



SHERBORNE SCHOOL

Anti-Bullying Policy

Policy Owner: Deputy Head Pastoral

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Document Control Table

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Date Approved	
Review Period	1 Year
Latest Review Date	
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Linked Documents and Policies	<ol style="list-style-type: none"> 1. Behaviour for Learning Policy. 2. ICT Acceptable Usage and Mobile Device Policy. 3. Safeguarding and Child Protection Policy. 4. Home School Agreement (inclusive of Code of Ethics).

Version	Date	Comments	Author
1.0	31 st May 2024	Establishment of new independent policy.	Garry James
1.1	22 nd September 2024	Review (no change)	Monica Hamlin

IMPORTANT

1. The English document should be seen as the original, true, and correct version.
2. Once this document is downloaded or printed, it is an uncontrolled document. Please refer to the school website for the latest version.
3. Sherborne Senior School reserves the right to amend and update this policy at any time.

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1. Aims

At Sherborne Senior School we are committed to providing a caring, friendly, and safe environment for all pupils so that they can grow and develop as young people in a happy, nurturing, and safe learning environment. Bullying of any kind is unacceptable, whether it may occur within or outside of the school, or online. If bullying does occur, all pupils should be able to report any incident with the knowledge that it will be dealt with promptly and effectively.

Anyone who is being bullied or is aware of bullying is expected to inform a member of staff at Sherborne Senior School. All incidents or concerns with bullying is recorded on CPOMS. This policy has been developed in conjunction with our pupils and should be read alongside the school ICT Acceptable Usage and Mobile Phone Device Policy along with the Behaviour for Learning Policy.

Sherborne Senior School is committed to safeguarding and promoting the welfare of our young people and expects all members of the school community to share in this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our pupils and school community.

At Sherborne Senior School we take bullying extremely seriously. Pupils, parents, and carers should be assured that they will be supported when bullying is reported as set out in this policy. This policy sets out the principles and guidelines by which we seek to support pupils, how we identify bullying, and respond to any bullying incident or concern within the school. At Sherborne Senior School, any form of bullying is not tolerated.

2. Responsibility

It is the responsibility of the Head Teacher and the Board of Governors to ensure that the anti-bullying policy is created and regularly reviewed. This policy is shared with and implemented by all members of staff at the school and is overseen by the Deputy Head Pastoral.

- a. **Governors, staff, pupils, parents, and carers** should have an understanding of what behaviours and interactions amount to bullying.
- b. **All members of the school community** should have access to and be clear on the content of the anti-bullying policy and how to both recognise and deal with any bullying concern or incident.

3. What is Bullying?

Bullying is the use of unwanted, repeated behaviour with the intention of hurting or causing continued upset or embarrassment to another person. Bullying can result in pain, and significant distress to the victim/s.

Bullying can be but is not limited to the following:

- a. **Emotional** – being unfriendly, excluding, or tormenting others (e.g., hiding books or using threatening gestures or remarks).
- b. **Physical** – pushing, kicking, hitting, punching or any form of violence.
- c. **Verbal** – name-calling, sarcasm, spreading rumours, teasing.
- d. **Racist** – deliberate exclusion, racial taunts, graffiti, gestures, discriminative language.
- e. **Sexual** – unwanted physical contact or sexually abusive or explicit comments.
- f. **Gender** – because of, or focusing on, the issue of gender.
- g. **Religious and/or Cultural** – targeting a pupil's faith, beliefs, or practices.
- h. **Intellectual** – ridiculing a pupil's intellect and/or their attempts to engage in educational or other related activities.
- i. **Cyber** – all areas of the internet, such as email and forms of social networking or mobile threats by using text messaging and calls. Misuse of associated technology such as camera and video facilities, taking pictures or videos without permission and using this in a negative way. This type of bullying can subsequently form the platform for other forms of bullying and may breach the school ICT Acceptable Usage and Mobile Phone Device Policy.
- j. **Discrimination and/or Prejudice** – this can also be a form of bullying.

4. Where Bullying can Occur

a. In School

This includes inside school buildings, in the school grounds, on school visits and anywhere where a teacher is present and responsible.

b. Out of School

This is anywhere other than in school or school grounds, and when there are no teachers or school staff responsible, for example, in the shopping mall, in the street or on a bus, at home, or at a friend's house. It may also include incidents of 'cyber-bullying' between pupils. Whilst incidents of bullying may occur outside of school, the nature of the community is such that the issue is likely to continue to affect

young people when they are in school. In such cases staff will intervene in accordance with the school Behaviour for Learning Policy.

5. Why is it Important to Respond to Bullying?

Schools provide an environment where young people can explore boundaries of acceptable social behaviour. Bullying may not start with a conscious intent to put down or harm another person (although sometimes it does). Bullying can cause upset and hurt and no one deserves to be the victim of bullying. Everybody has the right to be treated with respect.

Young people who are unkind or bully others need to learn different ways of behaving and those individuals who are being bullied need to be supported and guided in order to understand how to respond appropriately. All members of the Sherborne Senior School have a shared responsibility to respond promptly and effectively to issues of bullying within the school community. Pupils, parents, and others who report incidents of bullying should be reassured that appropriate steps will be taken to resolve the concern or incident. This will be done in a firm but fair and sensitive manner to ensure that this matter is swiftly resolved and there is no potential of retaliation.

