Anti-Bullying Policy

(updates in red)

Policy amended by:	J SCOTT	JUNE 2019
Consultation by:	SLT	JUNE 2019
Reviewed and recommended by:	WELFARE COMMITTEE	25/7/19
Approved by:	GOVERNING BODY	10/7/2019
To be Reviewed by:	3-YEARLY	2022

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National guidance:
- **Preventing and Tackling Bullying (DfE 2017)**
- **Education and Inspections Act 2006**
- **The Equality Act 2010**
- **Keeping children safe in education - DfE September 2018**
- **Working together to keep children safe - DFE September 2018**
- **Ofsted common inspection framework 2019**
- **Behaviour and discipline in schools- DfE 2016**
- **Children's Act 2004**
- **Dealing with allegations against teachers and other staff – HCC guidance**
- **Screening, searching and confiscation – DfE 2018**
- **Use of reasonable force – DfE 2013**

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Section 1: Rationale

1.1 Statement of Intent

Bullying has a negative effect on all those involved: the target, the perpetrator and the bystanders.

At The Henry Beaufort School there are no limitations to individual success. Our inclusive ethos aims to support all students, including those who are vulnerable or disadvantaged, to have the best possible start in life. Our aim is for all students to be healthy; stay safe; enjoy life; achieve their full potential; be interested and fully involved in the community they live in and achieve economic independence.

In particular, students should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination
- be listened to and have their views taken into account
- be treated with respect
- belong to and be valued in their community
- See their needs and interests at the heart of everything we all do.

1.2 Aims:

- To provide a safe and secure environment where all members of the school community are treated with dignity and respect.

- To be proactive in reducing the risk of bullying by developing a school ethos in which bullying is unacceptable and students are confident to report bullying.

- To apply consistent and appropriate education to any students who are involved in bullying others and apply sanctions as required.

- To ensure that all members of staff take all forms of bullying seriously and intervene to prevent incidents from taking place or continuing.

NB The Henry Beaufort School is committed to changing the mindset of those who are bullying through restorative justice. It is highly important for a perpetrator to be educated with support from the victim or peer mediators. Without this education it can often be found that further resentment can occur, meaning sanctions are not the most effective approach. However, an instigator who has continued to bully will be dealt with using the full range of sanctions in line with the Positive Behaviour Policy.

1.3 Definition

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally.

This situation can only be maintained where there is an imbalance of power.

NB We must remain skeptical that unkind words or behaviour from two sides does not imply there is an imbalance of power, the definition above 1.3 can only be applied once the whole picture has been uncovered through investigation.

1.4 Types and forms of bullying

Bullying behaviour which conforms to the above definition can take many forms: bullying takes place through means which can be verbal (e.g. name-calling), indirect (e.g. exclusion), physical (e.g. hitting) and cyber bullying (e.g. misuse of social networks). The Single Equalities Act (2010) prohibits discrimination on the grounds of age, disability, race, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, or sexual orientation.

Bullying of anyone with disabilities.

Bullying involving children and young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common.

Racist and religious bullying

Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

Sexual, sexist and transphobic bullying

Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender-linked.

Transphobic bullying refers to bullying because someone is, or is thought to be, transgender. While young people may express an acceptance of sexual, sexist or transphobic insults because they are widely used, such insults are often used to bully someone. Inappropriate touching can also be a form of bullying and harassment, and may escalate into abuse. Similarly, 'jokes' about sexual assault, or rape, if unchallenged, can create an atmosphere in which this behaviour is seen as more acceptable.

Homophobic bullying

Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives when identity is being developed. What might be called banter can be deemed harassment if it is at the expense of someone's dignity and meant offensively. The term 'gay' as an insult is unacceptable and should always be challenged, as such use can create an atmosphere in which a young person feels denigrated and even hounded.

The term 'gay' is sometimes used as a proxy for racist or bullying of people with because young people may believe they can get away with using these words in an abusive way, whereas racist insults would be challenged by staff.

Section 2: To whom this policy applies

2.1 Stakeholders

All staff, students/young people, parents/carers, governors and partner agencies working with school are subject to this anti-bullying policy. With this we have as much to do with changing attitudes of adults who live and work with our students as it will with strategies to intervene when bullying happens between them.

The school's anti-bullying stance will be delivered to expand stakeholders' understanding of the impact of bullying. The Henry Beaufort School will take action against those involved in bullying as far as possible, including the following contexts;

- In lessons

- To and from school

- During the school day, including break and lunchtimes

- After school during curriculum extension activities

- On social media where it is having an impact on students in school. (If issues spill into school then the issue in school will be dealt with, the school cannot deal with social media issue outside of school).

The school will work closely with external agencies where issues occur over social media which lead to the incidents of bullying.

2.2 Roles and Responsibilities

Students
Students are expected to promote a positive attitude within school and the community. They have a duty to support others in tackling bullying. They are expected to:
- Behave positively and avoid discrimination against others.
- Report incidents which may be related to bullying.
- Help change the mindset of others to ensure mutual respect.
- Follow up restorative conversations with full engagement.
- Be receptive to different perspectives when an incident occurs.

Parents
Parents are expected to support the school policy on tackling bullying including supporting all parties to find a positive resolution. They are expected to:
- Report incidents of bullying to the vertical tutor or HoY.
- Remain impartial and report factual evidence.
- Allow appropriate time for investigations to take place.

- **Re-assure any victims that a resolution will be found**
- **Support the restorative approach to educating the bully.**

<u>Staff</u>
Staff are expected to promote a safe and secure environment for all users of the school.

- **Staff will remain vigilant to incidents of bullying around school, reporting all such incidents.**
- **Staff will challenge language used in class and around the school that is discriminatory in any way.**
- **Tutors will actively promote anti-bullying strategies.**
- **Heads of Year will act on incidents of bullying and resolve as appropriate.**
- **All staff will report incidents to parents on the day it occurs and pass to appropriate member of staff, often HoY.**
- **All staff will support an educational and restorative approach to bullying.**
- **Repeat offenders will be sanctioned in line with school Positive Behaviour Policy.**

Section 3: Investigating Bullying

When a student, member of staff or parent reports an incident of one or more students being bullied, any action taken will be overseen by the Head of Year with the assistance of the leadership team, where necessary.

- Students who are victims should be interviewed by the staff member, tutor, or Head of Year.
- Any witnesses will provide a written statement that is signed and dated.
- The use of pictures or screenshots may be used to support the decision.
- The alleged 'bully' should be interviewed by the Head of Year where possible.
- At this stage it must be determined if bullying has occurred and if there are wider reasons for this.
- After all evidence has been taken into consideration, the staff member involved should decide on the appropriate action; it is important to consider whether the incident can be proven beyond reasonable doubt.
- In most cases it would best to provide educational support for the bully.
- Where possible we would like the victim and bully to work together on the outcome and potential sanction required.
- This can take place during break or lunch times and would most likely include some restorative approaches including apology to the victim.
- In serious or repeat incidents, a sanction of isolation or exclusion will be considered with the need for educational support as part of this process.
- All information will be kept on file with the Head of Year.
- Incidents of bullying will be recorded in SIMS with full details.
- Parents of both parties will be informed of the investigation and that a restorative approach has been adopted or appropriate sanction applied.
- Any racial bullying should be recorded as a specifically racist incident (in accordance with Hampshire County Council guidelines) - see Head's PA
- If bullying continues, the picture will be evident through SIMS and dealt with in line with the school Positive Behaviour Policy.

Section 4- After the investigation

4.1 Resolving bullying

There is often a reason for someone to begin bullying, often due to their own past experiences or current emotional circumstances. Education for the bully is fundamental in our approach as a school.

Where possible we look to avoid lengthy sanctions which increase the resentment towards the victim, making a positive resolution difficult to maintain.

All parties involved must consider the impact of their actions including the needs of others, especially in the case of an imbalance in power over disadvantaged students.

Potential strategies

- Staff-led discussion with bully and victim with empathetic outcome and apology
- Peer mediation for low-level bullying, using trained students to find resolution, with guidance from Head of Year as required
- Support and guidance from Student leaders or student mentors
- Teacher or tutor discussion with bully
- Involvement of the bully's parents with HoY support
- Persistent bullying or serious incidents may result in
  - Lunchtime/break detention
  - SLT detention
  - Meeting with Social Inclusion Officer
  - Isolation during unstructured time for a fixed period
  - Internal isolation/Seclusion day including reflection
  - External exclusion with return reintegration meeting with SLT
  - PCSO meeting with student and parent as appropriate
  - External agency support including mentoring
  - Permanent exclusion considered for persistent unremorseful offenders.

Section 5: Prevention strategies

5.1 Anti-bullying promotion in school

Bullying can be prevented by removing opportunity but also by educating students and creating an ethos where it is unacceptable to bully. Prevention can be through:

- Support through student council by raising awareness of what bullying is.
- Seeking opportunities in all curriculum areas to promote co-operative behaviour. Friendship skills, conflict resolution, tackling prejudice and negotiating are all elements that can be addressed.
- The school will raise awareness each year during Anti-Bullying Week through assemblies, poster campaigns.
- Personal development (PD) programme.
- A focus in Year 7 during transition and team-building days.
- Wellbeing Ambassadors
- Teachers and other staff in the school will be encouraged to develop ways of showing students non-bullying ways of resolving conflict through the use of appropriate teaching materials.
- Teachers will challenge language used in class and around the school that is discriminatory in any way.
- Student leaders have as a key responsibility the requirement to be alert to bullying and the need to take appropriate action to support the victim and to inform a member of staff.
- The ICT curriculum will include issues relating to cyberbullying and online safety.
- PCSOs will be invited to contribute to the programme for specific groups of students.

