

RED ROSE SCHOOL

ANTI-BULLYING POLICY

Updated: October 2017

Section 6

2b

Policy based on:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies July 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- DfE Cyberbullying: Advice for headteachers and school staff
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
This policy is an integral part of our Behaviour Policy.

WHAT DOES THE LAW SAY AND WHAT DO I HAVE TO DO?

Every school must have measures in place to prevent all forms of bullying.

The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

The Equality Act 2010

A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- Foster good relations between people who share a protected characteristic and people who do not share it.

See School Equality Policy.

Safeguarding Children and Young People

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under

the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action 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.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools - advice for headteachers and school staff - see further sources of information below.

PURPOSE & BACKGROUND

Red Rose School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this from happening. As a school, we take bullying seriously. Pupils, parents and carers should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated overtime, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

CYBER-BULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to Annex B.

POLICY OBJECTIVES

- ✓ To build and maintain an anti-bullying ethos in the school
- ✓ To ensure all staff, pupils and parents and carers have a clear understanding of what bullying behaviour is
- ✓ To ensure all governors and staff know and understand the school policy on bullying and follow it when bullying is suspected or reported
- ✓ To ensure that all pupils, parents and carers know the school policy on bullying and feel confident to activate the anti-bullying systems
- ✓ To challenge attitudes about bullying behaviour
- ✓ To increase understanding for pupils who are bullied

PRACTICE AND PROCEDURES

Preventing Bullying

While we acknowledge that bullying cannot be completely eradicated, as a school, we are wholly committed to taking measures to minimise its presence and impact on individuals and the student body. The following strategy gives details of how we hope to achieve this.

Red Rose School has an effective pastoral system which takes all allegations of bullying seriously, investigates them and acts upon the findings according to the guidelines in this and the associated behaviour policy. This will always involve discussion with all pupils involved and, if deemed appropriate, their parents.

The staffs' observation of the behaviour of the pupils in their care is often the first indicator of bullying.

The PSHE and Citizenship curricula address issues such as bullying, conflict and its resolution and peer pressure as do other subject areas such as Drama. Pupils discuss both the impact of such behaviour on others and also look at effective ways of dealing with the situations they may experience. Pupils will also be made aware of anti-bullying strategies through assemblies and form periods.

The Acceptable Use of ICT Policy includes specific measures to tackle cyber bullying through the misuse of digital media, such as images of pupils, both in and out of school.

Reporting Bullying

Pupils who are bullied, who witness bullying or who have even participated in bullying, should feel confident to report it to any member of the school staff whom they trust enough to tell. Each incident will be dealt with on an individual basis, but all reported incidents of bullying will be taken seriously and investigated. Incidents will be recorded with pupils' statements and actions taken forming part of this record. Proven instances of bullying will be recorded using the School Integrated Bullying and Harassment Record and Monitoring Form (Annex A). If the bullying has a racist element then it will also be treated as a racial incident .

Responding to Bullying

When an incident of bullying is confirmed, staff will discuss issues relating to the incident with the pupils involved, in a way suitable to their age and level of understanding. We try to make use of a problem-solving approach, centred upon facilitated mediation. Each pupil will be given an opportunity to talk and the discussion will remain focused on finding a solution to the problem and preventing any recurrence of the bullying. Pupils who have been bullied will receive appropriate support, including help from external agencies, where needed. Pupils who have bullied will be offered help or mentoring and may be placed on a behaviour contract. If bullying persists, one or a combination of the following actions will be taken:

- ✓ An official report will be made and filed in the pupil's personal record
- ✓ Existing disciplinary sanctions will be used.
- ✓ Parents or carers will be contacted to discuss the issues. They will be given feedback on progress in dealing with the incident.
- ✓ Exclusion from the school – this is dependent on the severity and/or persistence of the bullying and will be a final resort.

Involvement of parents and carers

Where appropriate, the parents or carers of pupils who bully and those who have been bullied will be informed of the incident and will be asked to support the strategies used to resolve the problem. Pupils who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviours and their behaviour may be monitored. Parents and carers will be involved in ensuring that the monitoring process runs smoothly and in any subsequent actions designed to reduce bullying behaviour.

MONITORING, EVALUATION AND REVIEW

Monitoring and evaluation of this policy forms a regular part of our self-review process. All policies are evaluated and reviewed with involvement from staff, pupils, the governing body, parents and carers.

Red Rose School Integrated Bullying and Harassment Record and Monitoring Form

For each incident please complete one form and return to the Head Teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability/Disability		
Age/Maturity		
Appearance		
Class/Background/Socio Ethnicity/Race		
Religion/Belief		
Geographical area of home		
Family		
Gender		
Sexuality		
Size		

2. Manifestation/s of Bullying/Harassment (indicate those that apply)

- Perception of individual: feelings of being bullied/harassed
- Isolation/ignoring
- Teasing
- General expressions of prejudice/stereotype
- Racist literature, graffiti or insignia
- Verbal abuse or name calling (specify below)
- Targeted graffiti or hurtful note writing
- Threats including threatened physical assault
- Mobile phone/text message bullying/harassment
- Internet related bullying/harassment
- Camera phone bullying/harassment
- Actual physical assault
- Other:

3. Those involved:

Targets/wronged/distressed person/s (including ethnicity)

Person/s giving offence (including ethnicity)

4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupil's accounts, witness accounts, notes of meetings)

5. Action taken

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable) Any details (e.g. dates)

- Head Teacher
- *Class teacher/Subject teacher/Team Teacher*
- 'Target' parents/carers informed school by *letter/telephone/in person*
- 'Target' parents/carers notified by *letter/telephone/in person*
- 'Target' parents/carers invited to the school
- 'Offending person/s' parents/carers informed school by *letter/telephone/in person*
- 'Offending person/s' parents/carers notified by *letter/telephone/in person*
- 'Offending person/s' parents/carers invited to the school
- LEA
- Police
- YPS
- YOT

7. Reporting member of staff:

Name Date.....

Further sources of information

Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Mental health and behaviour in schools advice for school staff

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

<https://www.gov.uk/government/publications/counselling-in-schools>

Keeping Children Safe in Education (KCSIE)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Specialist organisations

<https://www.anti-bullyingalliance.org.uk>

<https://www.kidscape.org.uk>

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 cyberbullying guidance and a practical PSHE toolkit for schools.

<http://www.childnet.com>

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

<http://www.digizen.org>

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

<https://www.internetmatters.org>

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

<https://www.thinkuknow.co.uk>

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.'

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

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.