



SHAPWICK SCHOOL

'The same road by different steps'

ANTI-BULLYING POLICY

For Review: 31 August 2020

SHAPWICK SCHOOL

ANTI-BULLYING POLICY

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SHAPWICK SCHOOL

Shapwick School is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times.

1. Introduction

All members of Shapwick School's community have a right to learn and work in a safe, secure and positive environment. Bullying of any kind is wholly unacceptable and will not be tolerated.

We recognise our duties under the Education Act 2002 and Education and Inspections Act 2006 and comply with The Education (Independent School Standards) Regulations 2014. Shapwick School acknowledges the obligations associated with the Equality Act 2010 and follows current DfE guidance 'Preventing and tackling bullying' (October 2014).

As a residential special school, Shapwick School, follows the National Minimum Standards for Residential Special Schools (2015).

We also follow HM Government advice 'What to do if you're worried a child is being abused' (2015), 'Working together to safeguard children' (2015), 'Keeping children safe in education' (2016) and the Local Safeguarding Children Board's policies, procedures, guidance and protocols.

We will take immediate action where we believe an individual may be at risk, or it is alleged that an individual is suspected of being bullied or is bullying others. Our primary concern, at all times, is the welfare and safety of all members of our community including young people, staff and visitors.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with other safeguarding and employment policies including (not an exhaustive list):

- Compliments and Complaints Policy
- Drugs, Alcohol and Tobacco Policy
- Equality and Diversity Policy
- E-Safety and Multi-Media Policy
- Health and Safety Policy
- Management of Behaviour: Rewards and Sanctions Policy
- Off-Site Visits Policy
- Privacy Policy
- Recruitment and Selection Policy
- Runaway and Missing from Home, Care and Education (RMFHCE) Policy
- Safe Working (Caring) Practice Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action.

2. Definition of bullying

The government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

For further information on the **definition of bullying, forms of bullying, roles within bullying and signs and symptoms of bullying** see Appendix 1.

3. Roles and responsibilities

The designated senior member of staff with overall responsibility for the ‘Anti-Bullying Policy’ at Shapwick School is the Principal.

The senior member of staff with overall responsibility for dealing with bullying issues is the Anti-Bullying Co-ordinator.

It is the responsibility of all staff to consistently promote the principles and ethos of the anti-bullying policy through their own work with and around children and young people. Staff must take all necessary steps to make sure that individual children and young people are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability or for any other reason. **This includes consistently challenging inappropriate interactions, including discriminatory, derogatory and aggressive language.**

Staff must report and record any bullying issues relating to individual young people, to a senior member of staff.

For further information on the **roles and responsibilities** of the Designated Person and Anti-Bullying Co-ordinator see Appendix 2.

4. Dealing with bullying

We recognise that bullying is part of a continuum of behaviour and as such there is no single solution. Different circumstances necessitate different responses.

(a) Dealing with bullying: prevention

Through a clear, consistent and positive approach to the management of behaviour we have established an ethos and environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.

All discriminatory behaviours are challenged and help and support is given to young people about how to treat others with respect. The use of disparaging and prejudiced-based language, including comments associated with lesbian, gay, bisexual and transgender issues, racism, sexism and disability for example, is wholly unacceptable and must never be excused as “just banter”. Staff, in particular, must lead by example in modelling positive relationships and communication with colleagues, young people and visitors.

Staff must also be proactive in gathering, communicating and acting upon intelligence about issues between young people which may provoke conflict. This will, in turn, reduce the risk of bullying.

● **Supervision of young people**

Bullying (including cyber-bullying) may occur at any time of the day, in any location. However, it is more likely to occur in quiet places when young people are alone or with reduced or no staff supervision, for example:

- unsupervised classrooms or living areas;
- corridors;
- break times;
- school dinner queues;
- free time; and
- recreational activities.

Thus, we have established clear expectations about the proper supervision of young people which all staff with supervisory responsibilities are obliged to follow.

