



# ANTI-BULLYING POLICY

<b>Approved by:</b>	Judy Packham	<b>Date:</b> 11/11/2022
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## Introduction

At Springboard Education, we are committed to providing a caring, friendly and safe environment for all our students so that they may learn in a relaxed and secure atmosphere. Bullying of any kind is not acceptable at Springboard and will not be tolerated. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

This policy has been prepared with regard to DFES guidance “Bullying: Don’t suffer in silence” (0064/2000) Safe to Learn: Embedding anti-bullying work in schools(DCSF-00656-2007) and Cyberbullying(DCSF 00658-2007).

## What is bullying?

Bullying is the repeated use of intentional, aggressive behaviours which have the effect of hurting another person, and which result in pain and distress to the victim. Bullying is an unacceptable social behaviour.

## Bullying can be:

- Physical      pushing, kicking, hitting, pinching, biting or any other form of violence.
- Verbal        name-calling, sarcasm, spreading rumours, hurtful teasing.
- Emotional    excluding, tormenting, (e.g. hiding or taking things), threatening, being unfriendly, graffiti, humiliation.
- Racist racial taunts, name calling, gestures on the basis of skin colour or culture.
- Sexist using gender to intentionally hurt, tease or insult.
- Sexual        unwanted physical contact, abusive comments.
- Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

## **Prevention**

Springboard Education acknowledges that prevention is better than intervention. The ethos within the school is of vital importance here. The school standards of respect, the encouragement of empathy and our commitment to personal and social education will contribute to this aim.

Cyberbullying is a particularly serious method of bullying but the evidence may be easier to obtain and should be preserved. Initially parents and teachers need to take care to monitor and prevent the use of social networking sites and to use such controls as Network Nanny where possible.

Parents and Carers are encouraged to monitor use of technology to limit opportunities for cyber- bullying and to inform the school immediately if this should occur.

School procedures based on the DCSF guidance are being further developed.

## **If at any time, students, staff, parents and carers feel there is a need for mediation**

### **School Objectives**

Directors, managers, teaching staff, students and 1:1 Learner Support Workers should be committed to the prevention of bullying and unacceptable behaviour.

All directors, managers, teaching staff, students and assistants should have an understanding of bullying behaviour and its consequences.

Clear procedures for the reporting of bullying should be understood and followed.

Clear guidelines for staff and students on how to deal with incidents of bullying should be understood and followed.

### **Procedure**

Children should be encouraged to report all incidents of bullying to a member of staff.

All incidents of bullying should be investigated and recorded by staff, and the head teacher should be made aware. This may result in the six step anti-bullying procedure being put into effect.

Springboard uses a six step anti-bullying programme.

**Step one:** Report concern on Class Charts and/or Provision Map

The bully will be talked to by the **Pedro Lima/Behaviour Support Manager**, to be made aware of his/her/them wrongdoings, and be helped to appreciate any stress caused. Then he/she/they will be encouraged to apologise and attempt to reconcile the problem, as this encourages empathy.  
If bullying behaviour continues step two will be put into place.

**Step two:**

Mediation.

The bully and the victim will be brought together for a talk with the Behaviour Support manager, so the victim can express why they feel bullied and the effect the bullying has had on them. This may help to make the bully understand his/her wrongdoings and help to appreciate any stressed caused.

If bullying behaviour continues step three will be put into place where it will be escalated to the Safeguarding Team.

**Step three:**

**The DSL and/or Deputies** will make phone calls to both the victim and bully's parents/carers (or social worker if applicable) and ask them into school to attend a meeting to discuss the matter.

If bullying behaviour continues step four will be put into place.

**Step four:**

**The DSL and/or Deputies** will create a protection plan to ensure staff are aware of the risks of these behaviours and impact that could have on the victims. The aim of the protection plan is to highlight a specific incident and what strategies staff need to follow to ensure that it does not happen again. All Staff **MUST** read and sign these protection plans.

**Step five:**

Anti-bullying Scheme of Work. This will be made in agreement with between the Safeguarding team, Headteacher and SENCo

This is a six session scheme of work, with a certificate awarded on completion.

If bullying behaviour continues step five will be put into place.

**Step six:**

If the previous five steps haven't resolved the bullying issue, there will be a professionals meeting held. This meeting will include the Directors, the head teacher, DSL, social worker, case worker and special educational needs co-ordinator and parents/carers. The meeting will be held to discuss the possible closure of the student's placement within the school.

This policy has been prepared with regard to DFES guidance "Bullying: Don't suffer in silence" (0064/200), Safe to Learn: Embedding anti-bullying work in schools(DCSF-00656-2007) The Anti-bullying Charter, Every Child Matters, and Springboard's PHSE policy

**Links to other guidance:**

Cyberbullying

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/cyberbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/cyberbullying)

Homophobic bullying

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/homophobicbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/homophobicbullying/)

Bullying around race, religion and culture

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/racistbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/racistbullying/)

Safe from Bullying n journeys (DCSF-00444-2009) and Safe from Bullying in extended schools

in and around school (DCSF-00446-2009)

Both available at:

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/)

Healthy Schools Programme

<http://home.healthyschools.gov.uk/>

SEAL

<http://nationalstrategies.standards.dcsf.gov.uk/node/87009>

This policy will be reviewed every 3 years