Esland North Limited

ED0008 - Anti-Bullying

Introduction

This policy has been written with regard to the non-statutory DfE advice: Preventing and Tackling Bullying (July 2017) and Cyberbullying: Advice for headteachers and school staff (2014) In addition, the Equality Act 2010, the DfE statutory guidance Keeping Children Safe in Education emphasises the importance of tackling bullying (including cyberbullying) and also highlights that children with SEND can be disproportionately impacted by bullying (see Special needs and disability bullying). It also states the importance of teaching children to stay safe online and ensuring they don't access inappropriate material. (see Internet safety and cyberbullying). A key theme in the guidance is around peer-on-peer abuse and, in particular, sexual violence and sexual harassment. Child-on-Child abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. The school's policy on peer-on-peer abuse is included in the Child Protection and Safeguarding Policy.

Defining Bullying

Bullying can be defined as "*it intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email)*"

At Esland we use **STOP** to support in the identification of Bullying, **Several Times On Purpose.**

The various types of bullying can be:

Verbal bullying

- Involving name calling or making use of written notes, e-mails or mobile phone messages, pictures or video clips (so called 'cyber bullying'); this bullying may include threats of physical violence, racist insults or threats, sexual insults or threats or other prejudice based behaviour.

Physical bullying

- Consisting of deliberate jostling, bumping, pushing or shoving or sexual touching. Those responsible may maintain that it was accidental when first detected, but it is a criminal offence if it involves assault, actual bodily harm or wounding. This type of bullying may involve theft or damage to property, accompanied by the threat of violence. Not all theft or damage is bullying, but it is where it is repeated and the intention is to create fear or to intimidate.

Indirect bullying

- Involving the manipulation of social networks with the intention of belittling an individual or individuals or excluding them or marginalising them from their friends and normal relationships; this can be by spreading rumours or making malicious accusations and might involve cyber bullying.

Cyber bullying

- Repeated, intentional harmful behaviour carried out by one or more individuals using digital or online technologies—such as mobile phones, social media, email, or gaming platforms—to hurt or upset someone emotionally.

Purpose

It is a basic right of all children and young people that they receive their Education free from humiliation, harassment, oppression and abuse. Bullying may not only be face to face, but behind the scenes - using mobile phones and computer devices.

We have a responsibility to create and maintain a secure and safe environment at school for students who are in our care, so that parents/guardians may send their children to school in the confident knowledge that they will be protected from being bullied and that action is taken to reduce the potential for bullying.

We understand the seriousness of bullying, in all forms, which may cause psychological damage.

In the same way, all adults in our schools have the right to work free from harassment, intimidation or abuse.

Scope

All staff should be aware that:

- all bullying, both actual and alleged incidents, are important and must **not** be ignored.
- cyber bullying may occur both at school and off the school premises (please see the Online Safety policy, Child Protection & Safeguarding policy and Positive Behaviour policy).
- all bullying incidents must be recorded and the headteacher informed immediately the incident has been recorded and of any action taken.
- students will be encouraged and helped to inform us of bullying incidents- involving others as well as themselves
- all staff and students have a responsibility to prevent/act on bullying
- our action is firstly to stop the bullying rather than to punish
- the "no blame approach" is the correct perspective – both the alleged perpetrator of bullying and the alleged victim must be treated as being in need of help and support.

Principles

All discovered bullying will be acted upon. Therefore, every person who is part of our schools has a responsibility to take action in accordance with this policy and the school's safeguarding policy.

The school will aim to prevent bullying by delivering an anti-bullying programme, through the curriculum. Educational elements such as PSHE, Citizenship, projects, drama, stories, literature, and the discussion of differences between people and the importance of avoiding prejudice-based language will also be utilised. Students will also be taught how to deal with bullying, the part they can play to prevent bullying and what to do if they find themselves as bystanders.

The organisation, administration and practices within the school will reflect the commitment to the prevention of bullying. When dealing with students involved in bullying incidents the school's aims are to:

- Support and counsel the victim
- Correct the behaviour of those responsible and provide the necessary help and support.

This includes in school help in addition to help from external agencies such as Children's Services.

The school acknowledges the importance of clear, constructive communication between the various parties concerned with minimising and dealing with bullying in the school.

Incidents are monitored regularly as part of the weekly behaviour / safeguarding meetings to ensure senior leaders, and specifically the Designated Safeguarding Lead, have a clear picture of incidents through the school. The logs on school systems are scrutinised to ensure that any response is effective and sufficient. The bullying log will on the school system also include a section to categorise the incident, especially if this is due to protected characteristics.

Implications for Students

Students need to understand what bullying is; its causes, effects, and methods of prevention.

Students must accept that they have a duty to themselves and others in preventing bullying and taking action should it occur. The action may be <u>direct</u>, that is intervening in a bullying situation (the difficulties in this are acknowledged).

Or <u>indirect</u>, reporting bullying or potential bullying to another adult, at home or in School.

Bullying is never right. If a student is being bullied, they should feel able to tell someone and get help.

