

## ANTI-BULLYING POLICY

### Whole School

**Reviewed :** CW & KSP (June 2021)

**Governor Review:**

**June 2021**

This policy is to be read alongside:

- Child Protecting and Safeguarding Policy (Whole School)
- Behaviour Policy (Whole School)
- Online Safety Policy (Whole School)
- ICT Acceptable Use Policy (Whole School)
- Spiritual, Moral Social and Cultural Education Policy

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in The Junior School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy was written in conjunction with the DfE Behaviour and Discipline in Schools Guidance. It also embeds the principles relating to the DfE publications; Preventing and Tackling Bullying: Advice for Head Teacher, Staff and Governing Bodies (2014); and Cyberbullying: Advice for headteachers and school staff (2014).

### Legislative Links:

- Public Order Act (1986)
- Protection from Harassment Act (1997)
- Malicious Communications Act (1998)
- Communications Act (2003)
- School's duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#)).
- Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89 \(5\)](#)).
- [The Equality Act 2010](#)
- Education Act 2011

### Aims of this Policy

- To foster an atmosphere where bullying is discouraged and seen as inappropriate and wrong.
- To encourage pupils not to suffer in silence and to tell a member of staff about bullying which they have either experienced or witnessed.
- If bullying does occur, incidents will be dealt with promptly and effectively in a reasonable, proportionate and consistent way. We will help and support all pupils involved in a case of bullying.
- To encourage parents to report incidents to the school in the assurance that matters will be dealt with sensitively.
- To promote that all pupils have a right to enjoy learning and leisure time free from intimidation.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors and teaching, and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- To ensure that all governors, teaching and non-teaching staff, pupils, and parents understand what bullying is and the potential consequences in extreme cases of the psychological damage and long-term effects that bullying can cause.
- To ensure that bullying is taken very seriously and staff dealing with bullying should be mindful of the psychological damage that may be the result of physical or emotional bullying.
- The follow procedures that are developed and reviewed as part of our wider behaviour policy in line with the School's Christian ethos.
- To plan effective strategies to be proactive about bullying both in school and beyond, providing guidance from external agencies as well as the Pastoral Team.
- To investigate immediately, with an open mind, any incidences of alleged bullying in order to collect and record evidence to determine events and possible motives.
- To promote the policy and procedures via the Parent Portal, parent and pupil events and to raise awareness with staff during Staff Meetings, INSET and briefings. Updates to the policy will be made know to the staff.

Note that a bullying incident will be reported to external agencies if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm as a result of the behaviour.

## Roles and responsibilities

- Governors will evaluate and review the anti-bullying policy and will ensure that it complies with current legal requirements.
- The Head and Deputy Head will review and amend the policy. The Deputy will keep a log of events in the Senior School and the Pastoral Coordinator will keep a log of events in the Junior School.
- The Deputy Head will work to support the Pastoral Team and give them guidance as incidents occur, as part of their training. In addition, she will ensure that all staff receive the most up to date training possible.
- The Deputy Head and Pastoral Coordinator will monitor staff supervision duties to ensure that there are no unsupervised areas around school where bullying could take place.
- The Deputy Head will monitor and follow up any notes sent via the SHARP system. She will ensure that both staff and pupils know how to access the system and what materials are available on it and ensure that the materials/ advice provided is current.
- The Pastoral Team will follow up reports of bullying of students from minor incidents, friendship issues through to more serious incidents in a timely fashion. They will seek to use strategies in lower years to help develop pupil understanding e.g. [Girls on Board](#) for Year 7
- The School Nurse will offer emotional support to the victim and bully and will alert the relevant Head of Year or Pastoral Coordinator in the Junior School.
- Any member of staff made aware of a bullying incident must complete the relevant paperwork and pass it on to the Pastoral Coordinator, Head of Year or Deputy Head (DSL).
- Parents are asked to inform their daughter's Form Tutor or Head of Year if they are concerned about bullying.
- Pupils are asked to tell a member of staff immediately if they are bullied or are a witness to bullying of any other girls.
- All information will be collated on the appropriate log and reviewed every half term at SLT level. This will enable the SLT to deliver appropriate changes to training, policy and systems in school to reduce the likelihood of an patterns of incidence. These will then be reported to the Safeguarding Governor and FGB.

