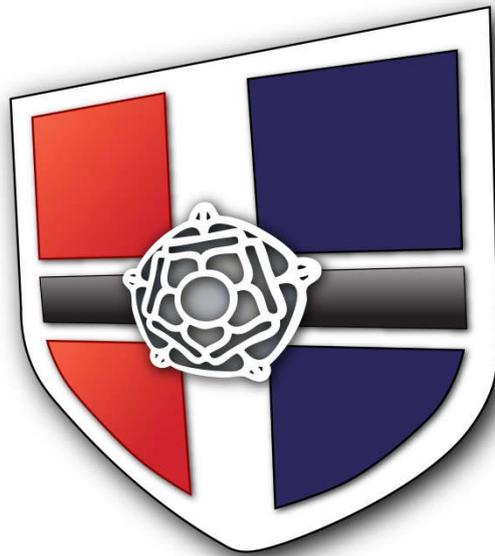


Sponne School



Anti-Bullying Policy



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At Sponne School, every person matters. All members of our community have rights and responsibilities and this policy outlines the procedures put in place to ensure that we are respectful to one another, and that everyone has the chance to have a positive learning experience.

Our school aims and values show that we are committed to allowing everyone to succeed.

We promote achievement by:

- enabling every individual to achieve their personal and academic potential,
- providing a broad, balanced and personalised curriculum for students of all abilities and aptitudes,
- enhancing the emotional, cultural, spiritual, social, moral and physical aspects of students' lives,
- encouraging students to have high expectations of their own capabilities in all areas.

Named person(s)

This is the Assistant Head Teacher with overall responsibility for the implementation of the Anti-bullying policy. All names of essential contacts are in Appendix 1.

Who do you contact if you have a concern?

In the first instance students should speak to their form tutor or subject teacher. There is a Progress Learning Leader (PLL) for each year group who will deal with more serious incidents and a Parent Support Advisor who works with families to help resolve issues that are concerning young people in school.
(ref: Appendix 1 for contact details)

These members of staff link with parents and external agencies to support students and increase their confidence to help avoid bullying situations; and when they occur to have strategies in place, including reporting the behaviour on.

Students can speak to an anti-bullying ambassador who have a drop-in once a fortnight in W24. They can also raise their concerns through the confidential e-mail address antibullyingteam@sponne.org.uk

Definition of “bullying”

At Sponne we define bullying as “Repeated negative behaviour that is intended to make other feel upset uncomfortable or unsafe.” (Diana Award)

It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying or online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or can be because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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Types of bullying are as follows:

- **Physical** – Repeated negative use of body contact to intentionally hurt others e.g. punching, kicking or spitting at someone.
- **Verbal** – The repeated use of negative use of speech, sign language or verbal gestures to intentionally harm others.
- **Indirect** – Repeated negative actions which are neither verbal nor physical to intentionally hurt others. E.g. isolating someone from a group, damaging/taking someone's property, physical intimidation
- **Cyber bullying** is defined the use of electronic communication to bully a person. This can include flaming/trolling, catfishing, out/exposing, cyber stalking, exclusion, online sexual harassment or denigration.

A student anti-bullying charter was created by students and is visible around the school.

Definition of "hate crime"

Hate crimes are any criminal offences that are committed because of hostility or prejudice towards a person's:

- Race, colour, ethnic origin or nationality
- Religion or faith
- Sexual orientation
- Disability or Learning Disability
- Gender Identity and Transgender issues

(Definition Northamptonshire County Council Hate Crime website:
<http://www.northamptonshire.gov.uk/en/councilservices/Community/cs/Pages/hate-crime.aspx>)

Who gets bullied?

Anyone can become the target of such behaviour. All members of our community are at risk of getting bullied.

Who bullies?

Just as any member of the school community can be bullied, the same applies to being a bully. It is important that as a member of the school community we take care to be respectful to one another and not take part in any behaviour that could be seen as bullying.

Proactive strategies:

- There is extensive work in supporting students' transition from primary to secondary, including school visits, collection of data relating to peer relationships.
- All students get a clear message that bullying will not be tolerated and that there is always someone in school to whom they can talk. This is reinforced through assemblies and form tutor activities. We always take part in activities during Anti-Bullying week.



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- The Personal Social Health Education (PSHE) programme supports students in developing positive relationships and encourages students to use Protective Behaviour Networks to access support; how to assess risk; and how to keep themselves safe. In Year 7 students engage in the 'My Friends Youth' programme to help to build their resilience, and promote positive behaviours and social skills.
- We regularly gain the views of our students, staff and parents through the work of the Healthy Schools programme, Parent Forum, School Council and questionnaires.
- Through the pastoral care systems we are observant and respond to student concerns about friendship difficulties or an incident where a student reports feeling bullied.
- We try to resolve difficulties that arise at an early stage before a bullying pattern is established, through skilful use of no blame or restorative justice techniques. Key staff will include form tutors, PLLs, SEN and The House and SLT.
- Collect and record information – this is vital if a student feels they are being bullied and this is reported they must complete a blue Investigation into allegation of Bullying sheet, all sections must be complete and the actions taken. This sheet must then be handed to the Assistant Headteacher responsible for anti-bullying for collation.
- Where both parties feel aggrieved students are given a clear message that identified behaviour will be considered to be bullying and reported as such on a student record if there is a **repeat** occurrence. Parents are informed of this as an outcome if there are further incidents.
- We give identified students additional support for dealing with social and emotional issues.
- Where students have been bullied, we will look to put in place support, through one-to-one or group interventions.
- Where students have been the perpetrator, we look to educate them through programmes in the House. Where the student has participated in LGBTQ, racist or sexually orientated bullying, we will put them onto a targeted programme.