● **Rights and responsibilities**

We place a strong emphasis on rights *and* responsibilities - all staff and young people have rights; and all staff and young people have a responsibility to respect the rights of others. Copies of our 'Rights and Responsibilities' document (see Appendix 3) are posted throughout site.

● **Curriculum**

We help young people to develop positive values, to understand difference, diversity, tolerance and inclusion, to understand the many different forms of bullying, how bullying affects people and how to protect themselves from bullying. These messages are conveyed through school assemblies, PSD (Personal and Social Development)/PSHE (Personal, Social and Health Education) and other areas of the academic and social curriculum.

● **Anti-bullying campaigns**

Every year we participate in Anti-Bullying Week which is an annual campaign held in November. For more information visit www.antibullyingweek.co.uk

● **Seeking the views of young people, parents, carers, local authorities and staff**

Regular enquires are made of all young people as to how safe they feel at Shapwick School and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries and any actions taken.

● **Placement plans, behaviour management plans and risk assessments**

Where a young person has been involved in bullying, whether as victim or perpetrator, new information will be recorded in individual placement plans, as appropriate.

Relevant information will be communicated to other staff as soon as reasonably possible and the individual risk assessment and/or behaviour management plan will normally be reviewed and redistributed (where appropriate) within 72 hours. All professional staff are obliged to familiarise themselves with the current risk assessment and behaviour management plan for every young person with whom they work.

(b) Dealing with bullying: intervention

Bullying behaviour, wherever it occurs, has a negative impact on everyone involved.

For further information on the effects of bullying visit 'stopbullying.gov' at www.stopbullying.gov/at-risk/effects

● Recognising and responding to bullying concerns

By establishing secure, positive and trusting relationships with young people, staff empower them to seek help when they are worried about their own or others' safety. Children who have supportive relationships with the adults in their lives are also more likely to turn to those adults for help in dealing with bullying.

Staff must be vigilant to physical, emotional and behavioural signs which may suggest bullying (see Appendix 1). If a young person chooses to confide in you, disclosing any form of bullying, ***the most important thing to do is to listen attentively without making any assumptions***. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon.

While, failure to resolve the situation promptly and effectively, may have damaging consequences; asking for help can make things worse if the person asked deals with it in the wrong way. Our response to bullying should be governed by a host of considerations, but irrespective of the circumstances, staff must ***never tell a young person to "just ignore it"***.

● Mediation

Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. A key principle of mediation is that the people with the conflict are in the best position to find ways to resolve it.

● Restorative approaches

A restorative justice approach is concerned with affecting change through discussion. It can help staff, young people and the wider community to reflect on what has happened, who has been affected and agree on ways to move forward.

For more information on restorative approaches to bullying visit 'Anti-Bullying Works' at www.antibullyingworks.co.uk/resources/intervention-strategies/restorative-justice

● Use of disciplinary sanctions

We consider all forms of bullying to be wholly unacceptable, and will emphasise the seriousness of such behaviour by applying disciplinary sanctions fairly, consistently, and reasonably in accordance with our behaviour management policy.

Where a young person is found to be persistently bullying another young person, steps will be taken to manage their behaviour and minimise the risk they pose to others. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Senior staff may also decide to contact parents/carers and local authority professionals for a discussion which, in extreme cases, might involve the young person being excluded from the school awaiting decisions about their future.

Where it can be established that a young person has adopted the role of 'assistant', 'associate' or 'reinforcer' (see Appendix 1), sanctions may also be imposed at the discretion of senior staff.

- **Reporting and recording incidents of bullying**

All bullying-related incidents (confirmed or otherwise) must be reported to senior staff and recorded in the Bullying Log as soon as is reasonably possible (and in any event within 24 hours of the incident). Monitoring/follow-up must be completed in accordance with Appendix 4.

Entries in all records must be legible, clearly expressed, non-stigmatising and distinguish as far as possible between fact, opinion and third party information.

For guidance on what to do in a reported case of bullying see Appendix 5.

Serious or sustained incidents of bullying must be reported to parents/carers and relevant authorities. All such communications must be recorded.

