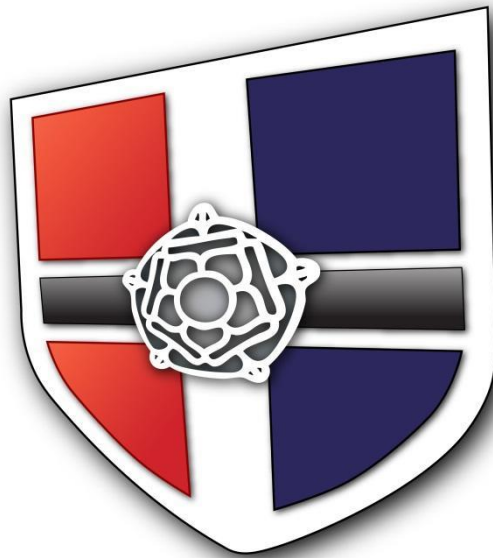


Sponne School



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. 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 others 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:

- V – Verbal bullying hurtful words, offensive language, swearing, discriminatory language.
- I – Indirect Bullying isolating someone, rumours, sharing someone’s secrets, cyber-bullying, damaging/taking someone’s property and physical intimidation.
- P – Physically hurting someone intentionally, kicking, punching, pinching, spitting, slapping.

A student anti-bullying charter was created by students and is visible around the school. (see appendix 3).

We encourage all of our students to be upstanders: An upstander is someone who recognises when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up and do their best to help, protect and support the person.

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

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through assemblies and form tutor activities. We always take part in activities during Anti-Bullying week.

- 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. Students engage in activities 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 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. Key staff will include form tutors, PLLs, SEN and The House and SLT.
- Collecting and recording information – this is vital if a student feels they are being bullied and a blue “Investigation into allegation of Bullying sheet” can be completed, all sections must be complete with the actions taken. This sheet must then be handed to the Assistant Headteacher responsible for anti-bullying for collation once it has been actioned. If someone reports that they feel they are being bullied this must be logged on go4schools to ensure we are tracking and monitoring carefully.
- Where both parties feel aggrieved students are given a clear message that the 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,

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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 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 to follow if you are a student

BE A S.T.A.R

- Stand up for others and support them through their experiences.
- Talk to raise awareness of bullying issues and how we tackle them.
- Act in a way that encourages others to follow suit.
- Report any bullying to members of staff and the Anti-Bullying Ambassadors.

What to do if you are being bullied/witness someone being bullied?

- Speak to your form tutor or a trusted teacher.
- If you feel it is a more serious concern, talk to your APLL or PLL.
- Tell your parent/carer what is going on so that they can support you.
- If you find it hard to express yourself face-to-face, email your Form Tutor or PLL/APLL.

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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 APLL/PLL).
- Complete an investigation into allegation of anti-bullying form and pass this to the APLL/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 and Go4schools. 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 student dashboard, 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 can be recorded using our blue sheets and must be logged on the school safeguarding reporting system MyConcern and 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 paperwork completed and held by PLL/SLT
2. Monitoring of incidents reported on MyConcern and Go4schools.
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 website 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

Reviewed by	Emma Harris – June 2020
Agreed by	Local Governing Body
Next review:	Autumn Term 2021

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Appendix 1.

Essential Contacts (2020-21)