5.2 Staff support and training

The policy and procedures will be periodically reviewed (every 3 years) and if necessary updated earlier in order to ensure effectiveness.

Training will be given to support the policy at appropriate times throughout the year.

Teachers should consult those with specific skills in dealing with bullying problems - Head of Year, SIO, Welfare Team, and Senior Leadership Team.

5.3 Assessment, monitoring, evaluation and reviewing

- **The conduct of student behaviour will be reviewed through discussion with the student voice on occasions.**
- **Any feedback from staff, parents or students will be forwarded to AHT Pastoral for consideration.**
- **The student council will support the review and implementation of this policy along with the peer mediators.**
- **Parents' feedback during 'progress evenings' will be used to inform development of the policy.**
- **The recording of behaviour through SIMS will provide information on the effectiveness of this policy.**

Section 6: Who to talk to

6.1 Disclosing Incidents

The student handbook clearly outlines the different forms that bullying can take; who to contact if a child has a concern and is not at school, and the responsibility the school has to ensure that every child feels safe. It also contains the following section:

Who can you talk to if you have a concern?

- Student Leaders

- Student Mentors

- Wellbeing Ambassadors

- Anonymous referral to the student council anti-bullying team

- Student Welfare Officer

- Social Inclusion Officer

- Your tutor

- Head of Year

- Senior Leadership Team.

If an incident is disclosed to a member of staff who is not the student's tutor or HoY, that member of staff will be responsible for passing that information on to the relevant person.

6.2 Information for parents and families

Parents and families also have an important part to play in helping the school deal with bullying and in eliminating bullying behaviour, which includes:

- name calling and teasing

- threats and extortion

- physical violence

- damage to belongings

- leaving students out of social activities deliberately and frequently

- spreading malicious rumours

- sending hurtful or offensive emails or text messages

- abuse of social media .

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:
- **calmly talk to your child about it**
- **make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened**
- **reassure your child that telling you about the bullying was the right thing to do**
- **explain that any further incidents should be reported to a teacher immediately**
- **make an appointment to see your child's form tutor**
- **explain to the teacher the problems your child is experiencing.**

Talking to teachers about bullying:
- **try to stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident**
- **be as specific as possible about what your child says has happened - give dates, places and names of other children involved**
- **make a note of what action the school intends to take**
- **ask if there is anything you can do to help your child or the school**
- **Stay in touch with the school - let them know if things improve as well as if problems continue.**

If your child is bullying other children:
Many children may be involved in bullying other students at some time or other. Often parents are not aware. Children sometimes bully others because:
- **they are copying behaviours**
- **they haven't learned how to deal with friendship issues in other ways**

- their friends encourage them to bully

- They are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:
- talk to your child, explaining that bullying is unacceptable and makes others unhappy

- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want

- show your child how to join in with other children without bullying

- make an appointment to see your child's form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others

- regularly check with your child how things are going at school

- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

6.4 What are the signs and symptoms of bullying?
A student may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the child:
- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine, or work patterns
- Is unwilling to go to school (school phobic)

- Begins to truant
- Becomes withdrawn, anxious, shy or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises

- **Comes home 'starving'**
- **Bullying others**
- **Changes in eating habits**
- **Is frightened to say what is wrong**
- **Afraid to use the internet or mobile phone**
- **Nervous or jumpy when a cyber-message is received**
- **Gives improbable excuses for their behaviour.**

Section 7: Further information

7.1 Confidentiality

All members of staff should ensure that they are familiar with the school's confidentiality policy.

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Working together to safeguard children' guidance from the Department for Education.

Information will only be shared with agencies with which we have a statutory duty to share information or with individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child that they will keep a secret.

Disciplinary action will be considered for any breach of confidentiality.

7.2 Linked policies:

Safeguarding Policy

Attendance policy

Positive Behaviour Policy

7.3 Dissemination of the policy:

1. Staff will be made aware of the policy..
2. It will be available on the school website.
3. Tutors will disseminate to students.

7.4: Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects 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 ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

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 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new cyberbullying 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 includesadvice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: 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 freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

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 and 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 LGB 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.

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 peoples 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.

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 advice on all relevant issues.

Sexual harrassment 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.