Reactive strategies:

In a situation where bullying behaviour has been identified there are a number of strategies that will be employed:

- Parents of all students involved will be notified as soon as possible. It is our intention to work together with parents in supporting our students and it is helpful if parents contact school if their child is expressing concerns.
- The first time a bullying incident occurs, we will use the 'no blame approach'. This focuses on encouraging children to empathise with one another, understanding each other's' feelings. Sanctions may be applied for the initial behaviour but there is a great emphasis on trying to restore or build



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relationships between those involved. This approach requires those involved to decide on solutions and agree a way forward.

- If this strategy is deemed inappropriate due to the nature of the incident or a repeat of the behaviour despite the student being warned, then sanctions will be applied and parents will be informed that a bullying incident has been reported. There is a range of sanctions that can be applied depending on the seriousness of the incident.

Sanctions include:

- Teacher detentions
- Pastoral detentions
- Senior team detentions
- H3 – Isolation
- Exclusion

Alongside the sanctions, all students involved in the bullying incident will have access to inclusion support.

Rewards Sparks

Students are encouraged to act as positive members of the school community. Sparks are given to students who demonstrate consideration for others, and who show empathy and behave in a caring way.

Procedures to follow

Procedure for a student feeling bullied

Several Times **On Purpose**

Start Telling Other People

- Remember the strategies developed through Protective Behaviours
- Speak to your Form Tutor, PLL or any adult you trust in school
- Speak to an anti-bullying ambassador
- Tell parents or friends and ask them to help you to get things sorted out in school.

Procedure to follow if you are a student and witness bullying

Several Times **On Purpose**

Start Telling Other People

Have confidence that reporting bullying will be acted upon and speak up and don't tolerate it.

- Don't help the bully by joining in – this often makes things harder to sort out
- Let a teacher or other adult know what's happening
- Try to be a friend to the person being bullied
- Try to be friendly to the bully, but even if you can't be friends, being kind can sometimes help the bully stop bullying.



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Procedure to follow if you are a teacher and witness bullying or have bullying reported to you. If a student comes to you, you are important to them:

- Provide a time to listen to the student if you are informed that there is a concern.
- Be aware of the range of strategies available (Protective Behaviours/Peer support/Learning Mentor/No Blame) and either act yourself or ensure you have passed the concern on to someone who will act on it. (Form Tutor or Progress Learning Leader).
- Complete an INVESTIGATION INTO ALLEGATION OF ANTI-BULLYING FORM and pass this to the PLL for the appropriate year group and report via MyConcern.
- PLL to monitor via MyConcern and Go4Schools.
- Follow up on the concerns to see if the student is feeling more confident and ensure that safeguarding arrangements have been considered, for example the student feels safe walking home.
- Let parents know that concerns have been expressed and the strategies you will try, to help and support the student.
- Reassure the student that they have been listened to.
- Always challenge bullying and comments that are racist, sexist or homophobic (refer to training information attached) so that respect for others becomes the norm and be aware of your responsibilities to pass on and report concerns (ref: Reporting Hate and Bullying Incidents).

Procedure for any other member of the school staff who identifies bullying issues

- Complete an INVESTIGATION INTO ALLEGATION OF ANTI-BULLYING FORM and pass it onto the PLL and report via MyConcern. Discuss together how the student can be supported. Any concern about child protection must be reported, if necessary immediately if the child's safety is at risk, but certainly before the end of the day (ref: Child Protection Policy).

Parents

If parents become aware of a bullying situation, it is important that it is reported to school staff immediately. In the first instance please make contact with your child's form tutor. There is information relating to these issues on the Parent page of FROG, including links to policies and helpline such as Childline.

Complaints procedure

If you are unhappy about the way in which an incident has been dealt with, please contact the Progress Learning Leader in the first instance, or Assistant Head Teacher on (01327) 350284 .

Reporting, recording and monitoring

Individual incidents of bullying will be recorded using our blue sheets and the school safeguarding reporting system MyConcern, and sanctions will be logged on Go4Schools. Parents will be notified and students who are responsible for bullying behaviour will be closely monitored over an agreed review period.

The occurrence and nature of bullying behaviour is monitored through a number of channels:



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1. INVESTIGATION INTO ALLEGATION OF ANTI-BULLYING FORM forms completed and held by PLL/SLT
2. Monitoring of incidents reported on MyConcern
3. Monitoring of fixed term exclusion data
4. Safeguarding Team
5. Healthy schools survey

Information is reported back to the school's leadership team who devise appropriate strategies such as supporting specific year groups or form groups as required.