Students also have a vital role in the prevention of bullying by drawing the attention of the adults in the school to anything, which, from their point of view, may give the opportunity for bullying to occur.

Students who tolerate bullies are supporting them. Pressure from other students can stop bullying.

Implications for Teachers and all other Adults employed at School

All discovered bullying including through the internet or other mobile communication must be acted upon as soon as possible and seen to be acted on. NOT TO ACT IS TO CONDONE.

A system of Sanctions and Rewards and the use of the points system are the best vehicles for dealing with bullying. Staff must ensure that they are familiar with and use these systems effectively.

Incidents must always be carefully recorded using the school systems:

The bully and victim must be seen by a senior member of staff and their comments carefully recorded. As necessary the DSL must also be involved.

All staff working with the young people involved in the incident(s) should be informed, including social workers where there is current local authority involvement.

- Danger periods are breaks, lunchtimes and the start and finish of lessons. Knowing that, a conscientious exercise of professional duties should minimise the opportunities available to bullies.
- There are implications for student management by staff, who must be aware that their own conduct is often reflected in the way children behave. For example, if bullying strategies are used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- Teaching about bullying through the curriculum is an essential strategy in prevention. Staff should consider issues relating to bullying where appropriate, maintaining a consistent anti-bullying stance.
- Staff will be made aware of bullying through a training module delivered at induction. Also through on-going training that includes the content of this policy, legal responsibilities, what actions to take to resolve and prevent problems, and what sources of support are available; where appropriate, schools we will invest in specialised skills to understand the needs of our students, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) students.

Implications for Staff

Staff have a key role to play in the prevention and identification of bullying.

- Staff can help identify early signs of possible bullying manifesting itself in abnormal behaviour patterns such as:
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- An unwillingness to attend school
- Pattern of vague headaches or stomach aches
- Moodiness

- Requests for extra money
- Equipment gone missing
- Self-harm

If staff think a child is being bullied or is bullying, then they should contact a member of the senior management team immediately. There is always someone available.

If the problem occurs <u>only</u> outside school, the school will of course offer help and support, but it may be necessary to contact children's services and/or local police. Where concerns are raised about bullying and radicalisation, the DSL/ Headteacher must be informed, who will then report to the police.

A child should not be encouraged to hit back although he/she may need to defend themself if physically attacked.

Staff Modelling and Expectations

All staff have a role to play in creating a climate and attitude within the school which does not sustain bullying.

This is mainly concerned with valuing others and treating everyone, their property and the school, with respect. The school actively promotes the values of tolerance, understanding and support to children of different cultures, faiths and backgrounds.

Examples to students of good practice are essential and would include for example:

- Ensuring that notices around the school are polite and positive
- That staff treat each other and students with consideration, etc
- Other positive ideas would be welcome.

For Senior/Middle Management, particular responsibilities would include:

- Ensuring coherent curriculum content on bullying
- Ensuring policies, practices and consequences are clear to care workers through the prospectus and booklets
- Evaluating policies, structures and practices
- Supporting all staff in dealing with bullying should it occur
- Facilitating staff training and development.

The Designated Safeguarding Lead will review all reports of bullying within 24 hours and liaise with parents/carers and relevant professionals. This will include a risk assessment for all young people involved to ensure their safety and wellbeing during an investigation. Parents and carers will be kept informed throughout the investigation. The Designated Safeguarding Lead and headteacher, if not the DSL, will make reference to the School's Behaviour and Sanctions Policy when making decisions on how to respond to proven incidents of bullying.

Procedure

Prevention

Raise awareness of school's position against bullying to all students

Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.

Make students aware of strategies for coping with bullying.

Minimise the occurrence of situations in the day which make bullying likely to occur

Provide positive reinforcement of good behaviour both formally and informally.

Dealing with Bullying

Aims

To support and counsel the victim and alleged perpetrator to correct the behaviour of those responsible

Via

Prompt but considered response to incidents and collation of relevant information.

For *Rewards and Sanctions* (Please see Behaviour policy):

We will try to never miss an opportunity to offer praise and reinforce positive behaviour as highlighted in the school points system.

Praise

Highlight positive behaviour and set achievable goals.

Encouragement

Acknowledge children and positive actions in Assemblies. Use of points System, Good News etc., will enable individuals to earn rewards.

Sanctions

These will be applied only with a view to improving the behaviour of those responsible and to showing the school's commitment to its policy against bullying.

