# Anti-Bullying Policy

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# ANTI-BULLYING POLICY

The policy was revised in *2015* to take into account guidance from the *previous* Coalition Government who has made preventing and tackling bullying one of its top priorities because pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

It also takes into account the Ofsted framework (2012) which will use 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

The policy has also been reviewed in line with the *previous* changes to the curriculum (2015); removing the requirement to teach specific (though non-statutory) PSHE lessons rather to develop PSHE as part of a wider school curriculum from September 2014 particularly at primary level (to be developed with the introduction of statutory content for KS3).

## Introduction

At Newark Orchard School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

## Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings Well Being and Healthy Schools surveys.

- Parents/carers - parents will be encouraged to contribute by taking part in surveys and feedback in relation to their views of the school

- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc. Anti-bullying and cyber bullying weeks are held in school and an agreed code was formed giving pupils strategies to cope with the effects of bullying.

This policy is available

- Online as a link on the school's website
- From the school office
- Child friendly codes are on display and reinforced where appropriate

**Roles and responsibilities**

**The Head teacher** – Has over all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–bullying Coordinator in our school is Kate Fell.

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governors with the responsibility for Anti-bullying (Behaviour) *are Laura Redfern and Johno Lee.*

**Definition of Bullying**

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)

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

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying.  This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying.  If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments

- *coercion*
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet *an inappropriate use of social media*
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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

Why are children and young people bullied?

Specific types of bullying include:
- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist, sexual *or transphobic* bullying.

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

Where does bullying take place?

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. *Bullying can take place both in and out of school. All forms of bullying will be handled as a community issue and dealt with in collaboration with the relevant parties.*

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

**Reporting and responding to bullying**

Significant incident forms *on behaviour watch* are required to be completed in relation to any incidents of bullying. This should always be contextualised and related to the level of purposefulness and understanding of the individual pupil .For example an Autistic pupil may exclude other pupils from his play or choose to withdraw from a group because of social communication or sensory related issues and this would not constitute bullying or being bullied. *All incidents of bullying are reported by SLT to Governors.*

Pupils are provided with a simple code which essentially encourages them to tell an adult if they are concerned and worried about any behaviour related to them or something they have observed that worries them. The school has an individually emphasised behaviour policy which outlines its ethos and approach to dealing with behaviour and encouraging socially responsible behaviour.

Parents would be expected to contact the class teacher in the first instance if worried about issues of bullying, who can contact senior staff within the school for advice. Strategies may need to be adapted for victims and for perpetrators and where there are ongoing concerns this would be expected to be related on a Behaviour Improvement Plan.

If parents have more acute concerns then they should contact the senior leadership team for discussion. It may then be deemed necessary to engage outside agencies if issues cannot be resolved using within school resources.

**Procedures**

All reported incidents will be taken seriously and investigated involving all parties.  The staff are aware of and follows the same procedures

Actions will relate to the individuals wider needs in relation to levels of understanding, but may involve some or all of the following

- Speaking to  all parties
- Informing parents if bullying is established to have taken place
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident and relate to the level of cognitive and social and emotional understanding of the individual pupils. It  should be clear however bullying is unacceptable
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers.
- A range of responses and support appropriate to the situation - solution focused, effective reparation, circle time discussion, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident.  *These are recorded on behaviour watch and dealt with accordingly by SLT.*

The information stored will be used to ensure individuals incidents are followed up.  It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed in regular staff meetings where issues are evolving.

This information will be presented to the governors as part of the annual report into incidents within school.

The policy will be reviewed and updated *every two years.*

**Strategies for preventing bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Newark Orchard School have developed a range of strategies to promote positive behaviour and

discourage bullying behaviour. Responses to challenging behaviour are outlined in the school's Behaviour Policy which sits alongside this document in promoting an individual approach to Behaviour Management.

- *Taking part in focused group activities, eg HOPE projects, link with Tackling Emerging Threats to Childrens' Team.*
- Regular discreetly taught PSHE and ongoing social and emotional literacy input to encourage pupils to interact and engage successfully with others.
- *Focused non-curriculum week regarding anti-bullying/building resilience and positive relationships.*
- *Taking part in All Together schools' programme.*
- *Staff traiing, including being part of new staff inductions.*
- Citizenship lessons at KS3 and above and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council.
- *Safeguarding curriculum.*

**Links with other policies and why**

| Policy | Why |
|---|---|
| Behaviour Policy | Approaches to Behaviour Management |
| Safeguarding Policy | Child protection |
| E-Safety Policy including: Acceptable use policy | Cyberbullying and e-safety |
| Equalities policy | Hate crime(homophobia, race and disability |
| Confidentiality Policy | Reporting and recording |
| PSHE/Citizenship | Strategies to prevent bullying |

**Reference documents and related policy documents**

**National**

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies,
Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

**Local**

*Guidelines for the development, implementation and review of an Anti-Bullying Policy.*

*See Appendix 1 for additional resources.*

**Some useful organisations for schools**

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

**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.

**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.

**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 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
**Cyber-bullying and online safety**

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyber bullying guidance and a practical PSHE toolkit for schools.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Intenet Matters:** provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

**LGBT**

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH:** (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

*Metro Charity*: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

*Proud Trust*: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

*Schools Out:* Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

*Stonewall:* An LGBT 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.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

**Information, Advice and Support Service Network**: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## Mental health

*MindEd:* Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

**PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues

## Race, religion and nationality

**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.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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

**Tell MAMA:** *Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.*

**Anti-Muslim Hatred Working Group:** *Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.*

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

**Sexual harassment and sexual bullying**

**Ending Violence Against Women and Girls (EVAW): A Guide for Schools.** *This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.*

**Disrespect No Body:** *a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.*

**Anti-bullying Alliance:** *advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.*