IMEDIA SCHOOL
ANTI-BULLYING POLICY

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1. Bullying Definition

1.1 Bullying is 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.

1.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

1.3 This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

1.4 Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

1.5 Bullying is not having a single argument or fight with some. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

1.6 Definition of sexual harassment:
Sexual harassment is unwanted conduct of a sexual nature which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Further information:
- The Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/section/26
- The Equality and Human Rights Commission
- https://www.equalityhumanrights.com/en/advice-and-guidance/sex-discrimination

1.7 Definition of sexism:
"Prejudice, stereotyping, or discrimination, typically against women, on the basis of sex."i
Common manifestations of sexism in schools include sexist language, gender stereotyping and sexual harassment.

Further information:
- "It's just everywhere": a study on sexism in schools and how tackle it, UK Feminista and National Education Union, 2017. Available to download here

2 Aims and objectives

2.1 Our school vision is to ensure that all members of our community enjoy a positive, safe and enriching experience set within the specific context and ethos of our school. We expect pupils and staff to contribute positively to the common good of the whole school community.

3.2 iMedia school recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for social, emotional and mental wellbeing. Each person is uniquely valued, and the school remains a welcoming place for all.

2.7 By effectively preventing and tackling bullying, our school can create a safe environment where the potential of everyone in our community is nurtured and developed to reach their full potential.

3   Responsibility for implementing the policy
3.1 The school has day-to-day responsibility for delivering the Anti-bullying Policy.
3.2 All staff will consistently follow the policy, and are responsible for the behaviour of children when engaged in activities directly related to the work of the school..
3.3 All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
3.4 Parents/guardians support their children and work in partnership with the school

4 Types of bullying
* Physical – pushing, poking, kicking, hitting, biting, pinching etc.
* Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
* Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
* Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
* Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
* Indirect - Can include the exploitation of individuals.

Bullying behaviour can be very subtle where once a bullying relationship has been established, the person/s responsible for the bulling may only have to look threateningly to reinforce their victim's fear

5. Possible Signs of Bullying
5.1 Both teachers and parents are in a position to observe changes in the behaviour of a young person, which may indicate that they are being subjected to bullying.

5.2. What to look out for:

  • Damage to or losses of items of clothing, property, school work. If this occurs frequently then ask questions
  • Signs of physical injuries e.g. cuts, bruises, etc.
  • Academic achievement is perceived to change in a negative way
  • Playing truant or a reluctance to attend IMS
  • Being aware of young people who register but fail to go to lessons
  • A young person not eating lunch which may mean money for meals has been given away
  • An unhappy young person who may not wish to go out at breaks or lunchtime
  • A young person who threatens to self-harm.

5.3. Staff and parents should also consider other behaviour patterns demonstrated by the victim, e.g. is the student conspicuously loud/quiet or is their behaviour appropriate when engaged in normal classroom interaction?

6. What to look for:
* Changes in behaviour: eg becoming shy, nervous, feigning illness, taking unusual absences.
* Changes in work or attendance and lack of concentration.

All incidents of unacceptable and bullying behaviour will be recorded and an agreed range of graded sanctions will be applied to demonstrate to the individuals involved how seriously the matter is taken. Parents/carers will be informed of all serious incidents.

7. Procedures to be followed by the school when bullying is suspected.

- When a bullying incident is reported (appendix 1), those accused of bullying and witnesses of the incident will be invited to describe verbally to a member of staff what has taken place and this will be recorded. Those involved will have the chance to write down their account of what has taken place.
- Bullying incidents will be recorded by the staff member for future reference and all documentation to do with specific incidents will be kept in the student files.
- If a student either admits to bullying or it can be proved beyond reasonable doubt that they have taken part in this behaviour then the following methods and

8. Sanctions can be used.

- The incident may be reported to their parents and action will be agreed
- A restorative justice package may be used to ensure that issues are resolved
- A detention may be put in place
- The student may be sent home pending a meeting with their parents
- A fixed-term exclusion may be put into place.
- A permanent exclusion may be considered for extreme cases of bullying or repetitive bullying behaviour after earlier sanctions have been used. This will be in line with the exclusion policy.

- Once the bullying incident has been resolved, and the victim of the bullying considers the matter closed, a referral to an outside agency may be made where a support programme will be put in place for the perpetrator.
- The school recognises that people who bully have often been victims themselves.
- Students at risk of exclusion as a result of continual bullying will have a support plan put in place, which is aimed at improving and stopping behaviour.

