



## Yewstock School Anti-Bullying Policy

### **Principles:**

All children have a right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

There is no justification whatsoever for bullying behaviour and it will not be tolerated in any form.

Bullying behaviour is a problem for both the bully and the victim. It will be addressed in positive and constructive ways which provide opportunities for growth and development for bully and victim alike.

### **Aims:**

To fulfil the School's responsibility to respect the rights of children and to safeguard and promote their welfare.

To clarify the School's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers the School's zero tolerance attitudes towards bullying behaviour.

To eliminate intimidating behaviour and promote a school ethos in which each pupil is safe and able to realise their full potential.

To address the problem of bullying and to bring it under control through the implementation of whole-school policy and procedures.

To reassure parents and carers that we take their children's welfare seriously and that they are being educated in a safe and secure environment.

### **Objectives:**

To develop and implement an anti-bullying policy based on a consistently implemented whole school approach.

To raise awareness among staff, parents/carers and pupils about the issue of bullying and the school's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.

To be proactive in the prevention of bullying.

To make pupils, parents/carers and staff aware of what steps to take when an incident of bullying has occurred.

To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.

To clarify the extent of the problem and ensure that School allocates a proportionate amount of time and energy to bringing it under control.

To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner and to provide them with support to enable them to change their behaviour.

**Definition:**

Any interaction between an individual or group of people with a more powerful individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumours; abusive or oppressive graffiti.

We take all forms of bullying seriously and are particularly concerned to take action in relation to any incidents which involve racist, sexist, disablist or homophobic bullying.

In such cases these issues will be specifically addressed with the bully and his/her parents/carers where appropriate) in the course of post incident management.

Incidents of bullying with racist content or motivation should be recorded in line with the “Guidelines and Procedures for Dealing with Racist Incidents.”

**Scope:**

This policy applies only to incidents of bullying which take place on school premises. The School is not legally responsible for bullying which takes place elsewhere.

However 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.

**Prevention:**

All staff involved in the education and/or supervision of the pupils will be made aware of the issue of bullying and the need to apply the schools policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to pupils that bullying is unacceptable and will take positive action to prevent and control it.

In addition the issue of bullying will be raised with pupils at a number of levels including:

- At whole school level – through assemblies when children are informed of the school’s zero-tolerance policy. Through participation in annual Anti-bullying Week activities. Through teaching to SEAL objectives across the school.
- At classroom level – during tutorial time, circle time, projects, PSHE and Citizenship.
- At individual level – pupils 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.
- Pupils who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- We recognise that there are particular times when pupils may be more vulnerable to bullying – lunch and break times and at the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

- There are locations about the school in which incidents of bullying are more likely to occur and arrangements will be made to ensure that these are properly supervised, or pupils will be forbidden to use these areas.
- Pupils will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. There is a Worry Box in each classroom. Pupils can post their personal cards into the box to alert staff that they need to talk about a concern. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- Parents who believe their children are the victim of bullying should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep their children safe in the future. All expressions of concern will be taken seriously and investigated thoroughly.

All of these preventative strategies operate within a school ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help pupils learn and develop appropriate responses to others, all staff at all times will treat each other (and pupils, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

#### **Parental involvement:**

We are firmly committed to working in partnership with parents and believe that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish, using the home/school agreement, to enlist their support when their child is involved in bullying – either as a victim or a perpetrator.

If a pupil is involved in a single serious incident of bullying or there is evidence that the same pupil is involved repeatedly in less serious incidents (either as a victim or a perpetrator) school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

#### **Implementation:**

We are committed to creating a bully-free environment and will ensure that our zero-tolerance policy is applied rigorously. All staff involved in the teaching and or supervision of pupils will take responsibility for addressing incidents which fall within the school's definition of bullying. They will ensure that the victim receives the support required, the bully is informed of the unacceptability of his/her behaviour and a record is made of the incident.

Pupils will be made aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

#### **Incident Management:**

We will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff.

#### **Post incident responses for the victim:**

When a member of staff receives information, either directly or indirectly, that a pupil may have been the victim of a bullying incident, this report will be taken seriously and investigated.