- **Monitoring and follow-up**

Irrespective of the action taken, it is essential that the relationship between victim and perpetrator is monitored and follow up conducted to ensure the issues have been resolved and the strategies used have been effectively evaluated.

5. Staff training

We are committed to training all professional staff in effective anti-bullying work including: the principles and purpose of our policy, our legal responsibilities, how to intervene, protect and address bullying behaviours effectively and where to seek support.

6. Staff conduct and bullying

Bullying at work can take many forms. For further information on **forms of bullying between staff** see Appendix 1.

The first step for any member of staff who feels they are being bullied is to have a discussion with their supervisor or line manager. If staff feel uncomfortable discussing the situation with their supervisor or line manager, they must approach the Principal.

If a bullying issue is identified, staff are urged to follow the process outlined below:

1. **Resolve the issue informally** by approaching the person whom you believe is treating you unfairly or inappropriately (with support if necessary).
2. **Mediation** by a neutral third party e.g. a member of senior staff.
3. **Follow Shapwick School's complaints procedure**

7. Safeguarding and child protection

Shapwick School will always consider whether a young person's behaviour gives cause to suspect that they are suffering, or is likely to suffer, significant harm. All child protection concerns will be addressed in accordance with our 'Safeguarding and Child Protection Policy'.

Even where safeguarding is not considered to be an issue, we may draw on external services to support the young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

8. Bullying outside of Shapwick School's premises

Where bullying outside of our premises is observed by and/or reported to staff, it will be investigated and addressed in accordance with this Anti-Bullying Policy.

9. Police involvement

We are committed to minimising the criminalisation of young people's behaviour and endorse the view that children should not be charged with offences resulting from behaviour within Shapwick School that would not similarly lead to police involvement if it occurred in a family home.

Careful, child-centred decision-making is made about reporting behaviour to the police though appropriate notifications are always made and clearly documented.

If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

A decision whether or not to involve the police in a bullying-related incident will be made by the Principal.

10. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Anti-Bullying Policy' is the Principal.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy and know what to do if they believe that a child is being bullied. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website www.shapwickschool.com

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

The Advisory Board will also undertake an annual review of the school's policies and procedures relating to safeguarding, and ensure that all duties have been discharged in accordance with current legislation, regulations and statutory guidance; as well as local authority procedures and practice including the relevant Local Safeguarding Children Board(s).

The Advisory Board stringently holds senior leaders to account for all aspects of the school's performance through robust systems of governance and monitoring.

APPENDIX 1

Further information about bullying

1.1. Definition of bullying

The government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

All episodes of bullying involve an imbalance in physical, psychological, intellectual and/or social power. The perpetrator(s) of which has (or at least appears to have) more power than the target of the bullying. Bullying, by its nature, is not a conflict between equals; but occurs when the perpetrator(s) of bullying has control over the relationship making it difficult for the person being bullied to defend themselves.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all the other descriptions of bullying. This possibility should be considered particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Bullying can take place between young people, between young people and staff, or between staff; face-to-face, indirectly or using a range of cyber-bullying methods.

1.2. Forms of bullying

Young people are bullied for a variety of reasons – and for no reason. Bullying is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender (including transgender and gender reassignment), sexual orientation, or because a child is in residential care, 'looked-after', adopted or has caring responsibilities. It might also be associated with socio-economic background, academic performance, special educational needs (SEN) or disabilities, appearance or health conditions. It might be motivated by actual differences between children, or perceived differences.

Young people may experience different forms of bullying at different times *and* different forms of bullying at the same time. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take many forms and may include name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; fighting; taking belongings; inappropriate touching; producing offensive graffiti; spreading hurtful and untruthful rumours; or always leaving someone out of groups. It is also bullying when a child or young person is pressured to act against their will by others.

Cyber-bullying may occur when a child or young person is tormented, threatened harassed, humiliated, embarrassed or otherwise targeted by another individual or group using the internet, interactive and digital technologies or mobile phones (including text messages).

