Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and guidance.

Policy objectives:

This policy sets out how we manage and support pupils in their behaviour, dispositions and attitudes. This policy outlines what the Heathland Whitefriars Federation will do to prevent and tackle all forms of bullying. The Heathland Whitefriars Federation is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We believe that a positive methodology, based on shared values, respect for the Rights of the Child, a nurturing, child-centred approach rooted in a sound understanding of child development are the best ways of ensuring that children are able to make positive, helpful choices in the way that they behave.

This policy also sets out how we esteem and build on positive events and how we respond when pupils need support with their behaviour, including any restorative actions we may need to take.

 Article 40: Our role to support you in putting it RIGHT

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at the Heathland Whitefriars Federation. It is important that all stakeholders in the work of the schools understand the shared vision we have in supporting children's positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning. This policy covers all key stages

This policy links with several school policies including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Online safety and Acceptable Use Policies (AUP)

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

Responsibilities

It is the responsibility of:

- The leadership team to communicate this policy to the school community and that a member of the senior leadership team has been identified to take overall responsibility.

- Directors, as part of the Safeguarding Committee to take a lead role in monitoring and reviewing this policy
- All staff, including directors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying

Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE Preventing and Tackling Bullying, July 2017)

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause adverse effects on children's emotional development.

The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time.
- That it is deliberate and not accidental and the bully knows that the other person is upset.
- That it involves the person doing the bullying having some sort of power over the person

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not exhaustive:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic)
- Gender based bullying

Our approach

The Heathland Whitefriars Federation recognises that all forms of bullying, especially if left unaddressed, can create a barrier to learning and have consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and environment, where pupils are able to learn and fulfil their potential.

 Article 12: Your RIGHT to say what you think should happen and be listened to

 Article 19: Your RIGHT to be SAFE and to feel safe

At the Heathland Whitefriars Federation we aim to:

- Monitor and reviews our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn
- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with concerns regarding the school response to bullying in line with our complaints policy
- Seek to learn from good anti-bullying practice elsewhere
- Utilise support from the Local Authority and other relevant organisations when appropriate.

How we will respond to bullying concerns

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

- If bullying is suspected, seen or reported, the incident will be dealt with immediately by the appropriate member of staff, usually the class teacher in the first instance
- Staff will speak to all those involved and fill out 'What Happened?' sheets to record the evidence. An investigation will be carried out and parents and carers will be informed.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the behaviour policy
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will support if necessary.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The Federation will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - ➢ looking at use of the school systems;
    - ➢ identifying and interviewing possible witnesses;
    - ➢ contacting the service provider and the police, if necessary

The Heathland Whitefriars Federation will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally-held content and content posted online if they contravene school behaviour policy.
- The Federation will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - ➢ advising those targeted not to retaliate or reply;
    - ➢ providing advice on blocking or removing people from contact lists;
    - ➢ helping those involved to think carefully about what private information they may have in the public domain.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The procedure and stages in responding effectively to bullying at our school are:

a) Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

b) Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child. Pupils may need to be separated from their peers for a short time whilst the situation is resolved. Parents and carers will be informed.

c) Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

• A Restorative Approach:

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to act to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Victim and perpetrator are listened to and encouraged to be as truthful as possible feeling confident that their honesty will be valued. The children are encouraged to take turns, to take responsibility for their own actions and as necessary consider which sanctions would be appropriate. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way.

The Federation believes that all bullying is unacceptable but that many children who display antisocial behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

How we will support pupils

Pupils who have been involved with any bullying related incidents will be supported by:

- Reassuring the pupil and providing support as appropriate
- Offering an immediate opportunity to discuss any concerns with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem, confidence and their sense of belonging to the school
- Providing ongoing support; this may include: working and speaking with staff, offering the support of an external agency such as Place2Be, engaging with parents and carers.
- Providing opportunities for conflict resolution. This may involve team building activities.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Regular communication with parents and carers

Pupils who have perpetrated bullying will be helped by:

- Discussing what has happened, 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 regarding their behaviour or actions. This may include a discussion of cause and motive.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include fixed-term or permanent exclusions where deemed appropriate and in line with the DfE Exclusions Guidance
- Providing activities to produce resources and solutions to prevent any further bulling in the school more widely
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS)

How we will support any adults affected by bullying

Our Federation takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a key member of staff and/or the senior leadership team.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be supported by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.

- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

What we will do to prevent bullying

The whole 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.
- Recognise that bullying can be carried out or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for pupils.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought 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.
- Implement appropriate sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

How we will train and educate staff

The school community will:

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: curriculum, displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile in an age appropriate manner, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

The Heathland Whitefriars Federation will:

- Involve pupils to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Ensure regular pupil voice opportunities
- Ensure that all pupils know how to express worries, anxieties and concerns
- Ensure that all pupils are aware of the behaviour policy
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to ensure

How we will work with parents and carers

The Heathland Whitefriars Federation will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers
- Ensure all parents/carers know who to contact if they are worried about bullying
- Work with all parents/carers to address issues outside of school that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate systems to ensure that the policy is being consistently applied.
- The named Director responsible for Safeguarding will report on a regular basis to the Safeguarding committee on incidents of bullying, including outcomes.

Useful links and 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
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

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 headteachers and school 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