The school will offer a proactive, sympathetic and supportive response to pupils who are the victims of bullying. The exact nature of the response will be determined by the particular pupil's individual needs and may include:

Immediate action to stop the incident and secure the pupil's safety

Positive reinforcement that reporting the incident was the correct thing to do

Reassurance that the victim is not responsible for the behaviour of the bully

Sympathy and empathy

Counselling

Befriending

Assertiveness training

Extra supervision/monitoring

Informing/involving parents

Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)

Arrangements to review progress

### **For the bully:**

The school takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. The positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

Immediate action to stop an incident of bullying in progress

Engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable

Loss of lunch/break time privileges

Detention

Daily Head Teacher's report

Removal from class/group

Withholding participation in sports or out of school activity (if not essential part of the curriculum)

Parents informed

Counselling/instruction in alternative ways of behaving

Adult mediation between the perpetrator and the victim (provided this is safe for the victim)

Fixed periods of exclusion

Permanent exclusion (in extreme cases which may involve violence)

Rewards/positive reinforcement for pupils in order to promote change and bring unacceptable behaviour under control.

### **More Vulnerable Pupils**

PMLD and ASD pupils will be given extra consideration to protect them from bullying behaviour. Staff will be vigilant in observing these pupils throughout the school day. Should they be subject to bullying they will be reassured using appropriate communication strategies and protected from further incidents. When pupils from this group bully others their specific learning needs will be considered when implementing strategies to help them change their behaviour

### **Monitoring and Evaluating:**

Each incident of bullying falling within the school definition will be recorded. Any incidents with a racist, sexist, disabilist or homophobic element will be identified.

An annual report will be made to the Governing Body indicating the extent of the problem and any trends which may emerge. This information will be shared with parents/carers and pupils.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address ongoing concerns. These will be shared with staff, parents/carers and pupils.

**This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.**

**Date Ratified by P&C committee:** 25<sup>th</sup> January 2012

**Date adopted by Governing Body:** 8<sup>th</sup> February 2012

**Date of next Review:** 25<sup>th</sup> January 2014

## Appendix A

### **Preventing and tackling bullying – A Department of Education Document** **Advice for head teachers, staff and governing bodies**

#### **About this advice**

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the Department's approach.

#### **Who is this advice for?**

Some of this advice is primarily aimed at:

- school staff, head teachers and governors in schools, Sixth forms and colleges including Academies, Free schools, Pupil Referral Units and alternative providers.
- This guidance also applies to independent schools, but their statutory obligations are different as noted in relevant sections.

#### **It may also be useful for:**

- FE and community settings.

#### **What's changed?**

This document replaces previous advice – "Safe To Learn: embedding anti-bullying work in schools". It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most

effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

### **What does the law say and what do I have to do?**

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

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 head teachers and school staff" – see further sources of information below.

The legislation outlined above does not apply to independent schools.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. 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 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.

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. 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.

### **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**

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 legislation does not apply to independent schools). 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 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.

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, 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.

### **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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete

inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International and Beatbullying links under 'further resources'.

### **Dealing with bullying**

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, head teachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

### **Prevention**

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

### **Intervention**

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

### **Successful schools also:**

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable;
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) pupils;
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying;
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination; and
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

### **Schools' accountability**

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

The new Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

### **Frequently Asked Questions**

Should we prioritise tackling some types of bullying over others?

Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Should I discipline pupils for bullying outside the school?

Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

How do schools with a religious character – or schools dealing with parents with particular religious beliefs – respond to prejudice based bullying?

Notwithstanding the particular tenets of their faith, schools with a religious character should uphold the values of tolerance, non-discrimination and respect towards others and condemn all forms of bullying, as in any other school.

How can we involve parents more in our anti-bullying work?

Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Should I record incidents of bullying?

Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

### **Further Sources of Information**

Department for Education resources:

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (A video resource about bullying involving young children with disabilities)

Let's Fight it Together (A video resource about Cyber-bullying)

**Legislative links:**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

**The Equality Act 2010**

Specialist organisations:

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.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the cybermentors peer support programme for young people affected by cyber-bullying.