The teacher with overall responsibility for anti-bullying is Mrs Kelly Notley

Progress Learning Leader	Senior Link for Year Group
Yr 7: Mrs H Mort 01327 350284 ext 310 hmort@sponne.org.uk	Mrs L Bhakta (Assistant Headteacher) 01327 350284 ext 212 lbhakta@sponne.org.uk
Yr 8: Mrs C Kelly 01327 350284 ext 118 ckelly@sponne.org.uk	Mrs C Cutler (Assistant Headteacher) 01327 350284 ext 111 ccutler@sponne.org.uk
Yr 9: Miss H Turton 01327 350284 ext 354 hturton@sponne.org.uk	Miss E Harris (Assistant Headteacher) 01327 350284 ext 500 eharris@sponne.org.uk
Yr 10: Mr J Hollamby 01327 350284 ext 116 Jhollamby@sponne.org.uk	Mrs K Notley (Assistant Headteacher) 01327 350284 ext 506 knotley@sponne.org.uk
Yr 11: Mrs A Warner 01327 350284 ext 250 awarner@sponne.org.uk	Mr J Rawbone 01327 350284 ext 505 jrawbone@sponne.org.uk
Sixth Form: Mrs H Ramsden 01327 350284 ext 502 hramsden@sponne.org.uk Year 12: Miss K Whitmore 01327 350284 ext 119 kwhitmore@sponne.org.uk	Mr C Hancock (Assistant Headteacher) 01327 350284 ext 112 chancock@sponne.org.uk
Parent Support Advisor: Miss A James 01327 350284 ext 237 alijames@sponne.org.uk	Inclusion Manager: Mrs J Goodall 01327 350284 ext 234 jgoodall@sponne.org.uk

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Pastoral Support Coordinator: Miss K Wainwright 01327 350284 ext 235 kwainwright@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 LGBTQ 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



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- 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
- 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

Appendix 3

Student

Please complete this form to keep a record of a concern or incident if you do not have access to MyConcern.
 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:

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Anti-Bullying Student Charter

We at Sponne School are working together to create a community where bullying is not tolerated.

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

V – Verbal bullying Hurtful words, offensive language, swearing, discriminatory language.

I – Indirect Bullying Isolating someone, rumours, sharing someone’s secrets, cyber-bullying, damaging/taking someone’s property and physical intimidation.

P – Physically Hurting someone intentionally, kicking, punching, pinching, spitting, slapping. Bullying in ANY form is unacceptable – it has to stop.

How can we keep our school a safe and happy place?

1. We will do all we can to prevent bullying from taking place and will not allow it to happen without doing something about it. We are “upstanders” not “bystanders”.
2. We are a “telling” school – bullying is far too serious not to report it. We will talk to a member of staff of our choice or speak to an Anti-Bullying Ambassador.
3. When we report bullying to teachers or Anti-Bullying Ambassadors, we will be listened to and helped, whether it happens at school, outside school or online. Bullying will always be dealt with appropriately by the member of staff who has been made aware of it.
4. Everyone in school has a right to feel comfortable and secure at all times without being afraid of bullies.
5. We will not “put others down”, name call, exclude others or do anything which is deliberately hurtful.
6. We will not judge others by their appearance alone.
7. We will not harass via group chats/social media or post pictures of others without permission.
8. We will not participate in starting or spreading rumours.
9. We will accept everyone as an equal regardless of their sex, sexual orientation, race, religion, culture, disability or background – it is good to be different!
10. We will create an environment where people are kind, courteous and respectful at all times.
11. We are all part of a caring and sharing community and all have a part to play in creating and maintaining it.
12. We are not alone and when we act together we can always stamp out this unacceptable behaviour and ensure bullies are dealt with properly and promptly.

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- Stand up for others and support them through their experiences.
- Talk to raise awareness of bullying issues and how we tackle them.
- Act in a way that encourages others to follow suit.
- Report any bullying to members of staff and the Anti-Bullying Ambassadors.
-

What to do if you are being bullied/witness someone being bullied?

- Speak to your form tutor or a trusted teacher.
- If you feel it is a more serious concern, take to your APLL or PLL.
- Tell your parent/carer what is going on so that they can support you.
- If you find it hard to express yourself face-to-face, email your Form Tutor or PLL/APLL.

 <p>Under 19 and in the UK? You can contact ChildLine by phone, email or text for advice/support for a variety of issues.</p>	SAMARITANS 18 + and in the UK? Available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts.
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Befrienders Worldwide Any Age/Outside of UK? Befrienders provide emotional support to prevent suicide worldwide, they will listen to you and help without judgement...	POLICE If someone's life is in danger, please contact the police on 999 in the UK.
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 <p>Under 19 and in the UK? You can contact ChildLine by phone, email or text for advice/support for a variety of issues.</p> <p>Read More</p>

SAMARITANS 18 + and in the UK? Available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts.

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POLICE If someone's life is in danger, please contact the police on 999 in the UK.
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