



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Discover
LEADERSHIP



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Anti-Bullying Policy 2023 – 2024

Approved by:	Mr. Naveed Iqbal
Date of review:	September 2022
Next review date:	September 2023

At GEMS Metropole, we believe bullying is wrong and damages the well-being of individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur (please see definition below) students, staff and parents should feel confident that they can report the behaviour and that swift action will be taken. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our Aim

In our school we believe that every child and adult should be able to work and study in a safe and nurturing environment. Coming to school should be something to look forward to. It is the responsibility of everyone to make sure that our community understands that GEMS Metropole is a school built on mutual respect, understanding and equality and that bullying will not be tolerated at any time. This aim aligns with our Wellbeing vision

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This is achieved through:

The PERMAH model of Wellbeing

We follow the PERMAH model of wellbeing which is based on Martin Seligman's positive psychology research and approach to cultivating personal mental health and wellbeing at school. For example,

Positive Emotions – reflecting on what is going well in our life and spending time with people we care for

Engagement – participating in activities we enjoy and love

Relationships – demonstrating our school values to build positive, caring and supportive relationships

Meaning – ensuring activities and opportunities are linked to the outside world and grow our understanding of being people of others

Accomplishment – setting personal targets and persevering until they are achieved and celebrating this

Healthy Lifestyles – be active and knowledgeable about the importance of healthy relationships

Definition

Bullying is "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online" Anti-Bullying Alliance



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.

- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

Bullying can be:

Emotional – Emotional bullying involves behaviors that upset, exclude, or embarrass a person. Examples include: nasty notes, victimisation using technology (e.g. cyber bullying using emails, instant messaging, social media or chat rooms), tormenting, threatening, humiliation or social embarrassment.

Physical – Physical bullying involves harmful actions against another person's body. Examples include: biting, kicking, pushing, pinching, hitting, tripping, pulling hair, any form of violence or intimidation. Physical bullying also involves the interference with another person's property. Examples include: damaging or stealing.

Verbal – Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way. Examples include: sarcasm, teasing, put-downs, name calling, homophobic statements, phone calls, spreading rumors or hurtful gossip.

Racist – Racial bullying involves rejection or isolation of a person because of ethnicity or cultural backgrounds. Examples include: gestures, racial slurs or taunts, name calling, making fun of customs/skin color/accent/food choices.

Sexual - Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior. Examples include sexual comments, abusive comments, unwanted physical contact.

Cyber Bullying

All incidents of cyber bullying as listed below are brought to the attention of parents/guardians. Usually this will involve a face to face meeting with parents where evidence is presented. We will only sanction those incidents where there is clear printed evidence or a written confession made by the individual student. Where involvement is ambiguous parents/guardians will be notified about our suspicions.

We use the guidelines below, but all incidents must be considered in context (especially information published in public and private domains) and sanctions must be applied proportionately.

All sanctions should consider appropriate use of a restorative conference where the perpetrator apologises for his/her actions in a face-to-face meeting with the victim. Where abuse is directed at staff then a verbal and written apology is mandatory.

- Sending mean texts or IMs to someone.

- Being rude or mean to someone in an online game.
- Spreading secrets or rumours about people online.
- Pretending to be someone else to spread hurtful messages online.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Annual Anti-bullying week
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. Lead and PSHE Drop Down days
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt
- Think about any safeguarding concerns and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult

- Their class teacher/TA
- Peer mentors or buddies

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher /Lead teacher. When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Sanctions are graduated until permanent exclusion

Bullying of any kind is unacceptable. If bullying does occur, children should report the incident to a member of staff who will deal with it promptly and effectively. It is important that time is spent not only with the victim but also considering the reasons why a child has shown negative behaviour.

As a school community we need to work together to ensure that everyone feels safe and protected. It is important that all adults set a good example in and around the school. The way we work with one another, and our own productive and supportive relationships will provide a model for children. In all relationships we should set a good example in the way we address each other, the language and tone that we use and the response that we expect. Respect around the school for one another and an ethos of care and consideration is part of building a culture which is resistant to bullying and ensures, where it emerges, it is dealt with firmly and fairly.

Roles and Responsibilities

The role of pupils:

- Pupils are expected to treat others fairly and with respect.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to let people know.
- Pupils must report any incidents that they witness of bullying, even if they observe as a bystander.
- Pupils are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

The role of parents and families:

- Parents should set a positive example to all pupils at all times.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school where appropriate action will be taken and the situation monitored. Parents will be informed of the outcome of an investigation and their support may be necessary.
- Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

The role of the Principal:

- It is the responsibility of the principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behaviour is wrong.
- The principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The principal sets the school climate of mutual support and praise for success to reduce the likelihood of bullying. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Procedure for Dealing with Reported Incidents

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires. The school behaviour policy should be followed in case of reported incidents.

As a school, we will endeavor to:

- take all bullying problems seriously;
- deal with each incident individually and to access the needs of each student separately;
- regard all incidents as potentially serious and investigate them thoroughly;
- ensure that bullies and victims are interviewed separately;
- obtain witness information;
- keep a written record of the incident, investigation and outcomes which should be recorded on Go 4 Schools and copied to the relevant staff; ensure that action is taken to prevent further incidents.
- Referral to an appropriate member of the Senior Leadership Team where interventions have failed to prevent repeats of the behaviour – the 'stages' will then be followed as outlined in the school's behaviour policy.
- Record on Go 4 Schools

Such action may include:

- Imposition of sanctions as per the B5 Chart;
- Obtaining a sincere apology;
- Informing parents of both bully and bullied;
- Provide support for both victim and bully.

Links to other Policies

- Behaviour policy
- Mental Health and Wellbeing Policy
- E-safety policy
- Safeguarding
- Inclusion

Monitoring Arrangements

This policy will be reviewed by Neil Corrigan (DHT Primary) and Joe Gannon (DHT Secondary)

At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO

