High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

LANGTON GREEN PRIMARY SCHOOL

Anti-Bullying Policy

This is a shared policy, applied to all schools within the Federation and superseding any previous separate policies.

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1. Objectives of this Policy

This policy outlines the actions that schools within the High Rocks Federation will take to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2. Our school community

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Kidscape describe the difference between bullying and conflict as follows:

- Bullying comes from a place of coldness.
- There is an imbalance of power and someone is picked on.
- The intention is pre-meditated and the person bullying seeks to get their own way or to put the other person down.
- The person who is being bullied can feel sad, scared or angry. The person who is bullying feels powerful and in control.
- If it happens once, it is can be seen as an act of unkindness. If the person feels no remorse when they know how badly it affects the other person and carries on with the bullying behaviour, it can be termed bullying.
- There needs to be some form of restorative justice from the person bullying to repair the harm they have done.

3. Definition of bullying

There is no legal or standard definition of bullying, though some forms of bullying behaviours may constitute a crime (for example, assault). The Department for Education (DfE, Feb 2020) has published non-statutory advice for schools on Preventing and tacking

bullying. The advice sets out the following definition of bullying and priorities governing a school's response:

"Bullying is 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, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. "

Bullying at school can be therefore perpetrated by those who not only seek to use physical strength to dominate others but apply social skills to either directly y or indirectly dominate others through non-physical means.

Cyberbullying

The DfE (February 2020) has also produced separate non-statutory advice for headteachers and school staff, and for parents and carers, about cyberbullying.

"Cyberbullying, may take place through "social media sites, through a mobile phone, or gaming sites." The advice further states that: Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control."

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist and sexual bullying.
- Bullying via technology – "cyberbullying"

4. Signs and Symptoms

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

- is unwilling to go to school (school phobic).
- becomes withdrawn anxious, or lacking in confidence.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- suffers deterioration in their schoolwork.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or " go missing".
- has unexplained cuts or bruises.
- 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.
- starts to become isolated.
- is frightened of walking to or from school.
- changes their usual routine.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying including PREVENT Training.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

6. Record keeping

Any incidents regarding potential bullying, consistent unkind behaviour or physical violence must be recorded on CPOMS under 'behaviour' and the relevant class teacher must be alerted (including a member of SLT if necessary). These incidents will contain a description and any actions taken. All communication with parents is also recorded on CPOMS. All staff have an opportunity to discuss concerns regarding behaviour during the weekly staff meeting.

7. Practical approaches within schools

- School rules / values / ethos
- Class rules / rights and responsibilities
- Displays about bullying
- Power of 5
- Superstars + celebration assemblies to make children feel confident
- Recognition boards and other reward systems
- Teachers and TAs to talk to children about behaviour / feelings
- Reflections in PHSE
- Worry boxes
- Circle time
- Verbal warnings and missing golden time
- PHSCE (Personal, Health, Social, Cultural and Education) lessons
- Playground co-ordinators
- Buddies
- E-Safety and digital well-being curriculum
- Internet Safety Day

- Questionnaires
- Anti-bullying workshops / weeks
- Staff training
- Promotion of mental health awareness and positive relationships promoted and celebrated

8. What happens at if bullying is discovered?

It is important to tell someone so that the school can help.

- Report bullying incidents to staff.
- In cases of bullying, the incidents will be recorded by staff.
- In cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- The Education Act 2011 amended the Education and Inspections Act 2006 to provide that an electronic device, such as a mobile phone, can be seized by a staff member to investigate whether an act of bullying has taken place. The guidance states that parental consent is not required to search through a young person's mobile phone.

9. Outcomes

- Emotional literacy encouraged as part of reflection times to discuss events / feelings
- Encouragement of empathy towards victim and discussion of how to move forward positively and sensitively.
- If possible, the pupils will be reconciled.
- The perpetrator(s) may be asked to genuinely apologise through a variety of means (verbally, written etc). Other consequences may take place.
- Suspension or even exclusion will be considered on an individual case basis.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Parents / carers informed of incidents and plan of action.
- Staff to remain vigilant to any further incidents.

10. Involvement of pupils

We will:

- Regularly canvas children's views on the extent and nature of bullying. This will be carried out by consulting with the Junior Leadership Team (JLT) and school council members and involving 'pupil voice'.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

11. Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of ways from Year R.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Hold parent workshops on an as and when need basis.

12. Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints Policy
- Playground Supervision Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Acceptable Use Policy

13. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990
- The PREVENT Strategy 2011
- Keeping Children Safe in Education

14. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Executive Headteacher, Senior Leadership Team, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Executive Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

15. Monitoring & review, policy into practice

The named Governors, for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

16. Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

SEND

- Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Appendix 1: Responding to incidences of intolerance - guidance for staff

All incidents of racism, sexism, disablism or homophobia should be recorded and challenged by the adults within our school community. This includes those that come to our attention even if they occur off-site or online.

For children over 10 years old, some incidents may be considered criminal offences and the involvement of the police would be necessary.

1. Incident occurs

We are responsible for dealing with all incidents of this nature with our pupils, even those that occur off-site or online. Online verbal abuse or verbal abuse taking place in other settings, will have an impact on us here in school and so it is right that we are involved in responding to it.

2. Staff witness the incident or are told about it

Find out the exact words used. Remember that derogatory language is about the perception of the victim:

"A racist incident is any incident which is perceived to be racist by the victim or any other person," according to the Stephen Lawrence inquiry report (page 362, section 45.17).

Identify whether the language used is:

- Racist
- Sexist
- Disablist
- Homophobic (including using the word "gay" in a derogatory manner)

3. Report the incident to the SLT

Report the incident to a member of the SLT face-to-face as soon as possible. The Senior Leadership Team will co-ordinate a response to the incident.

Use CPOMS to record the details. Flag an incident with the "Bullying/friendship issues" tag and then select "racist incident", "homophobic incident" or "verbal abuse".

4. Conversations with pupils

Victim - acknowledging and recognising their feelings about the incident. Explaining how it will be dealt with.

Perpetrator – explaining why the language they have used is offensive and how it has made the victim feel. Explain how the incident will be dealt with.

Whole class – Some incidents may reveal more widespread prejudices, language or ideas amongst the class. This should be challenged swiftly but sensitively in a whole class session using "discussion time" techniques and strategies.

5. Conversations with parents

A discussion must be had with the parents of all pupils involved explaining that an incident has occurred and how it will be responded to by the school. Conversations with parents should also be logged using CPOMS.

6. Sanctions and support

After a period of investigation, the SLT will decide an appropriate sanction for the perpetrator of the derogatory language from the range detailed in the school Behaviour Policy.

SLT and other staff involved will also form a strategy for responding to the incident long-term. This will include supporting the well-being of the victim as well as educating and monitoring the perpetrator. If appropriate, this may include an element of "restorative judgement".

7. Monitoring and review

The class teacher holds first and immediate responsibility to identify any patterns of behaviour in the class. This includes monitoring relationships between children to ensure that negative behaviours are not "sustained over time".

The SLT will review all incidents of intolerance every half term in order to inform strategic planning and intervention.