## **Definition of Bullying**

### **DfE Guidance – Preventing and Tackling Bullying (July 2017).**

Definition of Bullying (from DfE Guidance – Preventing and Tackling Bullying)

Bullying is usually behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the school's first priority but emotional bullying can be more damaging than physical; teachers and the Pastoral Team will make their own judgments about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. This can occur either once or repeatedly.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

There are several different types of bullying:

#### **Emotional**

Ignoring, excluding, tormenting, e.g. hiding books, threatening gestures being deliberately unkind, laughing to cause distress, humiliating, making someone do something they do not want to do.

#### **Verbal**

Name-calling, teasing, writing unkind notes, sarcasm, spreading rumours, swearing.

#### **Physical**

Hitting, kicking, pushing, punching or any use of violence, taking or hiding belongings, deliberately damaging work or possessions, chairs, books, property etc, extortion, unwanted physical contact.

#### **Racist**

Taunts, graffiti, gestures relating to race, religion or culture.

#### **Sexual / Sexist**

Unwanted physical contact or sexually abusive / offensive comments. This may be characterised by name calling, comments and overt 'looks' about appearance. Making comments of a sexist nature.

#### **Homophobic**

Because of, or focusing on, the issue of sexual orientation.

#### **Disability**

Incidents relating to special educational needs (SEN) or disabilities (SEND). Incidents relating to appearance or specific health conditions can also be included.

## Cyber

All areas of the internet, such as email and misuse of internet chat rooms and social network websites. Threats using mobile technology by text messaging and calls. Misuse of associated technology, i.e. camera and video footage and could include the following:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, extremist, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter, Snapchat or YouTube);
- Using email to message others in a threatening or abusive manner;
- Hijacking or cloning email or other online accounts.

Every bit as damaging and unacceptable as bullying by more direct, face to face means, cyberbullying has become increasingly common and has additional potentially harmful consequences; through the use of mobile phones and the internet bullying can become public and may expose a victim to unwanted attention, danger, phone calls, and harassment by strangers.

The following distinctive features of cyber-bullying need to be recognised and taken into account when determining an effective response:

- Impact: the scale and scope can be greater than in other forms of bullying;
- Targets and perpetrators: may be unlike traditional bullies and their targets;
- Location: the 24/7 and any-place nature of cyber-bullying is particularly unsettling and invasive. Perpetrators may not be connected to school and yet can bully directly while the victim is in school;
- Anonymity: the victim will not always know who is attacking them;
- Motivation: perpetrators may not always be aware that they are bullying;
- Evidence: the target of the bullying will have evidence of its occurrence.

Online Bullying is referred to, extensively, in the Online Safety Policy.

Note also that those in the roles of bystanders or supporters are involved in the bullying behaviour.

## Signs and Symptoms

**A child may indicate by signs or behaviour that he or she is being bullied.** Adults at school and home should be aware of these possible signs and that they should investigate if a child:

Is frightened of walking to or from school	Doesn't want to go on the school / public bus	Begs to be driven to school
Changes their usual routine	Is unwilling to go to school (school phobic)	Begins to truant
Becomes withdrawn anxious, or lacking in confidence	Starts stammering	Attempts or threatens suicide or runs away
Cries themselves to sleep at night or has nightmares	Feels ill in the morning	Begins to do poorly in school work
Comes home with clothes torn or books damaged	Has possessions which are damaged or 'go missing'	Has unexplained cuts or bruises
Complaining that snack has 'gone missing' regularly	Becomes aggressive, disruptive or unreasonable	Is bullying other children or siblings

Stops eating

Is frightened to say what's wrong

Gives improbable excuses for any of the above

Is afraid to use the internet or mobile phone

Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Bullying is part of the adverse childhood experiences that any child can have that can lead to more complex needs as they grow up. By recognising it and tackling it immediately, we hope to reduce the barriers that a child may experience that can have a negative impact on their future life.

