

Boughton Monchelsea Primary School

Anti-bullying Policy



Draft Prepared	November 2017
Date Agreed	November 2017
Signed by Headteacher	
Signed (Chair of Governors)	
Date Policy to be Reviewed	November 2018

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and supporting documents "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for headteachers and school staff", "Advice for parents and carers on cyberbullying" November 2014 . It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2016. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

1) Policy objectives:

- This policy outlines what Boughton Monchelsea Primary School will do to prevent and tackle all forms of 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 where no bullying of adults, children or young people will be tolerated.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Keeps awareness of the issue high through revisiting the topic regularly with children

3) Definition of bullying

The definition of bullying from the Antibullying Alliance is as follows;

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

4) 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, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

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.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- 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.

- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- 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 technology, especially mobile phones and social media positively and responsibly.

6) Involvement of pupils

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- 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.

7) 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 formats.
- 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.

8) 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
- Safeguarding and child protection policies

- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Schemes such as PSHE and Computing
- E-safety Policy

9) 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 and civil law. These may include (but are not limited to):

- 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

10) Responsibilities

It is the responsibility of:

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, teaching and non-teaching staff to be aware of this policy and implement it accordingly.
- 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.

The named Governor with lead responsibility for this policy is Linda Morgan.

The named member of staff with lead responsibility for this policy is Ruth Roberts.

- The Headteacher 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.

Appendix 1: 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

LGBT

- . EACH: www.eachaction.org.uk
- . Pace: www.pacehealth.org.uk
- . Schools Out: www.schools-out.org.uk

. Stonewall: www.stonewall.org.uk

SEND

. Changing 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

. Educate against Hate: www.educateagainsthate.com/

. Show Racism the Red Card: www.srtrc.org/educational

Appendix 2: Dealing with Bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

A clear and precise account of the incident will be recorded and given to the head teacher and/or designated safeguarding lead.

The head teacher/ designated safeguarding lead will interview all parties involved and will record the incident in accordance with school procedures (see App. 3: Bullying Incident Form)

Teachers and other relevant members of staff will be kept informed as appropriate.

When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.

Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.

Parents/carers of all children involved will be kept informed.

Restorative approaches will be used in order to change the behaviour of the perpetrator and to empower the bullied pupil.

A meeting may be held to allow the target of bullying to explain the impact of the bullying on them and to allow the perpetrator to accept responsibility. The bullied pupil(s) reserves the right to decide whether this meeting should be held. The meeting will be chaired by a member of staff and notes will be taken.

The following questions may be used to guide the discussion.

Responding to challenging behaviour	Helping those harmed by other's actions
1. What happened? 2. What were you thinking about at the time? 3. What have your thoughts been since? 4. Who has been affected by what you did? 5. In what way have they been affected? 6. What do you think needs to happen to make things right?	1. What did you think when you realised what had happened? 2. What have your thoughts been since? 3. How has this affected you and others? 4. What has been the hardest thing for you? 5. What do you think needs to happen to make things right?

As a result, a contract may be drawn up setting out the expectations of future behaviour for the perpetrator. Sanctions may also be agreed, following the school's Behaviour Policy.

The choice of the sanction often involves the bullied pupil, who can suggest appropriate reparation. This not only empowers the bullied student but also attempted to change the power imbalance in the relationship between bullied and bullying students.

If the bullied pupil chooses not to be involved in the restorative meeting, the meeting will take the form of a conversation between the perpetrator and the member of staff dealing with the incident. The "Responding to Challenging Behaviour" questions above will guide the conversation. Notes will be kept and a contract agreed. Appropriate sanctions will be decided by the member of staff.

If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and 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.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and/or permanent exclusions.
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead and/or a senior member of staff/headteacher.

- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site (including online) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- If the bullying takes place online, supported those affected by reporting content and/or accounts to the service provider as appropriate.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints or concerns.
If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action.

Note:

Additional support is available for school leaders dealing with complaints or bullying on social networking sites by parents/carers:

www.kelsi.org.uk/_data/assets/word_doc/0016/60820/Dealing-with-complaints-against-schools-by-parents-or-carers-on-social-networking-sites.docx

Boughton Monchelsea Primary School

Bullying Incident Form

Date:	Staff member recording incident:
Pupils involved victim (V), perpetrator (P), witness (W)	
Background information – how long has the situation existed? What has been done previously? What form does the bullying take?	
Description of specific events	
Action Taken: E.g. Sanctions/ remediation/ pastoral support	
Parents Informed by letter/email/phone/in person, Also Informed _____	