6. Signs and Symptoms

A young person may indicate through signs demonstrated by their own behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- a. Is frightened of walking to or from school or an event including other pupils
- b. Does not want to go on the school or public bus
- c. Changes their usual routine
- d. Is unwilling to go to school (school refuser)
- e. Begins to truant school or lessons
- f. Becomes withdrawn, anxious, or lacking in confidence
- g. Starts stammering
- h. Attempts or threatens suicide or running away
- i. Cries themselves to sleep at night, has nightmares or panic attacks
- j. Feels ill in the morning or changes their eating pattern
- k. A change in performance by producing poor schoolwork or practical activity
- l. Comes home with clothes torn or has possessions which are damaged or have 'gone missing'
- m. Asks for money or starts stealing money possibly to pay or give to a bully

- n. Has snack or other items which continually get 'lost'
- o. Has unexplained cuts, bruises, or marks to their body
- p. Exhibits a change in behaviour such as becoming aggressive, disruptive, or unreasonable
- q. Is found bullying other children or siblings
- r. Appears anxious but is frightened to say what is wrong
- s. Is afraid to use the internet or mobile phone or is nervous when a social media message is received
- t. Seems overly sensitive when social media is mentioned
- u. Gives improbable excuses for any of the above.

N.B. These signs and symptoms are not exhaustive and could indicate other problems, but bullying should be considered as a possible reason and must be investigated.

7. Procedures

Issues of bullying are often complex and there is not one approach that is effective or appropriate in all circumstances. Staff at Sherborne Senior School are experienced in supporting the growth and development of young people and will work with all parties to resolve any bullying concerns or incidents.

Sherborne Senior School has a Behaviour for Learning Policy which forms the basis for any response to a concern or incident of bullying along with what action is taken and/or followed which supports with an effective and immediate resolution. The following provides guidance upon what action is expected and/or taken in response to any possible bullying concern or incident:

- a. Bullying concerns or incidents must be reported to a member of staff, either directly or through CPOMS. All incidents will be recorded on CPOMS and will offer a log of related incidents
- b. The pupil's Head of Year and/or Tutor will investigate the concern or incident
- c. In all cases the concern or incident will be recorded by staff on CPOMS and where the case is seen to be more serious a senior member of staff will be assigned in accordance with the behaviour for learning policy until a resolution is reached
- d. In all cases of bullying, parents will be informed and may be asked to come into school for a meeting to discuss the concern or incident
- e. The bullying behaviour or threats of bullying will be fully investigated, and measures will be taken to protect the victim and ensure that the bullying immediately stops

- f.** An attempt will be made to help the bully (bullies) reflect and change their behaviour
- g.** Where a child repeats any bullying behaviour and refuses to modify their conduct, enhanced support or elevated intervention will be offered or applied. Continued concern may result in their permanent exclusion from the school.

8. Outcomes

Our primary objective is to resolve any associated issues leading to the bullying are understood by all parties, that apologies are offered and accepted, and that further bullying behaviour is avoided. Both the bully and the victim of the bullying are supported by the school in this restorative approach. Support or intervention may be given in accordance with the school's Behaviour for Learning Policy. In serious cases, a period of reflection or permanent school exclusion may be considered.

Several different approaches will be considered and may be used by staff at the school and will tailor their approach according to the concern or incident.

- a.** The bully or bullies will be expected to show remorse and offer a genuine apology
- b.** Ideally the apology will be face-to-face, but a written apology may also be appropriate
- c.** If possible, pupils will be reconciled so that both parties are able to move forward with confidence
- d.** After the concern or incident have been investigated and resolved, each case will be monitored closely to ensure no repeat or continued bullying takes place.

9. Prevention

Sherborne Senior School will use a range of methods when educating or preventing children from being subjected to any form of bullying. Activities will take place in both the academic curriculum (through subjects) and the school pastoral programme (PSHE).

As and when appropriate, these may include:

- a.** Blocking of anonymous social media sites such as snapchat
- b.** Involvement of the School Pupil Council in developing anti-bullying strategies
- c.** Signing a behaviour agreement or contract
- d.** Engaging and enhancing pupil awareness and understanding of the School Values
- e.** Writing stories or poems or drawing pictures about bullying
- f.** Reading stories and articles or watching video material about bullying or using them in assemblies
- g.** Making up role-plays

- h.** Having group talks and discussions about bullying, its impact and why it is wrong
- i.** Providing opportunities for staff training and feedback opportunities to develop effective whole school anti-bullying practice.

10. Positive Action Taken to Tackle Bullying

What can young people do to help themselves?

- a.** Try to stay calm and walk away if this is possible
- b.** Do not retaliate as this is often the response a bully wants; however difficult this may seem.
- c.** Talk to friends, parents, prefects, school counsellor or a trusted member of staff about how you feel and how they can help
- d.** Always report any concern or incident of bullying to a member of staff, whether it involves you or somebody else
- e.** Realise that staff at Sherborne Senior School have a great deal of experience in this area and want to help, resolve, and stop any bullying
- f.** Keep copies of any text messages, social media or other online posts that may be of concern.

11. How Can we Help Young People Who are Involved in Bullying?

- a.** Pupils should know who to speak with and which adults to approach. This is usually their class teacher, Form Tutor, Head of Year, School Counsellor, or Safeguarding Officer
- b.** There is a system in place where pupils can pass on information anonymously
- c.** Set-up mentoring and buddying programmes or extend existing programmes to tackle bullying
- d.** Educate and include anti-bullying awareness and strategies in assemblies and PHSE programmes
- e.** Involve the School Pupil Council or similar pupil groups when developing an anti-bullying strategy
- f.** Ensure there is a consequence to bullying and sanctions are imposed and clearly understood
- g.** Raise awareness with parents of popular internet sites that may be used for cyber bullying and in setting restrictions to social media sites.

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