Immediate:-

- Possible exclusion
- Meeting with the headteacher
- Apology to victim/meeting
- Loss of privileges/points not earned
- Recorded

If bullying occurs:-

- Recorded on BromCom and/or CPOMS system(s) and becomes a behaviour daybook or an incident on the system – victim and action statements will be printed off monthly for inclusion in a paper file.
- Individual behaviour contract/ restorative work.
- Further loss of privileges

If no improvement:-

- Following Behaviour Policy a series of exclusions.
- Exclusion (fixed term)
- Finally exclusion (permanent)
- An evaluation of needs and risks and referral to Children's Services

Definitions

There are a number of definitions of bullying, however in the latest School Standards a working definition of bullying is;
"that it intentionally hurts another student or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email)"

Bullying can take many forms but three main types are:

- physical- hitting, kicking, taking belongings
- verbal-name calling, insulting, racist remarks, homophobic remarks, sexist remarks or any other comment which isolates a person in relation to their appearance, persona, beliefs or background.
- indirect – spreading nasty stories about someone, excluding someone from social groups

Prejudice-based Bullying

Prejudice based bullying is bullying based on a protected characteristic (Equality Act 2010):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

The school recognises that cyber bullying is an increasingly common and serious phenomenon. The purpose of this policy is to make clear the school's response to a report of cyber bullying.

Cyber Bullying (Online Bullying)

Cyber bullying is different to other forms of bullying because it can happen at any time of day outside of the school grounds in places previously regarded as safe e.g. home. The audience for electronically circulated messages can be large and circulation is hard to control. The bully and the bullied may never be in the same physical space so cyber bullying can appear anonymous.
Cyber bullying can take place between people of different ages and generations including teachers and being a bystander makes someone an accessory to bullying although it is recognised that in some instances this will be unintentional.
Cyber Bullying includes the malicious use of:

- Mobile phones
- Instant messaging
- Chat rooms and message boards
- Video hosting sites such as You Tube
- Social networking sites such as Facebook
- Webcams
- Virtual Learning Environments (VLEs)
- Streaming platforms
- Gaming sites, consoles and virtual worlds

Cyber Bullying potentially falls foul of a number of laws, including those concerning harassment, threatening behaviour, and defamation. In addition the headteacher has powers under the 2006 Education and Inspections Act to reasonably regulate the conduct of students when they are off-site and to confiscate (for a limited period) items such as mobile phones.

What the school will do

The school is proactive in preventing Cyber Bullying through the inclusion of the topic in PSHE lessons for each year group, its Student Acceptable Use Agreement (PAUA) for ICT, its monitoring of ICT use in school and its internet safety awareness programme. Students are encouraged to report anything which concerns them. The school is aware that the technologies available to students are constantly changing and, as a result, the school's provision to prevent Cyber Bullying is reviewed annually.
All incidences of Cyber Bullying will be evaluated by the school and the issues carefully recorded with evidence being retained. Advice will always be sought from children's services and the advice followed.
On receiving a report of Cyber Bullying either in or outside of school, the school will:

- Reassure the person making the disclosure that the issue will be investigated with discretion.
- Advise the person making the complaint on how to prevent further instances and also how to keep the relevant evidence.
- Evaluate the allegation, collecting as much information as possible.
- Take action to prevent the further circulation of the material e.g. if the person responsible is a student in school, then the school through the member of SLT responsible for overseeing staff Cyber Bullying issues will supervise the immediate removal of content.

When the person who is bullying has been identified, the school will (depending on the severity of the incident) follow a number of steps:
In the first incident:

The bully will be seen by their form tutor and SLT member to ensure that they understand the seriousness of their actions and the effect on the victim. Further action will then be taken to both punish the bully and ensure that their behaviour changes. Such punishment could include a verbal warning, limited internet access, prohibiting the use of mobile phones in school, detention or suspension.

In more serious cases, the school may:

- Contact the parents of the bully and the victim.
- Contact the host site or phone company to make a report.
- Confiscate mobile phones or other devices used to Cyber Bully and ask for information on who else may be in possession of the material.

In most cases the school will deal with matters internally, but in serious cases where there are concerns about the welfare of students (either the victim or perpetrator), the school will refer the matter to children's social care and/or the police where an offence is thought to have been committed, for example when:

- There is evidence of a serious criminal offence being or about to be committed including radicalisation.
- The victim has suffered or is at risk of suffering serious harm, including self-harm.
- There is evidence or suspicion of adult involvement.
- There is evidence that a group of students, including students from another school, may be involved.
- Any of the children involved are the subjects of a Child Protection Plan.

Appeals for Bullying Incidents

At all times the school will seek to work with parents and students to ensure that incidents of unkind bullying are dealt with to the satisfaction of all concerned.

If at this point an agreement cannot be reached, the matter may be dealt with through the formal complaints procedure detailed on the website.

Monitoring Arrangements

The school will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through
ongoing feedback from staff and pupils. The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

Equal Opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school. Activities are organised to give pupils the opportunity to share in, respect mand appreciate a wide range of cultures and activities.
Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to the Peer on Peer Abuse Policy, Behaviour Policy and KCSIE.

Useful Links

Supporting organisations
• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk

- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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: https://carers.org/about-us/about-young-carers
- The Restorative Justice Council: https://restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: https://www.kickitout.org/take-action/resources
- Report it: www.report-it.org.uk
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com m
- Show Racism the Red Card: http://www.theredcard.org/

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- School/colleges Out: http://www.schools-out.org.uk/

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: advice for school/college staff and professionals about developingeffective anti-bullying practice in relation to sexual bullying: https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying
 DfE research into anti-bullying practices:
https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying