
Anti-Bullying Policy for Stokesley School

Author	Mrs D Brosnan and the Anti-Bullying Ambassadors
Updated	September 2022
Approved by	Stokelsey School LGB
Date Approved	29 September 2022



Complied by students (dedicated Anti-Bullying Ambassadors) for students, staff and parents

Statement of Intent

At Stokesley School we foster a community where everyone feels safe and can enjoy being at school. We recognise that bullying happens and it must be taken seriously. Bullying can affect everyone - pupils, parents and teachers - so we are determined to work together to combat bullies and bullying. This policy is designed to support us in our aims.

Our definition of bullying

Repeated negative behaviour that creates an imbalance of power, and that is intended to make others feel upset, uncomfortable or unsafe.

Repeated - done or occurring again several times in the same way;

Negative behaviour - behaviour that is not accepted by society;

Intended - planned or meant.

All forms of joking/banter can be deemed "meant" if they make others feel upset, uncomfortable or unsafe or if they create an imbalance of power.

The three types of bullying

	Verbal	Indirect	Physical
Definition	The repeated negative use of speech, sign language or verbal gestures to intentionally harm (hurt) others.	Repeated negative actions, which are neither verbal nor physical to intentionally hurt others.	Repeated negative use of body contact to intentionally hurt others.
Example	Swearing, offensive language, discriminatory language.	Isolating someone from a group, damaging/taking somebody's property, physical intimidation or spreading rumours about someone.	Punching, kicking, spitting at someone.

Cyberbullying is:

- **flaming/trolling:** using extreme and offensive language/insults. The aim of flaming is to cause reactions and people often get enjoyment from the target's distress;
- **catfishing:** creating fake profiles on social media network sites, apps and online;
- **outing/Exposing:** coaxing someone into revealing secrets and forwarding it to others – usually involving screenshots;
- **cyber stalking:** repeating messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for his or her safety;
- **exclusion:** intentionally leaving someone out of a group such as group messages, online



- apps, gaming sites and other online engagement;
- **online sexual harassment:** sending unwanted images or messages of sexual context (their own or others. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with;
- **denigration:** sharing information about another person that is false or damaging. Sharing photos of someone for people to make fun of, spreading false rumours and gossip.

The Law

Within the Equality Act 2010, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Students are explicitly taught about protected characteristics and what they are in the **LIFE** curriculum. This is returned to every year from 7-11.

Hate Crime

This encompasses all incidents that occur which involve hostility of prejudice based on one of the following protected characteristics: disability, gender reassignment, sexual orientation, race, religion or belief. If an incident of bullying is deemed to be a hate crime, the event will be reported to the local authority and the police. This is part of our duty of care and is a statutory requirement, as set out by the local authority and Department for Education. This incident may trigger involvement with outside agencies to educate young people and families of the consequences and the law protecting these characteristics.

Bullying and harassment are similar. They are both about:

- power and control;
- actions that hurt or harm another person physically or emotionally;
- an imbalance of power between the target and the individual demonstrating the negative behaviour;
- the target having difficulty stopping the action directed at them.

The distinction between bullying and harassment is this: when the bullying behaviour is based on a protected characteristic, that behaviour is then defined as harassment. Harassment doesn't need to be repeated behaviour.

What do we do as a school community?

Prevent bullying by:

- creating a safe environment where people can move around without feeling threatened;
- building each other's confidence by treating everyone with respect;
- accepting everyone's differences;
- developing our Anti-bullying Ambassadors through training and staff support;
- making students aware of the consequences of bullying;
- creating a school wide poster to highlight the effects bullying can have on individuals and how students can show respect and kindness to one another.



Support targets of bullying by:

- telling someone when you know there is bullying taking place;
- being a good friend. Targets may not feel at their best or be in the best of moods, and will need time, patience and privacy;
- providing a place of calm;
- ensuring that students know when and where they can find our Anti-bullying Ambassadors, if they wish to speak to a peer;
- giving students access to the concerned/worried button in school and this being signposted through safeguarding updates and in tutor time;
- having information readily available in the new **LIFE** Hub;
- ensuring follow up conversations and regular “check in” dates are put in diary to ensure the wellbeing of the target is fully supported and no recurrence is missed;
- ensuring that Heads of Year issue follow up letters to the families of targets.

Ensure that everyone knows what to do about bullying by:

- regularly promoting the anti-bullying policy and discussing issues related to bullying during tutorial;
- promoting the anti-bullying message through campaigns, assemblies and social media;
- ensuring staff are trained to recognise the signs and symptoms of bullying and to know what to do about them;
- ensuring parents know what bullying is and how to support their child;
- communicating updates with parents at key points in the year in the fortnightly Headteacher update;
- establishing a teacher working party;
- establishing a parent working party to promote collaboration;
- ensuring that national campaigns are celebrated in school during anti-bullying week in November and other national campaigns are promoted at other key points in the year e.g. Pride month - June;
- ensuring that the policy reflects yearly updates from the statutory framework “keeping children safe in education”
- providing yearly anti-bullying training for new ambassadors;
- providing ongoing CPD and briefing announcements to ensure staff are updated with new campaign developments;

What can you do if you are being bullied?

You do not have to accept being bullied. It is not your fault. You can find help and support in a lot of different places in school:

- you can talk to any adult in the school – this might be a teacher or a member of the support staff. They will listen, and advise you what to do;
- you can talk to a friend, or family member – they can talk to your Head of Year for you if you prefer;
- you can click the ‘concerned or worried’ button on the student dashboard and complete the form;
- you can talk to an Anti-bullying Ambassador in School.
- you can speak to your Head of Year;
- you can ask to speak with our Designated Safeguarding Lead (Mrs Myers) or use the



- “report abuse” button on the student dashboard;
- you can speak to a member of our “pride” group if you feel you are being targeted because of your sexual orientation or gender preference.

Why is it important to tell if you know there is bullying behaviour happening?

It will make you feel better when you tell someone. If you do not tell someone:

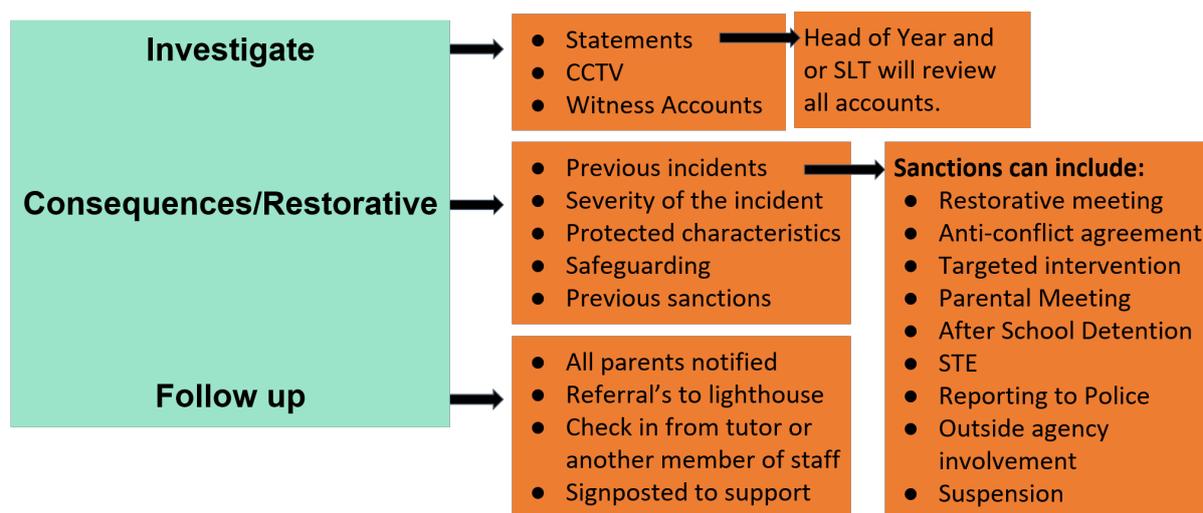
- it is difficult for anyone to help and the bullying may carry on and get worse;
- the bully could bully other people, and would not get help to change his/her behaviour;
- we embody the idea that we stand together and challenge it appropriately rather than being a bystander.

What will happen when you-report bullying behaviour

When you report bullying behaviour:

- you will get a chance to tell your version of events to someone that you trust;
- we will arrange for you to be in places where you feel safe from bullying and with people you feel happy to be with;
- we will work with you to build up your confidence and resilience;
- you will be consulted about how to stop the bullying. Usually the bullies don’t need to find out you have told someone until you are ready;
- it’s important to remember that we will support you every step of the way and encourage you to speak up so we can challenge the negative behaviour together.

See flow chart of reporting process below:



What will happen to someone who is bullying?

All actions that are taken are designed to make the bullying stop and these include:

- making sure the bully understands how much harm they are causing and that they should stop the behaviour immediately;



- providing help to bullies to learn different ways of behaving – this may include apologising to the targeted person, in writing or face to face;
- severe punishments when the behaviour demands it. In very serious cases, the police may become involved;
- informing the bully's parents/carers or requesting a meeting with them;
- a conversation with both the perpetrator and their parents/carers.

What can you do to help as a parent or carer?

When someone is being bullied, their parents can help by:

- clarifying if it is actually bullying – we have adopted the same definition used by the Diana Award: **Repeated negative behaviour that creates an imbalance of power, and is intended to make others feel upset, uncomfortable or unsafe.**
- working with their child – it can be difficult for a young person to have the courage to tell someone, due to fear of repercussions. Do not let them feel this way. Instead of taking over the problem, empower them to take control of what happens next, that way, they will develop their confidence with your guidance;
- working with the school – it is important to understand that we have procedures that we follow, detailed in this policy. Be patient and keep the channels of communication open, so we can work together to resolve the situation;
- not being tempted to speak to other parents or even post something on social media - this can be a detrimental plan of action as it could exacerbate the situation;
- not responding with “Just ignore it”, “Stop telling tales” or “It’s just a part of growing up”. We have the right to feel safe at all times and bullying should never be a barrier to our learning or success;
- contacting the police and informing the school if an incident happens outside of school where their child is a target of sexual harassment or child-on-child abuse,
- collecting key information from their child;
- monitoring the situation and making a conscious effort to allow their child to talk about how things are;
- liaising with a key contact in school, because having one person to liaise with whilst dealing with the situation allows for a smoother process;
- referring to cyberbullying guidance including to ‘save the evidence, report and block’. We recommend parents report cyberbullying to the police and the school. This can be done using the Child Exploitation and Online Protection Center (CEOP) command - please see our online safety section of the website for further details;
- being vigilant with age restrictions on social media platforms and ensuring they have set up the appropriate parental controls to keep their child safe.

----- **End of Policy** -----

Policy Author: Mrs D Brosnan and the Anti-Bullying Ambassadors
Monitored by: Mr. J. Burns, Assistant Headteacher, Stokesley School
Reviewed: September 2022
Next Review: September 2023