



**South Bromsgrove High**  
Inspiring Confidence Through Learning

# **South Bromsgrove High**

## **Shared Respect (Bullying Policy)**

**Adopted by the Governing Body**  
**Reviewed**  
**Next Review**  
**Policy responsibility**

**March 2015**  
**January 2020**  
**January 2021**  
**Deputy Headteacher –**  
**Pastoral & Welfare**

## South Bromsgrove High

### **SHARED RESPECT FRAMEWORK (Anti-bullying policy)**

The school community of South Bromsgrove High is committed at all times to the highest standards in protecting and safeguarding the welfare of its members. We aim to provide a respectful and supportive environment where there is an expectation that all members should feel safe. South Bromsgrove High is committed to developing a culture of mutual respect, consideration and care for others, and where the bullying of adults or young people is not tolerated in any form.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes account of the DfE statutory guidance "Keeping Children Safe in Education" September 2019 and the Equality Act 2010.

#### **Definitions**

- Bullying is "behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally". (DfE Preventing and Tackling Bullying, July 2017)
- A bully is a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.
- Bullying can include: taunting, name calling, making offensive comments, mocking, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- Bullying can take many forms including: emotional, physical, online, cyber, racist, sexual, homophobic, biphobic, transphobic, verbal and written.

#### **Forms of bullying covered by this policy**

This policy covers all types of bullying, including bullying related to:

- race, religion, nationality or culture
- SEND (Special Educational Needs or Disability)
- appearance or physical/mental health conditions
- sexual orientation (homophobia, biphobia or transphobic)
- young carers, children in care or otherwise related to home circumstances
- sex
- online or cyberbullying

#### **The aims of this framework are:**

- To raise awareness of the nature and the impact of incidences where respect for others is not shared.
- To promote a consistent coherent approach towards identifying, challenging and responding to such incidences.
- To encourage all settings to promote a culture of openness to enable the existence of bullying to be acknowledged.

## The key principles and issues

Priorities within the framework are:

- To listen to students and to take seriously what they tell us about situations where a shared respect for others is being threatened.
- To support staff to promote positive relationships and establish a culture of shared respect.
- To ensure students and staff are aware that these concerns will be dealt with sensitively and effectively.
- To monitor and review our shared respect policy and practice on a regular basis.

## Practice and Procedures

1. Bullying thrives on secrecy and it is important that someone in the school is informed as soon as possible so that it can be dealt with immediately and before it has a serious effect on the person being bullied. **We would encourage you not to try and deal with it “on your own” as this seldom solves the problem.**
2. Students need to be aware of protecting themselves from cyberbullying - the school community will ensure that it is constantly updating its training for staff and students in the use of modern technologies and social media.
3. Fear that telling will “make it worse”, often stops students and parents telling us until it has become unbearable and is more difficult to deal with. To counter this fear, we undertake always to talk to the person being bullied and his or her parents before deciding, with them, on a course of action. This may involve the implementation of disciplinary sanctions, as the consequences of bullying must reflect the seriousness of the incident so that others see that shared respect is paramount.
4. The aim is always to bring about a permanent solution to the problem. It is often the case that the bully needs just as much help as the person being bullied if such a solution is to be achieved.
5. Once the plan of action is agreed, the school will continue to work with all those involved, using restorative approaches until the desired outcome is reached.
6. We ask students and parents to keep us informed of the good as well as any bad news once the problem has been resolved and we will check with the student/s from time to time.
7. Our school community is committed to following Worcestershire Safeguarding Children Partnership (WSCP) procedures in order to ensure the welfare of all students.
8. We will continue to build relationships with the wider community and local agencies to prevent and tackle concerns, including all forms of prejudice driven bullying.
9. Students can tell any teacher about issues and usually choose one with whom they have particularly good relationship. **When students tell teachers about bullying it is always taken seriously.**
10. We have three Student Support Workers in school, our School Nurse and a Therapeutic Youth Worker. They are often the people that pick up issues where respect for one another is temporarily lost.

11. *We always encourage students to tell somebody. A friend can often be that person and they make it easier to report it to an adult.*

12. Parents are often the first to notice signs such as an unusual reluctance to come to school or go out in the evenings or weekends. Any information or concerns will be taken seriously and parents are asked to contact the student's Head of Year, Student Support Worker or Form Tutor.

### **Policy links**

This policy links with a number of other school policies including:

- Behaviour policy
- Safeguarding policy
- Acceptable use policy

**Date Policy agreed** January 2020

**Review Date** January 2021

**Staff responsible for the Policy** Deputy Headteacher – Pastoral & Welfare

**Link Governor** Alyson Jewson

## **Appendix A**

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)