



# Anti -Bullying Policy:

Sidestrand Hall School is committed to providing a safe and secure environment in which each child and young person can learn effectively. The School has a strong safeguarding culture and promotes the welfare of pupils and young people and expects all staff and volunteers to share this commitment.

## Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community, including staff, students, other professionals and parents/carers work together to prevent bullying.

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Every pupil is a unique, Sidestrand Hall School aims to develop our students to be resilient, capable, confident and as independent as possible. The School provides opportunities and experiences that respond to their individual needs and there is a strong partnership between staff, students and parents/carers.

## Bullying Definition

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually repeated over time.

## **Types of Bullying**

### **Verbal**

This may include threats, taunts, name calling, spreading rumours, inappropriate comments about a person's appearance. This list is not exhaustive.

### **Physical**

Physical acts that harm another, e.g. hitting, kicking, pushing

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

### **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

## **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:  
Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

The school's expectation is that students and staff will treat each other with respect and that all students will feel safe at Sidestrand Hall. Students and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying and to be vigilant to signs of possible bullying.

The ethos and school curriculum reflect these values through discussions in school council meetings, residential meetings and through the school's behaviour team.

The anti-bullying policy is available to all students, parents, staff and other relevant parties via the school website and school office.

Students are aware that they can contact NSPCC/Child line and/or Ofsted at any time and contact

### **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Friendship Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

### **Code of Conduct**

Our School Code of Conduct is regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

### **Code of behaviour – Our School Rules**

1. Keep everyone safe/keep everything safe
2. Right things/Right place/Right Time
3. Listen to and show respect to adults within the school
4. Kind words
5. Once voice at a time
6. Hands/feet to yourself

## **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to both students and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together.

The student exhibiting bullying behaviour should fully understand the consequences of their actions on the other student and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents are recorded on SCHOLARPACK including follow up action. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Contact with the other student's family will continue in order to keep them updated on the School's actions.

Any further incidents should lead to further intervention, monitoring, support and including sanctions as deemed necessary. This may also include risk assessment to keep all parties safe.

Further intervention will be bespoke to the student and family. Face to face meetings between the families and referral to other support agencies will be explored.