Anti-Bullying Policy

Summer 2017

This policy was reviewed July 2017

The update of this policy is the responsibility of: Head Teacher

The policy must be reviewed and updated at least every 12 months.

Contents

1. Definition of Bullying

At Bayards Hill Primary school we have a shared understanding of what bullying is.

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:
- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- "badly different", alone, unimportant and/or undervalued
- unable to see a happy and exciting future for yourself

It **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this **is** bullying."

If someone is made to feel like this, or if they think someone they knows feels like this, it

should be investigated. This should happen straight away as it can take a long time to build up the courage to tell someone. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so the following two definitions are also useful:

A Bullying is any behaviour by an individual or group that:
- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a "one-off" incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves[1]

B "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"[2].

2. Methods and Practices of bullying

The following are some examples of the many different forms of bullying, but do this is not an exhaustive list.

Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things

Verbal - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects

Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti

Cyber - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school.
'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'[3]

Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

Sexual - For example inappropriate or unwanted physical contact, verbal comments or

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[1] Adapted from Bullying – A Charter for Action, DCSF

[2] Adapted from DfE guidance "Preventing and Tackling Bullying" 2012

[3] Report to the Anti-Bullying Alliance by Goldsmiths School, University of London

cyber messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:
- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

3. Off-site bullying

We are aware that several areas in and around the school are vulnerable to bullying, including:
- outside (the field in particular)
- on the bus
- in the toilets
- in the corridor
- changing rooms
- walking to and from school
- where access to computers is allowed

The school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Head teachers the power
> "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)".

For example, the school will intervene if it hears of:
- Cyberbullying via Social Networking Sites e.g. malicious message on somebody‟s or profile, creation of a fake profile.
- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren‟t the original author.
- Other cyberbullying or off-site bullying

To help prevent and reduce bullying off-site, the school will:
- Talk to the local community Police Officer about known problems on the streets;
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises;
- Map out safe routes to school for children, linking them to the School Travel Plan;
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information
- Link with local service providers such as transport providers, youth groups etc. to

share knowledge and best practice

If the school is aware of a bullying incident outside school, staff will:
- Follow the attached checklist for dealing with an incident as far as possible, depending on the situation, including recording and reporting protocols, and contacting parents / carers
- Provide support and advice to the person being bullied, if they are within our school
- Support and work with the person bullying, if they are within our school
- Investigate and consider the following actions with respect to the person bullying:
  - Confiscation of mobile phones and other items
  - The involvement of police or anti-social behaviour coordinator in their local authority in any form of on-going bullying, particularly when related to cyber-bullying. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- Inform any other relevant schools or agencies (eg youth clubs, transport providers) about the concerns and any actions taken
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents.
- If children are being bullied by pupils of another school the head teacher of that school will be informed and invited to deal with the matter.

4. Discriminatory Language

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes be used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent. In this school we challenge all discriminatory language whenever it is used. When responding

to discriminatory language, staff will:

- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a pupil continues, remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive.

If it still continues, involve senior managers. The pupil should understand the sanctions that will apply if they continue to use discriminatory language. Alongside sanctions we may use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. These sanctions may include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Detentions
- Acceptable language contract
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Official warning to cease
- Exclusion from certain areas of school premises
- Confiscation of mobile phones, in line with our Acceptable Use (internet safety) policy
- Network privileges withdrawn
- Referral to Schools Police Liaison Officer
- Minor fixed-term exclusion
- Major fixed term exclusion
- Permanent exclusion
- If it continues, invite parents in to discuss the attitude of the pupil. For homophobic bullying, even if parents and pupils think gay people should be treated differently, this does not mean homophobic language or bullying is acceptable. We will take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. We will explain that all pupils should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.[4]

5. How bullying incidents will be dealt with

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the annexed checklist. Students can report it to any member of staff, or can leave a message using a confidential box to report it, in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

6. Strategies to support those bullied and bullying

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[4] Adapted from: Stonewall, *Challenging Homophobic Language,* http://portal.oxfordshire.gov.uk/content/public/CYPF/anti_bullying/ab_week_2010/homophobia/Challenging_Homophobic_Language.pdf and from Safe to Learn, *Homophobic bullying* (DCSF 2007)

The following strategies are in place to support students and staff who have been bullied:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. pastoral manager, Learning Mentor, educational psychologist, SAFE! Support for young people affected by crime, where appropriate
- A "safe place" can be made available, e.g. a classroom, the Library, or an office
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
- Mentoring support through the Peer Mentoring System
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate

The following strategies are in place to support and work with pupils who have been bullying:
- Discussing what happened with a member of staff, including an exploration of how and why the pupil became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. school counsellor, educational psychologist, SAFE! Support for young people affected by crime, where appropriate
- A "safe place" can be made available, e.g. a classroom, the Library, or an office
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
- Mentoring support through the Peer Mentoring System
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate
- Opportunities to turn their behaviour around by helping other children

In addition peer support schemes can be used to provide follow up support to either party, such as:
- Circle of Friends—this follows the work of Jane Turner (Buckinghamshire Educational Psychology Service). A small number of students volunteer to support and help an individual who is experiencing difficulties.
- Peer Support—similar to above but less formalised.
- Group work amongst peers, led by staff to tackle underlying issues
- Anti-bullying ambassadors

7. Preventative strategies

Monitoring and Review
The school regularly monitors levels of bullying through the following measures:

- Follow up after each incident to review effectiveness of response
- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy;
- Focus groups
- Systematic recording and review of incident forms to inform policy and procedures
- Daily checks of text and email reporting facilities, and other was of reporting

This policy is reviewed and updated in response to intelligence gathered in the above ways, for example to target measures towards particularly vulnerable groups.

Spotting bullying early
A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Staff are trained to be aware of these possible signs and will investigate if a child:
- Is frightened of walking to or from school
- Doesn't want to go on a bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- 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
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay person who is bullying)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- 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
- Becomes withdrawn and is reluctant to say why
- Reduces their educational attainment
- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

Education and information

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (Circle time, projects, SEAL, or Learning for Life sessions, PHSE, Citizenship lessons), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
  - o Diversity, tolerance and discrimination
  - o Why do people bully each other?
  - o What are the effects of bullying on the bullied, on bullies, and on bystanders?
  - o What can we do to stop bullying?
  - o How students can constructively to manage their relationships with others
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Making national anti-bullying week a high profile event each year;
- Adults available to listen and support students. Close liaison with teaching staff when necessary.
- Drama—can be part of a drama lesson, with role play a powerful vehicle. to help children be more assertive and teach them strategies to help them deal with bullying situations;
- Theme for the week—highlighted in Tutor time and assemblies.
- IT lessons covering e-safety and cyberbullying
- Adults model appropriate behaviour towards each other to students
- Weekly Newsletter – news and updates about bullying are mentioned periodically in the school newsletter to all families each week.
- This policy and the pupil-friendly version of it are displayed on an easily accessible board and in each student planner, and the parent / carer anti-bullying guide are provided to pupils, parents / carers and staff at the beginning of each year, are discussed in lessons, and are available on the website
- Involving the whole school community in writing and reviewing the policy;
- Prominently displaying anti bullying posters produced by the children around the school;

Other Prevention Strategies

- Personal Advisors available to listen and support students
- Students can request a bullying log
- Each class agreeing on their own set of class rules
- Introducing playground improvements and initiatives
- School councillors acting as 'bully busters' so they can be approached by all children who have concerns
- Buddy bench in playground
- Using praise and rewards to reinforce good behaviour and anti-bullying work by pupils, such as:
  - o Student Commendations
  - o Merit Awards
  - o Certificates at Assembly
  - o Letters home.
  - o Recognition through "Role Model Award"

- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance
- Extra supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times and the beginning and end of the school day; and in particularly vulnerable areas around school
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware
- Student anti-bullying ambassadors
- The Student Council meets regularly and can represent students concerns and pass them onto the Senior Management Team. It regularly reviews anti-bullying development and procedures
- An anti-bullying staff working group meets to plan appropriate 'off timetable' anti bullying work across the school
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents
- School counsellors are available at regular times for any student to talk to
- Staff use restorative approaches to help resolve issues where appropriate
- All staff, including support and administrative staff are trained to deal with issues relating to bullying and violence

8. Where Pupils and Parents / Carers can find more information

Pupils: the annexed pupil-friendly version of this policy has been developed by pupils and is included in their planners, on an easily accessible display board, and on the school website. It is also on display in reception and is brought to pupils' attention at the start of each school year. It will also be discussed with the School Council.

Parents / carers: This policy and the annexed Parent / Carer Anti-Bullying Guide is provided to each pupil's parent or carer at the start of each school year. Parents / carers can contact [named person] if they suspect bullying is going on. If they are unhappy with the way it is dealt with, or wish to make a complaint, they can contact [named person]. Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards.

This anti-bullying policy is available on our school website, and parents / carers and students are notified of this at the start of each school year.

For further information and in relation to annexes please see

- [Anti-bullying policy checklist (doc format, 17Kb)](#)
- [Checklist for managing a bullying incident (pdf format, 176Kb)](#)
- [Cyberbullying toolkit (pdf format, 292Kb)](#)