

Genius Tuition

Student Anti-Bullying Policy

Updated: June 2025

Next Review: June 2027

STUDENT ANTI-BULLYING POLICY

1 RATIONALE

- 1.1 Everyone has a responsibility for safeguarding and promoting the wellbeing of all students, and all staff have a duty of care to ensure our students are protected from harm.
- 1.2 At Genius Tuition we aim to provide a safe, caring and friendly environment for all our students, to allow them to learn effectively, improve their life chances and help them to maximise their potential. All students must feel safe in school, supported by having an understanding of the issues relating to bullying. We also want them to feel confident to seek support from school should they feel unsafe or bullied.

2 POLICY DEVELOPMENT

- 2.1 This policy has been formulated in consultation with the whole school community with input from:
 - Members of staff
 - Parents/carers
 - Children and young people
- 2.2 Parents/carers and students will be encouraged to contribute by: taking part in verbal and written consultations and student focus groups producing a shorter student and parent's guide.

3 CONTEXT

- 3.1 Genius Tuition is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated at the School. If bullying does occur, all students should know who to tell and feel confident that incidents will be dealt with promptly and effectively.
- 3.2 Genius Tuition promotes a safe learning environment where everyone feels able to enjoy and achieve and where success is recognised and rewarded. Students are actively encouraged to become good citizens within the school community and in the wider world. Students are supported and guided in being able to manage and resolve conflict in a restorative way.
- 3.3 We believe that for everyone to benefit from our learning community, Genius Tuition should be a place where the students, within the whole community (staff, support staff, families and other visitors) are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.
- 3.4 We believe that all children and young people have the right of protection from harm, neglect and abuse. Their wellbeing is of paramount importance. Genius Tuition aims to ensure good relationships between and good behaviour towards, all members of its community and that learning and personal development take place in a climate of trust, safety and confidence.

4 AIMS

- 4.1 To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- 4.2 To make it clear that all forms of bullying are unacceptable at Genius Tuition.
- 4.3 To enable everyone to feel safe while at school and encourage students to report incidences of bullying.
- 4.4 To deal effectively with bullying.
- 4.6 To support and protect students who are at higher risk of bullying and ensure they are listened to. (e.g. because of a disability, being of a different race, different physical attributes)
- 4.7 To help and support bullies to change their attitudes as well as their behaviour and for them to understand why it needs to change.
- 4.8 To liaise with parents and other appropriate members of the school community.
- 4.9 To ensure all members of the school community feel responsible for combating bullying.

5 REFERENCE TO OTHER LOCAL AND NATIONAL POLICIES AND LAWS

- 5.1 Genius Tuition Anti-bullying Policy has been written in line with guidance from the Department for Education on preventing and responding to bullying.
- 5.2 Our policy will be guided by best practice both locally and nationally.

6 DEFINITION OF BULLYING

- 6.1 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
Safe to Learn: embedding anti bullying work in schools (2007).

6.2 How does bullying differ from teasing, falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

- 6.3 Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all 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.

6.4 What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet

- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.

6.5 Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

6.6 Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying

6.7 There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

6.8 Bullying can take place between:

- Young people
- Young people and staff
- Individuals or groups
- Certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

7 PRINCIPLES AND GUIDELINES

7.1 Dealing with Bullying Incidents:

- Any incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

7.2 In dealing with bullying, school staff will:

- Not ignore it
- Not make premature assumptions
- Listen to all accounts of the incidents
- Adopt a restorative practices, problem-solving approach that encourages students to find solutions rather than simply justify themselves.
- Make regular follow-up checks and monitor to ensure that bullying has not resumed.
- Involve parents in a way which supports positive outcomes for all.

- 7.3 In tackling bullying incidents:
The school promotes the belief that it is not only the responsibility of the victim to inform the adults of the situation but also adults and other young people who may know of or witness bullying.
- We ask that where any member of our school community suspects bullying, it should be reported. This could be via any of the following:
 - Directly to a member of staff.
 - To a parent or carer or sibling who will then alert school.
 - E-mail – at home or at school: any student wishing to report any bullying issues can be emailed to info@geniustuition.co.uk

7.4 According to the nature of the bullying, various strategies will be employed.

7.5 In the case of sexual bullying, the Designated Safeguarding Lead will be immediately informed and the statutory protocols and procedures will be followed.

7.6 The Director of Learning will become involved, if the behaviour of the perpetrator is likely to result in a fixed term or permanent exclusion.

7.7. Strategies Used to Resolve Bullying Issues:

- The strategies used will vary according to the nature of the incidents, those involved, particularly any student with special educational needs or disability. We will take a restorative practices approach to issues of bullying in school.

7.8 Below is a selection of approaches that the school may use to deal with incidents of bullying:

- The bully may be asked to apologise and/or participate in a restorative justice meeting.
- The bully may be required to sign a behaviour contract.
- Change of form groups or teaching groups.
- The victim and/or bully referred to a meeting for individual mentoring.
- Each case will be monitored by the Tutor, Director of Studies or Director of Learning to ensure that repeated bullying does not take place.

7.9 If a student is bullied, staff who receive a report of a bullying incident from a student will:

- Listen to the student's account of the incident.
- Reassure the student that reporting the bullying incident was the right thing to do.
- Make it clear to the student that he or she is not to blame for what has happened.
- Make a note of what the student says.
- Explain that the student should report any further incidents to a teacher (sometimes this will be specified so an overview can be kept) or other member of staff.

7.10 Staff will ask the student:

- What has happened.
- How often it has happened.
- Who was involved.
- Where it happened.
- Who saw what happened.
- What he or she has done about it already.

7.11 Advice To Students

The school will advise students who are caught up in bullying incidents to:

- Stay calm and look as confident as possible.
- Be firm and clear, look the bully in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Immediately tell an adult what has happened.
- Retain copies of any online communication which involves bullying.
- Not respond to any such communication.

7.12 Staff will refer all students involved in bullying incidents to the form tutor or Head of Year. The following approaches will be used:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- Assertiveness training groups
- Students within the child's class can also be involved in discussions about how they might support the student being bullied and what they should do if they suspect that bullying is taking place.

7.13. Helping the Bullies to Change

Staff will spend time to help students who have bullied others to change their behaviour.

If a student is bullying others, staff will:

- Talk to the student and explain that bullying is wrong and makes others unhappy.
- Discuss with the student how to join in with others without bullying.
- Talk to the student about how things are going at school, he or her progress and friends.
- Give the student lots of praise and encouragement when he or she is being kind and considerate to others and build on positive behaviours.

7.14 Preventing Bullying

- The school will take every opportunity to demonstrate to students, through the curriculum and by example, that it is totally opposed to bullying.
- Staff will not ignore bullying or perceived bullying. All school staff will, wherever possible, intervene to prevent bullying incidents from taking place.
- The school will encourage students to report any incidents of bullying to a teacher or other adult at school. Students will be told that they may bring a friend with them if they wish.
- The school will ensure that all staff, students and parents are aware of the school's anti-bullying policy.
- Staff will praise and encourage students when they show kindness and consideration to others.
- We will use a range of formal and informal teaching opportunities to prevent bullying.

These will include:

- Formal assemblies
- Anti-bullying conferences
- Anti-bullying week events
- Internet Safety week events
- Support groups organised by and in conjunction with expert outside agencies
- Posters around school
- Use of mentors
- Communication home

7.15 Dealing with Serious Bullying

If the preventative measures and peer support strategies do not succeed, serious bullying can be dealt with under the school's discipline policy. The bully may:

- Attend a meeting of the Governors' discipline committee.
- Be removed from a tutor or teaching group.
- Lose any break or lunchtime privileges.
- Lose ICT privileges and/or have internet access removed.
- Be put in detention and miss enrichment activities
- Be banned from a school trip or sports event where these are not an essential part of the curriculum.
- Be excluded for a fixed period.

In the most serious cases, permanent exclusion could be used as a sanction if the bullying:

- Involves serious actual or threatened violence against another student.
- Amounts to persistent and defiant misbehaviour.

7.17. Recording Incidents

- All incidents of bullying and discussions with the students and parents involved will be recorded, along with actions taken and ongoing monitoring. These will be reviewed by the Director of Learning at least termly.

7.18. Co-operating with Parents/Carers

- The school will work with parents in dealing with bullying. Bullying in school is everyone's problem. All staff, students and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.
- The school will ensure that parents are aware of the school's anti-bullying policy.
- Parents, carers and families are often the first to detect signs of bullying. Common physical symptoms include headaches, stomach aches, anxiety and irritability.
- The school will encourage parents who suspect that a child is bullying or being bullied to immediately contact the school and make an appointment to see the child's form tutor or Director of Studies as soon as possible.

- Parents and carers will be informed of incidents and involved in discussions. The school will discuss with parents how they can work together to stop the bullying.
- Where bullying has occurred via social networking sites, texts or other electronic media, parents are asked to retain copies for evidence and not to delete this.

8 MONITORING AND EVALUATING

- 8.1 This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded in here by the Deputy Headteacher.
- 8.2 This policy will be additionally reviewed when there are changes in legislation or guidance from the DfE, to ensure that best practice is effectively applied to all Academy procedures.

9 DATE OF NEXT REVIEW

- 9.1 June 2020.

10 LINKS WITH OTHER POLICIES

- 10.1 This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all of our students.

Appendix 1

Bullying Incident Report Form

Name	
Tutor Group	
Date	

How would you describe the bullying? Please tick all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Verbal | <input type="checkbox"/> Racist |
| <input type="checkbox"/> Physical | <input type="checkbox"/> Homophobic |
| <input type="checkbox"/> Relational | <input type="checkbox"/> Gender based |
| <input type="checkbox"/> Indirect | <input type="checkbox"/> Disablist |
| <input type="checkbox"/> Cyberbullying | <input type="checkbox"/> Other |

- 1. Verbal, such as name-calling, teasing, threatening.**
- 2. Physical, such as hitting, punching, kicking, inappropriate touching.**
- 3. Relational, such as ignoring, leaving out, spreading rumours.**
- 4. Indirect, such as stealing, damaging belongings, targeted graffiti.**
- 5. Cyberbullying, that is victimisation or harassment carried out through electronic forms of communication e.g. social networking sites, email, text messages etc.**

Describe the incident – What happened to you? Give details including any injuries or loss or damage to property. If possible give the names of those involved.

Has anything like this ever happened before? Please provide as much as possible including dates and names of other students.

Signed: _____

Date: _____

For Staff use only

Details of actions agreed with everyone involved – including parents and carers where appropriate.

Appendix 2

Support agencies that can help you if you have been bullied **Bullying UK**

BullyingUK is part of Family Lives a national charity providing help and support in all aspects of family life. They offer advice to parents, young people and schools and have a range of resources available. **Telephone: 0808 800 2222 (free)** Web: www.bullying.co.uk/

Changing Faces

Changing Faces is a UK charity that supports and represents people who have disfigurements of the face or body from any cause. **Telephone: 0845 4500 275** Website: www.changingfaces.org.uk

Child Exploitation and Online Protection Centre (CEOP)

There is a wealth of information about keeping safe online. Web: <http://www.thinkuknow.co.uk/>

Child Line

ChildLine is a private and confidential service for children and young people up to the age of nineteen. **Telephone: 0800 1111** Web: <http://www.childline.org.uk/Pages/Home.aspx>

EACH (Educational Action Challenging Homophobia)

Their free phone Actionline for young people affected by homophobic bullying in England is available 9.00am to 4.30pm weekdays. It gives callers the opportunity to receive confidential help and support. **Tel: 0808 1000 143** Website: <http://eachaction.org.uk>

SARI (Support Against Racist Incidents)

SARI provides casework support for pupils and parents suffering racial harassment. They undertake a one-to-one sessions with pupils. **Tel: 0117 942 0060** Website: www.sariweb.org.uk

Victim Support

They are the national charity giving free and confidential help to victims of crime, witnesses, their family, friends and anyone else affected across England and Wales. A crime does not have to have been reported to the police to get their help. **Tel: 0845 456 6099, Support line: 0845 30 30 900** Website: www.victimsupport.com

Overall how satisfied are you with the way in which the school deals with bullying incidents? (circle one)

1

(not easy)

2

3

4

5

(very easy)

Comment if we could improve:

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make our school one where students and parents are confident that we are honest about problems which happen, confident that we do not tolerate identity based bullying behaviour and confident that our systems support children.