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people can forward on content at the click of a button.

However, irrespective of the behaviour, it is important to appreciate that **bullying depends on how it affects the person, not on what is being done**. Different people are sensitive to different things. For example, teasing, arguing, play fighting and name calling are not always bullying – but they can be if they affect somebody badly.

1.3. Roles within bullying

Bullying is a complex behaviour - situations often involve a tangled web of misunderstandings, anxieties, insecurities and needs. However, different roles have been identified:

- The *ring-leader*, the person who through their social power can direct bullying activity;
- *Assistants/associates*, who actively join in the bullying (sometimes because they are afraid of the ring-leader);
- *Reinforcers*, who give positive feedback to the bully, perhaps by smiling or laughing;
- *Outsiders/bystanders* who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- *Defenders*, who try and intervene to stop the bullying or comfort young people who experience bullying.

It should be noted that the same individual can adopt different roles at different times, or indeed at the same time (a bullied young person might be bullying another child at the same time, or a seeming "reinforcer" might become a "defender" when the ring-leader is not around).

1.4. Signs and symptoms of bullying

There are a whole host of signs and symptoms associated with bullying, which may include:

- Unwillingness to come to school or return to their home;
- Beginning to fall behind in their school work;
- Developing illnesses such as stomach ache or headache to get out of doing something;
- Unexplained loss or damage of clothes and/or possessions including money;
- Unexplained marks and injuries;
- Acting out of character e.g. becoming aggressive, withdrawn, anxious or distressed;
- Bullying other children or siblings;
- Loss of appetite;
- Nightmares, trouble sleeping and bed wetting;
- Attempts or threats of running away, self-harm or suicide;
- Reluctance and/or refusal to say what is troubling them.
- Disclosure

While it is important to emphasise that any of these signs and symptoms may indicate a problem other than bullying, it is essential to consider the possibility of bullying and investigate the situation as soon as possible.

1.5. Forms of bullying between staff

Bullying at work can take many forms – some can be directed at individuals personally, others relate to work activities. It can involve:

- ignoring or excluding someone
- spreading malicious rumours or gossip
- humiliating someone in public

- giving someone unachievable, meaningless or unpleasant tasks
- deliberately withholding information
- constantly undervaluing someone's work performance.

APPENDIX 2

Roles and responsibilities

The designated senior member of staff with overall responsibility for the 'Anti-Bullying Policy' at Shapwick School is the Principal.

The role of the Designated Person is to:

- Establish a set of clear, inclusive values that are understood and adhered to by all members of the Shapwick School's community;
- Establish effective systems to record, monitor and analyse the types, rates and patterns of bullying incidents, in such a way as to be able to use this information to shape future actions; and report these findings to Shapwick School's Safeguarding Committee;
- Provide advice, guidance and support to staff involved in/affected by bullying incidents;
- Provide advice, guidance and support to young people involved in/affected by bullying;
- Liaise with the Advisory Body about all safeguarding concerns, as soon as reasonably possible (and in any event within 24 hours of the concern being reported).

The senior member of staff with overall responsibility for dealing with bullying issues is the Anti-Bullying Co-ordinator, Mr Adrian Wylie, Principal

The role of the Anti-Bullying Co-ordinator is to:

- Take responsibility for managing bullying-related incidents in accordance with Shapwick School's policy, procedures and guidance;
- To complete and monitor the Anti-Bullying Log in accordance with Appendix 3.

In the absence of the Principal, Mr Adrian Wylie, another senior member of the staff will adopt the role of Anti-Bullying Co-ordinator.

It is the responsibility of all staff to consistently promote the principles and ethos of the anti-bullying policy through their own work with and around children and young people. **This includes consistently challenging inappropriate interactions, including discriminatory, derogatory and aggressive language.** Staff must report and record any bullying issues relating to individual young people, to a senior member of staff.

APPENDIX 3

Rights and responsibilities

As members of Shapwick School, all of us have rights and responsibilities.

We must all realise that with rights come responsibilities to each other.

The responsibility to make **Shapwick School** a happy and successful community is one we all share.

We expect to work co-operatively with young people and staff and take seriously the opportunity to learn and follow expectations and requests.

I have a right to be happy and to be treated with dignity and respect.

No-one has the right to hurt my feelings.

And so I have a responsibility to consider the feelings of others.

I have a right to be respected as an individual.

No-one has the right to be unfair to me because of my race, religion, gender, sexual orientation, disabilities, appearance, health condition, special educational needs or family circumstances.

And so I have a responsibility to respect people's differences.

I have a right to be safe.

No one has a right to hit me; threaten me; hurt me; or intimidate me.

And so I have a responsibility to help keep people safe.

I have a right to learn, to listen and to be heard.

No one has the right to disturb me when I am working, to make it difficult for me to listen to the ideas of others or to prevent me from expressing my own ideas.

And so I have a responsibility to listen when others wish to speak and to remember that my opinion is not the only one.

I have a right to the exclusive use of my own personal property, and to decide who else may use it, and when they may do so.

And so I have a responsibility to respect the property of others.

THESE ARE THE VALUES AND EXPECTATIONS THAT WE ALL SHARE.

APPENDIX 4

Action to be taken by the Anti-Bullying Co-ordinator in a reported case of bullying

All bullying-related incidents (confirmed or otherwise) must be recorded in the Bullying Log and monitoring/follow-up completed as follows:

1. Persons involved

List all persons involved in the incident including the alleged victim, bully and any person that may have adopted the role of 'assistant', 'associate' or 'reinforcer' (see Appendix 1).

2. Reporting individual

State the name of the person reporting the incident. While this may be a member of staff, it may also be a young person, parent/carer, social worker or other interested party.

Wherever possible, try to establish a specific date, time and location of the alleged bullying incident. This information will not only assist in verifying events, but will also help establish the location of key staff and potential witnesses.

3. Description of incident/concerns

Details recorded under this heading will vary depending on the source and nature of evidence e.g. direct observation, disclosure or hearsay. Wherever possible, staff should distinguish between information received on the basis of fact and opinion.

4. Description of immediate action taken (if any)

This section may include a range of responses including any steps taken to safeguard an individual from harm e.g. monitoring, separation or physical intervention, where appropriate.

However, immediate action may not be necessary if the incident/concern is based on hearsay and/or there is no present risk to persons involved.

5. Established facts

Having safeguarded the welfare of all persons involved, the Anti-Bullying Co-ordinator should take steps to establish what actually occurred. The information recorded in this section should be based on independent conversations with all persons involved and key witnesses.

6. Discussion and reflection with persons involved

Where incidents of bullying have been verified, all persons involved must be spoken to in private. The nature and outcome of conversations should be recorded and countersigned.

7. Action to prevent further occurrences

The Anti-Bullying Co-ordinator should record any actions taken to prevent further occurrences. This would include disciplinary sanctions, changes in a young person's education/accommodation arrangements, appointments with a counsellor, educational psychologist etc. Details in this section need only be recorded as bullet points.

8. Further information

The purpose of this section is to record the date, time and name of individuals to whom information has been reported.

9. Follow up

Irrespective of the circumstances staff must be pro-active in monitoring the situation to ensure that any potential issues have been addressed and resolved. Both the victim and bully should be spoken to at regular intervals and the outcome of such conversations recorded.

10. Monitoring by the Anti-Bullying Co-ordinator

By monitoring the nature and location of bullying incidents and evaluating the effectiveness of our response, we are able to identify and respond to any patterns that develop. Information generated by such analysis will be used to inform future practice and safeguard young people, staff and visitors.

APPENDIX 5

Action to be taken in a reported case of bullying

Bullying at Shapwick School may come to staff attention in a variety of ways:

- a young person may confide in a member of staff, disclosing some form of bullying;

- an incident is observed whereby the behaviour of an individual or group suggests that another young person is being bullied.
- a young person displays signs and symptoms associated with being bullied.
- another young person or member of staff informs you that a young person is being bullied.

In all situations of bullying, it is essential that senior staff are informed as soon as possible.

1. Take immediate action when bullying is observed

All staff must let young people know they care and will not allow anyone to be mistreated. By taking immediate action and challenging the bullying behaviour, adults support both the victims and the witnesses.

2. Protect the young person from harm

Irrespective of the circumstances, it is essential to ensure that the alleged victim is safeguarded from any immediate or further harm.

Wherever possible this should be achieved by restricting the movement of the alleged perpetrator **not the victim**. For example, it may be appropriate to supervise the alleged perpetrator until the circumstances of the incident have been fully investigated.

3. Information gathering

Investigate the situation by talking to all parties concerned including the alleged bully, victim and other staff and young people that may have been witness to a series of events or specific incident.

4. Challenge the perpetrator in private

Where it has been established, by direct observation or other legitimate means, that a young person has been bullying another individual, it is important to address the behaviour in a calm and assertive manner. The evidence suggests that aggressive responses, even in an understandable spirit of righteous justice on behalf of the victim, can be counter-productive.

It is important to note that challenging a bully in front of their peers may actually enhance their status and lead to further aggression. So any such dialogue should be conducted in private.

5. Mediation

While Shapwick School employs a number of anti-bullying strategies, mediation is considered to be a preferred option in responding to specific incidents wherever possible.

Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. A key principle of mediation is that the people with the conflict are in the best position to find ways to resolve it.

6. Follow up

Irrespective of the circumstances it is essential that staff are pro-active in monitoring the situation to ensure that the bullying has not resumed. Both the victim and bully should be spoken to at regular intervals to ensure the issue has been resolved.

7. Reporting incidents of bullying

Any behaviour, confirmed or otherwise, that satisfies the definition of bullying, must be reported and recorded by staff.

APPENDIX 6

Anti-Bullying Ambassadors

Introduction:

All members of Shapwick School's community have a right to learn and work in a safe, secure and positive environment. Bullying of any kind is wholly unacceptable and will not be tolerated.

WHAT IS BULLYING?

There are five recognised features of bullying:

- It is deliberate, hurtful behaviour;
- It is repeated over a period of time;
- It is difficult for those being bullied to defend themselves;
- It is difficult for those who bully to learn new social behaviours;
- Those who bully have and exercise power inappropriately over others.

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are:

- **Physical:** Pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm;
- **Verbal:** Name calling, insulting, threats/intimidation or making offensive remarks;
- **Indirect:** Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours;
- **Cyber:** Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites (Facebook, Snapchat, Instagram, Twitter). Misuse of associated digital technology such as camera and video aids – refer to Safeguarding policy.

Bullying is not one-off fall outs between friends.

Anti-Bullying Ambassadors:

In January 2014 the first 3 pupils undertook A.B.A training, since then we have trained other pupils so that we have at least one A.B.A in every year from year 6 up. The role of the A.B.A is seen as a very important one within Shapwick School and it is one that we want to continue to develop, as having a bullying free zone is our ultimate aim.

At present the A.B.A have an area within school where students are able to find them when they need to talk. A.B.A are always available for help and are trained so that they are either able to give advice or be pro-active in solving the situation. If the Ambassadors feel unable to deal with the situation or that it involves close friends then they are able to make a referral. The referrals are then

forwarded to Lucy Shepherd or Ben Bridger to deal with. Lucy Shepherd then reviews the referrals, Pastoral Concern Forms and Welfare Concern Forms half termly. Any severe Bullying is passed onto Adrian Wylie who has overall control of Bullying within school.

Each Ambassador, when they undertake the training, do so knowing that they have to be around to help their peers at various points throughout the week which is organized at the beginning of the year. They are also key in the activities the school takes part in to celebrate Anti-Bullying Week and at various points through the year when we undertake awareness activities.

Bullying Log

Date	Pupil Involved	Other Pupils Involved in the Bullying Incident	Brief Synopsis of Incident