### **Advice to Parents**

Whatever the age of your daughter, if you are concerned about the behaviour of either an individual or group of girls that is having a negative impact on your daughter, please consider the following:

- Consider if you think this issue is a disagreement or bullying as defined above
- Contact the school and speak to the Class Teacher in the Junior School or Head of Year in the Senior School
- Share your concerns with that member of staff – they will investigate the matter immediately
- Use the additional support resources at the end of this policy to support you and your family

### **Junior School**

If a member of the staff feels that a criminal offence may have been committed, they must discuss the issue with the Head and Pastoral Co-ordinator for the Junior School (Deputy DSL). A decision will be made by the Head as to whether the assistance of the police will be sought.

### **Procedures - Dealing with an alleged case of bullying (staff actions)**

All staff will respond calmly and consistently to all allegations and incidents of bullying in the Junior School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved, both victim and bully, whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change her/their behaviour.
12. In cases of friendship breakdowns, disagreements or bullying, the incidents will be recorded by the Pastoral Co-ordinator of the Junior School on the CPOMS system and in the Bullying Log. Bullying paperwork will also be completed as in Annex 1.
13. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.

14. After the incident has been investigated and dealt with, each case will be recorded monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings under 'Children for Concern'.
16. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted. Note that a bullying incident will be reported to external agencies if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm as a result of the behaviour.

### **Procedure for a pupil**

All pupils are advised to report if they feel that they are being bullied or treated unfairly in any way. Pupils should speak to their class teacher in the first instance and any other trusted adult in the Junior School.

Pupils are asked to also tell their parents so that this information may be passed to the School to be addressed immediately.

### **Guidance and Procedures**

#### **Do**

- Be accessible to all pupils.
- Listen to pupils, giving them a chance to explain.
- Treat each report or incident seriously, utilising the School Behavioural Management Policy.
- Remain calm, positive and confident
- Congratulate pupils for reporting incidents.
- Acknowledge their feelings of hurt, anger, fear, sadness.
- Reassure them that something can and will be done to help.
- Encourage children to show initiative and to take an active role in seeking a solution for themselves.
- Ask questions to get details of an incident, e.g. "What were you doing/saying to others? How did this help you/others?"
- Let bullies know that their behaviour is not to be tolerated.
- Attack the problem not the person.
- Encourage the bully to see the other pupil's point of view and to acknowledge his/her feelings.
- Be supportive of pupils at all times.
- Respect the rights of pupils, staff and parents.
- Follow-up all reported incidents.
- Keep records of all incidents and what action was taken.

### **BEING SEEN TO TAKE ACTION IS AS IMPORTANT AS TAKING ACTION - SILENCE AND SECRECY NURTURE BULLYING.**

#### **Don't**

- Ignore pupils' complaints or problems.
- Dismiss pupils as attention seekers or whingers.
- Expect pupils to 'sort it out', 'get tough' or 'cope alone'.
- Be overprotective and refuse to allow the pupil to help him/herself.
- Overreact to incidents - treat them in context.
- Ask "Why" type questions or attempt to assign blame or guilt to the bully.
- Play favourites.
- Label the pupil/parents.
- Make references to other members of the family, "just like your sister".
- Give bullies mixed messages by using inappropriate punitive measures.

## Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. (see below)
- 2) In serious cases, **suspension or even exclusion** will be considered.
- 3) If possible, the pupils will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Be aware

### Do

- Acknowledge that teasing and bullying exists at our school.
- Believe that teasing and bullying is a serious problem that needs to be tackled by the whole school.
- Have a clear understanding of what comprises teasing and bullying.
- Be aware of the effects of teasing and bullying on ALL those involved.
- Remember that all children have a right not to be bullied.
- Implement the school's policy and procedures **CONSISTENTLY** and **DILIGENTLY**.

### Don't

- Accept teasing and bullying as a natural part of growing up.
- Underestimate the effects of teasing and bullying on the whole school community.
- Think in stereotypes - you will miss incidents if you do; bullies and victims do not come in standard shapes and sizes.

