whom they feel comfortable

PREVENTING CYBER BULLYING

UNDERSTANDING AND DISCUSSION

•The Designated Senior Person for Child Protection (DSL) is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. The DSL will report to the Headteacher.

•Staff will receive training in identifying cyber bullying and understanding their responsibilities. The DSL will liaise with the Network Manager on this matter.

•All staff will be helped to keep up to date with the technologies that children are using.

•The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyber bullying and on reporting cases they experience. They will have a voice through the School Council.

•Pupils will be educated about cyber bullying through a variety of means including:
- Assemblies
- Anti-bullying Week,
- Projects (ICT, PSHE, Drama, English)

Pupils sign an Acceptable Use Policy when they join the school.

POLICIES AND PRACTICES
- Ensure regular review and update of existing policies to include cyber bullying where appropriate
- Keep good records of all cyber bullying incidents; publicise rules and sanctions effectively
- Promoting the positive use of technology
- Make positive use of technology across the curriculum
- Use CPD opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Ensure all staff and children understand the importance of password security and the need to log out of accounts
- Make reporting easier
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement
- Publicise to all members of the school community the ways in which cyber bullying can be reported
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline.

Monitoring incidents of bullying:

- All incidents are entered into the bullying log. This information is discussed at weekly Filter meetings to ensure that appropriate action has been taken
- The Deputy Headteacher in charge of personal development and behaviour provides a cycle by cycle analysis of the data from the bullying log presented to governors through the work of the link governor and Strategy Group. This monitoring includes types of bullying, including HSB bullying.
- Through collaborative work with other schools in the network this information is benchmarked in order to provide a context to the data collated.
- The analysis of these incidents ensures that issues are picked up in school as necessary, from ,for example, the alteration of duty points if deemed necessary, to the choice of assembly themes and focus weeks throughout the academic year.