The policy is available to view on the school website and is included in the staff handbook. It is available to all parents through the FROG link and discussed at both Parent Forum and School Council, where amendments may be suggested.

Linked Policies:

Safeguarding Portfolio including: Child Protection; Equal Opportunities, Confidentiality, Inclusion, Safer Schools Code of Conduct; Behaviour Policy

Date Policy Updated	January 2019
Reviewed by	Emma Harris
Agreed by	Students & Personnel Committee



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Appendix 1.

Essential Contacts (2018-19)

To report absence: 01327 350284 ext 126 or email absence@sponne.org.uk

The teacher with overall responsibility for attendance is Mrs Kelly Notley

Progress Learning Leader	Senior Link for Year Group
Yr 7: Mrs C Kelly 01327 350284 ext 118 hmort@sponne.org.uk	Mrs C Cutler (Assistant Headteacher) 01327 350284 ext 111 ccutler@sponne.org.uk
Yr 8: Miss Turton 01327 350284 ext 354 hturton@sponne.org.uk	Miss Harris (Assistant Headteacher) 01327 350284 ext 500 eharris@sponne.org.uk
Yr 9: Mrs K Notley 01327 350284 ext 506 knotley@sponne.org.uk	Mrs L Bhakta (Assistant Headteacher) 01327 350284 ext 212 lbhakta@sponne.org.uk
Yr 10: Mrs A Warner 01327 350284 ext 250 awarner@sponne.org.uk	Mr J Rawbone (Assistant Headteacher) 01327 350284 ext 505 jrawbone@sponne.org.uk
Yr 11: Mr S Marshall 01327 350284 ext 503 smarshall@sponne.org.uk	Mr C Hancock 01327 350284 ext 112 chancock@sponne.org.uk
Sixth Form: Miss V Austin 01327 350284 ext 502 vaustin@sponne.org.uk Asst PLL: Mrs Ramsden 01327 350284 ext 119 hramsden@sponne.org.uk	Mr I Massey (Head of School) 01327 350284 ext 109 imassey@sponne.org.uk
Parent Support Advisor: Mrs A James 01327 350284 ext 237 aljames@sponne.org.uk	Mrs J Goodall (Inclusion Manager) 01327 350284 ext 234 jgoodall@sponne.org.uk

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Appendix 2

Supporting information

Bullying by race, gender, sexual orientation or disability.

In racist bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the child being bullied, but also other students from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as 'any incident which is perceived to be racist by the victim or any other person'.

Racist bullying includes: Verbal abuse by name-calling, racist jokes and offensive mimicry; physical threats or attacks; wearing of provocative badges or insignia; bringing racist leaflets, comics or magazines; inciting others to behave in a racist way; racist graffiti or other written insults — even against food, music, dress or customs; refusing to cooperate in work or in play.

Sexual bullying has an impact on both genders. Boys are also victims — of girls and other boys. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator. In general, sexual bullying is characterised by: Abusive name-calling; looks and comments about appearance, attractiveness, emerging puberty; inappropriate and uninvited touching; sexual innuendoes and propositions; pornographic material, graffiti with sexual content; in its most extreme form, sexual assault or rape. Sexual bullying can also be related to sexual orientation. Students do not necessarily have to be lesbian, gay or bisexual to experience such bullying. Just being different can be enough.

Students with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Information and strategies in place to deal with incidents:

- An awareness that even young children can understand the consequences of their actions
- Staff who listen carefully to students and provide opportunities for them to express views and opinions
- Good relationships and communication with parents
- Developing Peer mediation and Learning Mentor roles
- Multi-agency working with CEOP (Child Exploitation and On-line Protection service) police, youth service, Connexions, Time to Talk and others
- Involve parents and the wider community –with agenda items issued to all parents to join the discussions at parent Forum
- Explore issues of diversity and difference — discussing what schools and society can do to end discrimination through the curriculum
- Use single-sex groupings to explore sensitive issues
- Ensure that the school site is well supervised, paying attention to areas where students may be vulnerable
- Guaranteeing confidentiality and appropriate advice to students (only where there is no safeguarding concern) – signposting to Time to Talk, Lowdown, CAMHS and other agencies



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- A whole school policy to challenging racist, sexist or homophobic language and bullying incidents
- Having a curriculum that is Inclusive thus avoiding undue attention to differences between SEN children and others
- Making classroom activities sensitive to needs
- Teaching assertiveness and other social skills
- Teaching children who are being bullied to say 'no' or get help
- Providing special resource rooms at breaks and lunchtime



Appendix 3

Student Welfare and Incident Report Form

Please complete this form to keep a record of a concern or incident.
Keep information recorded factual and where possible using the students own words.

Welfare/child protection Racist or homophobic concern	This form should be passed to the DSP/SLT immediately for a response
Bullying incident	Form tutor > PLL as appropriate
Behaviour concern/other	SLT link/FLL/PLL as appropriate

Student Name (PRINT) :	
Date and time form completed:	
Form group:	
Completed by :	
Details to report:	
Actions taken so far and by whom:	
Signed:	
Any further actions taken:	