## How can we best supervise the 'at risk' areas in the school?

### Do

- Be aware of high-risk pupils.
- Be aware of high-risk places and times, mapping risk areas in the school to assist in improved supervision.
- Be punctual to classes, assemblies and duties.
- Be mobile, visible and involved with pupils when on duty.
- Be observant and watchful both in and out of the classroom.
- Encourage staff, pupils and parents to act as observers and report incidents.
- Acknowledge pupils 'doing the right thing'.
- Be aware of vulnerable pupils who: are new to the class or school; are different in appearance, speech or background; suffer low self-esteem; demonstrates 'entertaining' reactions when bullied; are nervous or anxious.
- Be **PROACTIVE** rather than **REACTIVE**.
- Remember 'Duty of Care'.
- Have high expectations.
- Be seen to be fair.
- Record incidents in the monitoring folders.
- Let pupils know that all staff are available to discuss any problems.
- Be **INSISTENT**, **PERSISTENT** and **CONSISTENT**.

### Don't

Give additional chances and warnings to offenders.

## The Consequences

**The following are examples of sanctions which may be used:**

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes

- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Go on a self-improvement report
- Be removed from class and work in isolation
- Report to the Head teacher or Deputy Head teacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

### **A mediation process for addressing teasing and bullying incidents.**

The school has a mediator who deals with all friendship issues and bullying incidents. She will meet with any child at any time that has an issue but she also presides over the Orange Juice Club on Friday break to listen to and deal with any bullying or friendship issues.

#### **1. Both people agree to the ground rules**

No interrupting

No name-calling or put-downs

Tell the truth

Work to resolve the conflict

#### **2. Telling the story**

First person tells his/her side

Second person restates the other person's problem

Reverse roles and repeat

Mediators summarise the problem

#### **3. Both parties suggest possible solutions:**

Think of ways to resolve the issue

#### **4. Both agree on a solution**

Is it specific? Who, what, when, where and with whom?

Is it balanced? Both people need to share responsibility for making it work

Is it realistic? Can both people do what they have promised? Will it solve the problem?

Does it address the real problem?

#### **5. In the future**

Both people talk about how they can avoid the same problem in the future.

#### **6. Closing**

Congratulate pupils for solving their issues.

### **Prevention**

We refer to KIDSCAPE methods (see *Anti-Bullying Action* book by Dr Allan Beane) for helping children to prevent bullying and also use educational elements As and when appropriate, these may include:

- writing a set of school rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- looking at historical events and the actions of others
- PSHE
- Assemblies
- Orange Juice Club



## **Supporting pupils**

All pupils will be offered an advocate (a teacher of their choosing) to support them through the process. Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy (see above)
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## **Senior School**

If a member of the staff feels that a criminal offence may have been committed, they must discuss the issue with the Deputy Head (DSL). A decision will be made by the Head as to whether the assistance of the police will be sought.

### **Actions for the senior school**

We need to:

- Encourage an atmosphere in school which ensures that a pupil who is being bullied, or others who are aware of the situation, feel that they can talk to someone who will be a sensitive listener
- Take swift and sensitive action
- Respect confidence, as far as possible
- Ensure that it is recognised that it is everyone's responsibility (parents, staff, pupils and any other member of our community) to ensure, whatever the circumstances, that no one becomes a victim of bullying.
- Ensure that parents know how we deal with bullying.

We need to encourage pupils to:

- Tell their parents or staff straight away if they are being bullied, or know someone who is
- Be aware that 'not telling' means the victim continues to suffer and others may be bullied too
- Be aware that 'not telling' protects the bully and gives the message that they can continue to bully and that you don't mind
- Understand that being involved in bullying is not just by being a ringleader. Being a bystander makes one involved in bullying behaviour.

### **The different roles within bullying incidents:**

1. **Ringleader** – the person who directs bullying activity through their social power

2. **Assistants** – they actively join in the bullying, sometimes because they are afraid of the ringleader
3. **Reinforcers** – they give positive feedback to the bully, perhaps smiling or laughing
4. **Outsiders/ bystanders** – they stand back and remain silent and therefore appear to support the bullying
5. **Defenders** – they try to intervene to stop the bullying and comfort students who experience it

### **Procedure for a member of staff**

If a member of staff feels that s/he is being bullied by another member of staff or pupil, s/he should speak to their Line Manager in the first instance. If the Line Manager is the source of the alleged bullying, the member of staff should speak to the Deputy Head (Pastoral). Every effort will be made to resolve the issue informally, between staff, through discussion. If there is agreement that it is bullying and it continues after the informal discussion, the member of staff should keep a written log of incidents and may choose to follow the grievance procedure. Any member of staff can also access our Whistleblowing Policy which is available on our Intranet page.

### **Procedure for a pupil**

All pupils are advised to report if they feel that they are being bullied or treated unfairly in any way. They have three ways in which to do so:

1. Speak to a trusted member of staff – their Form Tutor, School Nurse, Head of Year
2. Complete a note on the SHARP system that sends a message directly to the Deputy Head (Pastoral). In this instance, the Deputy Head will respond accordingly and will involve appropriate members of staff to support the pupil e.g. Head of Year.
3. Message a member of staff directly via Microsoft Teams (this is likely to be the case during remote learning).

### **Dealing with an alleged case of bullying (staff actions)**

4. When a member of staff is approached by a pupil or parent about cases of friendship breakdowns, disagreements or bullying, they must log the issue on CPOMS.
5. Staff complete Initial notification of bullying/ conflict (A). The member of staff should inform the Form Tutor and pass (A) to the Head of Year.
6. The Head of Year will then complete forms (B) and (C), discussing the situation with the victim and the pupils involved in the alleged bullying. On completion of the information gathering process, the Head of Year will report the incident to the Deputy Head (Pastoral) to agree action points, contact parents and the information will be logged on the bullying log on CPOMS and table in the Pastoral Records area. The Deputy Head will update the Head and request further support as necessary. If deemed a very serious incident, any further actions will be completed in line with the School's exclusion policy.
7. Other sanctions will be used as appropriate and with full consideration of the context of the incident. The following sanctions will be considered:
  - a Writing letter of apology to the victim
  - b In school and / or After School Detention
  - c Internal Suspension
  - d External Suspension
8. Notes will be made of conversations with parents of both the victim and the pupils involved with the alleged bullying. Support will be offered to all parties e.g. School Nurse counselling.
9. Follow up form (D) will be completed, at an agreed time by the Head of Year or Deputy Head to review the situation and make additional action points, as appropriate.
  - a Paperwork will be put in the pupil's files even if the incident is deemed as not bullying.
10. Bullying events will be discussed at the weekly Pastoral Meeting with the Heads of Year to enable them and the Deputy to share expertise and experience in dealing with such issues. This will also be an agenda item at the twice termly Pastoral Meeting where all members of the team are present, to share ideas and plan future activities to promote the anti-bullying message.

11. There will be regular reviews of the Bullying Log to identify potential themes that can be addressed proactively.

## **Supporting pupils**

All pupils will be offered an advocate (a teacher of their choosing) to support them through the process. Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy (see above)
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## **Preventative approaches to bullying throughout the school**

We aim to create a culture within school which makes it clear that all members of the school community must be treated with tolerance and respect. We use a variety of methods by which pupils' views are collated, discussed and acted upon to ensure that positive behaviour is promoted and that issues may be discussed openly.

Routinely, our ethos and views are imparted and collated in the following ways:

- Co-operative group work in lessons and extra-curricular activities.
- Discussion and openness in PSHE about bullying.
- Making pupils aware of the consequences of their actions.
- A firm but fair disciplinary structure.
- An open forum through the School Council.
- Parent Forum topics eg use of social media
- Sixth Form Peer mentors serve as an easy link that pupils can use to ask for advice via form time weekly "check in" sessions.
- Recognising potential 'danger zones' and times when bullying could occur and acting positively to prevent such situations arising (eg before lessons, break time, lunch time).
- Creating a positive learning environment the pupils have some ownership and responsibility.
- Enabling pupils to moderate their own behaviour through discussion with staff, peers, School Nurse or parents as appropriate.
- The increased use of mobile phones, tablets and computers on a daily basis has necessitated increased education, for both pupils and parents, on measures to keep safe whilst using social media.
- Through raising awareness of the implications of bullying with staff at staff meetings and INSET sessions.