9. Strategies for prevention of bullying:

9.1 Awareness of bullying can be raised through;
- The curriculum
- A whole-school approach
- Tutor-time discussions

9.2 The Curriculum:
- The aim is to give bullying as high a profile as possible with all faculty areas incorporating a focus on bullying whenever possible to promote an anti-bullying ethos

9.3 A Whole-SCHOOL approach:
An anti-bullying ethos is emphasised through assemblies. All staff, teaching and non-teaching, reinforce the policy through all areas of school life and so we strive to:

- Deal quickly, firmly and sensitively with any complaints, involving parents, where necessary.
- Review the anti-bullying policy and its degree of success via students' questionnaire.
- Ensure that the anti-bullying policy links with the behaviour and Discipline Policy.
- Encourage students to discuss their relationships with others and to form positive attitudes towards others through tutor time discussions.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school (refer the Behaviour Policy and incorporated Exclusion Policy).

9.3 Tutor Time
- Regular, planned whole-group discussions regarding forming positive relationships and how to react to bullying situations.

10. Support for the victim

- By offering them an immediate opportunity to talk about the experience with a member of staff
- By offering continued support through the personal coaches
- Refer to multi-agency co-ordinator if appropriate

11. Managing the process

Section 7 of this policy identifies the strategies that may be put in place to manage any incident of bullying. Students are to be encouraged to report any incidents of bullying to their parents and form tutor wherever possible, or to any other member of staff. Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends.

12 Monitoring and Evaluation

- A student survey will be conducted termly which will inform future policy.
- The school will review this policy annually and assess its implementation and effectiveness.

13 Education and training

The school will provide opportunities to:

13.1 Train all staff, including to identify all forms of bullying and take appropriate action, following the school policy and procedures (including recording and reporting incidents).

13.2 Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding.

13.3 Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council.

13.4 To develop pupils' social and emotional skills, including building their resilience and self-esteem through a detailed tutoring programme, a comprehensive relationships, sex and health education, character education offer and / or a robust PSHE curriculum.

14 Involvement and liaison with parents and guardians (including complaints procedure)

The school will:
14.1 Ensure all parents/guardians know who to contact if they are worried about bullying.

14.2 Work with all parents/guardians and the local community to address issues beyond the school gates that give rise to bullying.

14.3 Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

14.4 Ensure all parents/guardians know about the school procedure, how to use it effectively and how to raise concerns in an appropriate manner.

APPENDIX 1   **BULLYING INCIDENT REPORT FORM**

Date of Incident: _____ *Time of Incident:* _____ *Repeat infraction?* **YES   NO**

Location of Incident (circle all that apply):
Hallway   Restroom   Classroom   Gym   Lunch Area   Playground   Locker Room   Bus Stop   On Bus   Parking Lot

To/From School   After School Program   School Sponsored Event   Text/Phone/Internet/Social Media   Other: _____

Name of victim(s):	*Name of student(s) bullying:*	*Name(s) of witnesses/bystanders:*
_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Bullying:

☐ Verbal
☐ Physical: Result in injury? YES NO Reported to School Nurse? YES NO Reported to Police? YES NO
☐ Relational

Bullying Behaviors (circle all that apply):

Shoved/Pushed	Hit, Kicked, Punched	Threatened	Stole/Damaged Possessions
Excluded	Taunting/ridiculing	Writing/Graffiti	Told Lies or False Rumors
Staring/Leering	Intimidation/Extortion	Demeaning Comments	Inappropriate touching

Cyber-bullying using: Text messages   Website   Email   Other: _____

Racial, Sexual, Religious or Disability   Circle one and describe: _____

Reported to school by (circle all that apply):

Teacher   Student   Bystander   Victim/Target   Parent   Bus Driver   Anonymous   Other: _____

Describe the incident:

_____

_____

_____

Physical Evidence? Notes   Email   Graffiti   Video/audio   Website Other:_____

Actions Taken (see Protocol for Guidelines):

Consequences: _____

Remediation: _____

Referral for additional support services: _____

Parent Contact: Date_____Time_____Person making contact: _____

              Result: _____

*Today's Date:*_____ *Reported by:*_____ *Signature:*_____