- Cyberbullying and sexting by pupils, via texts and emails is taken very seriously. Advice is taken from our Local Police Liaison Officer, CEOP and UK Safer Internet Centre in order to establish correct and appropriate procedures. Parents are contacted and informed of any incidents and the resulting actions.
- We seek to keep our parents up to date with safer use of the internet by informative letter and Parents Information evening run by CEOP “Think u Know”.

### **Advice for all**

Further support and advice can be sought by parents, staff and pupils of all ages from the following:

#### Specialist organisations:

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

#### Cyber-bullying:

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves 12
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

#### LGBT

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

#### SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

#### Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

- Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

The following appendices are documents that are referred to in the policy:

- A – Initial Notification Form
- B – Discussion with the victim
- C – Discussion with pupils involved in bullying
- D – Follow up form

### **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be regularly monitored and evaluated. This includes regular up-dates during staff meetings to ensure that staff are aware of the policy and its implementation.

## Bullying incident – process

**Bullying may be: physical, racial, sexual, homophobic, disability, cyber or verbal**

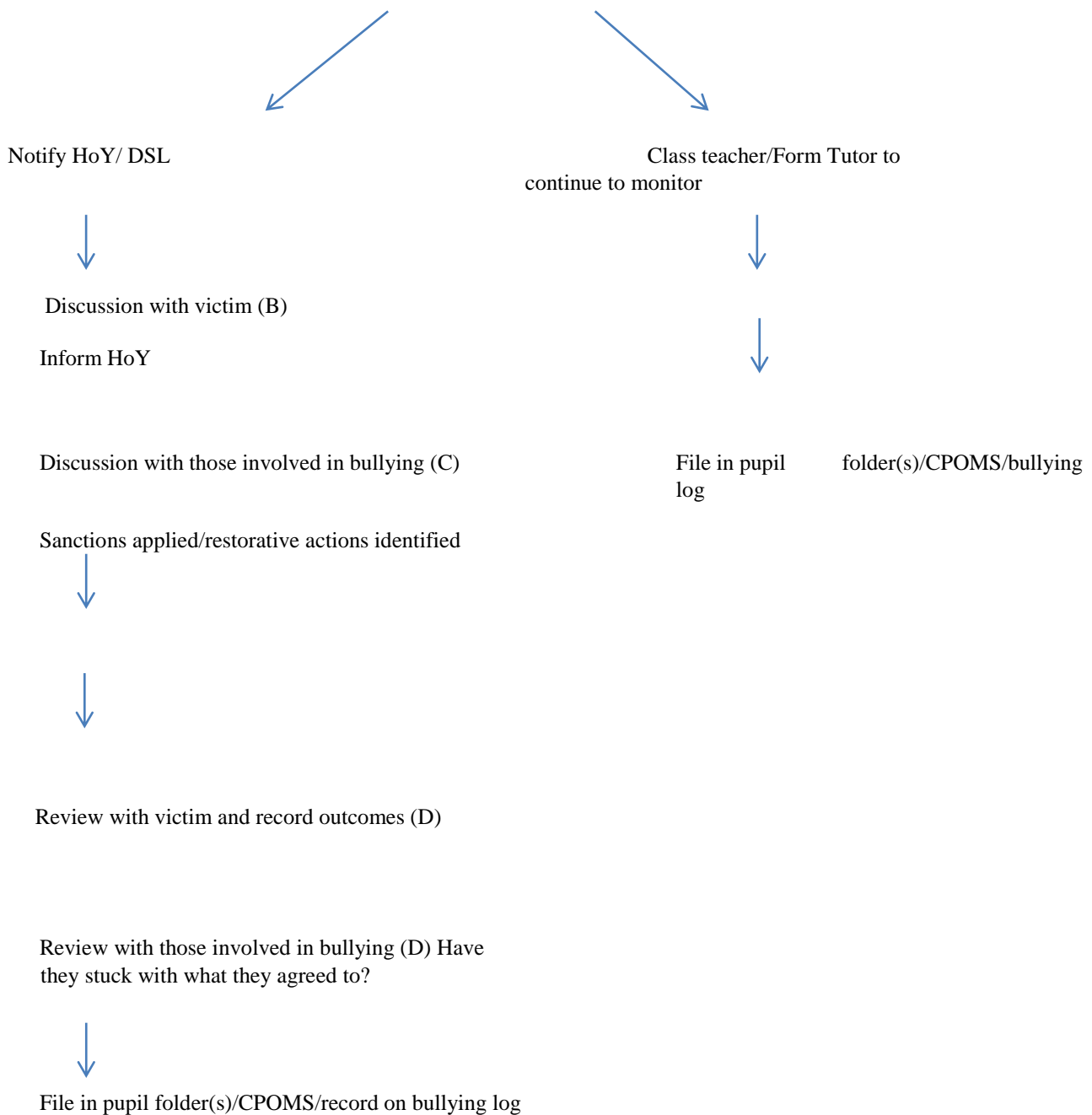


Complete 'Initial Notification' (A)

*As a member of staff, please complete form A and then pass to the HoY. They will pass on the necessary information to class teachers/Form Tutor as appropriate.*

*Bullying will go immediately to the process on the left-hand side of the diagram*

*Peer conflict will follow the process on the right and can be moved to the left, as necessary.*





## Initial Notification of Bullying/Conflict (A)

Name of Pupil:		Class/Year Group:	
Name of person completing this form:	Role:	Date of Concern:	Time of concern:
Nature of concern:		Who reported the incident?	

Detail of incident/s: <i>What has happened?</i>	
	Continued Over Leaf:

Criteria for bullying:	<i>Tick all that apply</i>
Repeated negative behaviours towards this individual	<input type="checkbox"/>
Intention to harm / humiliate	<input type="checkbox"/>
The individual feels unable to defend herself	<input type="checkbox"/>

**For Completion by Designated Lead:**

Agreed actions with basis for decision (is this bullying or peer conflict)?	By whom	By when
Signature of Designated Lead:	Date when actions are to be reviewed:	



Parent/Carer Informed	→	Date:
CPOMS	→	By:

<b>Discussion with the Victim (B)</b>		
Name of victim:		Class/Year Group:
Name of person completing this form:	Role:	Date:

**Type of bullying:**

**Direct**

- Verbal (name calling, teasing, mocking, ridiculing)
- Physical bullying (pushing, hitting, kicking)

**Indirect (not face to face)**

- Social manipulation, rumours
- Cyberbullying
- Exclusion (conversations, invitations etc.)

Any further details to be documented overleaf

How long has the bullying been going on?

\_\_\_\_\_

Who is involved in the bullying?

\_\_\_\_\_

\_\_\_\_\_

What can we do to make you feel safe in school now?

- 1.
- 2.
- 3.

Parents / carers informed:

- Yes
- No (if not, give reason):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date DSL informed of the outcome of discussion: \_\_\_\_\_

<b>Discussion with Students Involved In Doing The Bullying (C)</b>	
Name of victimised pupil:	Class/Year Group:
Name of person completing this form:	Role:

**Student:**

**Form:**

**Date:**

Details:

---

---

---

---

---

---

---

---

Restorative actions / sanctions agreed with the student:

- 1.
- 2.

**Student:**

**Form:**

**Date:**

Details:

---

---

---

---

---

---

---

---

Restorative actions / sanctions agreed with the student:

- 1.
- 2.

<b>Follow up Bullying (D)</b>
-------------------------------

Name of Student:		Class/Year Group:
Name of person completing this form:	Role:	Date of follow up:
Bully / Victim		

**Victim only: Has the bullying:**

- Stopped
- Decreased
- Remained the same
- 

Increased

Discussion / next steps:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*Is everything logged on CPOMS and paperwork in the pupil files at Reception?*

*Have you completed the Stage 1 complaints paperwork, if necessary?*

*Have you added this information to the Bullying Log?*