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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

**Cyber-bullying:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

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.

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

**CHILDREN'S SERVICES**

**INCLUSION SERVICES GUIDANCE**

**Everyone is Different!**

**Anti-bullying guidance  
developing a policy**

**for**

**schools & educational settings**

<b>Responsible Officer</b>	<b>Contact Details</b>
<b>Janet Morris Principal Educational Psychologist</b>	<b>Tel: 01305 224751 e-mail: <a href="mailto:j.morris@dorsetcc.gov.uk">j.morris@dorsetcc.gov.uk</a></b>

**Date issued: 16<sup>th</sup> May 2012**

**Date to be reviewed: May 31<sup>st</sup> 2013**

	<b>Contents</b>	<b>Page</b>
1	<b>An introduction</b> - developing an effective, child-centred anti-bullying policy.	<b>3</b>
2	A framework that will support schools write their own anti-bullying policy	<b>4-7</b>
3	An example of a reporting sheet / online version	<b>8-9</b>
4	The satisfaction survey	<b>10-11</b>
6	Resources	<b>12-13</b>
7	Information about how to access staff training	<b>14</b>

## 1. AN INTRODUCTION

### DEVELOPING AN EFFECTIVE CHILD-CENTRED ANTI-BULLYING POLICY

1.1 This document has been written by Inclusion Services in consultation with head teacher colleagues to support schools to write an effective child-centred anti-bullying policy. A powerful policy will be owned by the setting as a whole and will place the words and the ideas of children / young people at the centre of the document and will provide the best opportunity for dealing successfully with bullying.

1.2 The new OfSTED framework involves 4 key judgements, one of which is the behaviour and safety of pupils at the school. Schools should be able to demonstrate the impact of anti-bullying policies

1.3 Schools have a public duty to show due regard to eliminate discrimination, promote equality of opportunity and foster good relations between persons of protected characteristics and none (Equality Act 2010). The protected characteristics are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity

1.4 Bullying is a widespread problem and there are distinct groups of children / young people who are bullied disproportionately.

1.4.1 A school / setting that is effectively tackling bullying will be

⇒ a creative healthy system that actively values difference.

⇒ A setting that supports children / young people who have been bullied

⇒ a setting that recognises that a key anxiety for parent / carers is the safety of their child / young person.

1.5 Your school/setting's anti-bullying policy should be a discrete section of the behaviour policy.

1.5.1 The responsibility of schools extends beyond the school boundaries and where out of school incidents are reported school have a duty to respond.

1.5.2 It is essential that the whole school community (pupils, parent / carers, staff, governors and others) is involved in the development of the policy and the movement to embrace diversity

1.5.3 The following pages contain a framework that schools can use to create their own policy. The words and ideas of the children / young people included in this policy were gathered at the 2011 Dorset Anti-Bullying conference – **these are written in green and underlined** - Individual schools/ settings should insert the contributions of their own children / young people or indicate their intention to do so in the future.

## Yewstock School Anti-Bullying Policy

The lead persons with responsibility for developing this policy are Clive Padgett and Seán Kretz

**Clive Padgett and Seán Kretz** are members of this schools senior leadership team.

Date issued: 01 04 2012

Date to be reviewed: **13.3.14**

### **1. Roles and responsibilities**

The lead person will

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class / form teachers are responsible for the day to day implementation of practices and they will

1. support the development of an appropriate culture within school
2. support children / young people who have experienced bullying
3. respond to children / young people who have bullied
4. model appropriate, respectful behaviour

Children / young people in this school /setting will

1. embrace a culture that respects difference
2. support children / young people who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above

### **2. Participation**

At every stage in the development of this policy recognition has been given to the importance of ownership. The children / young people, staff, parent / carers, governors and other members of the community have been involved in

1. the development of the policy
2. the implementation of the policy
3. the evaluation of the policy



### 3. The aims and objectives

Our school / setting asked children / young people what they felt the purpose of an anti-bullying policy should be and they responded

- To stop bullying
- To protect young people
- Support students who are being bullied
- To give effective help to bully and victim
- Create a policy that all must follow with clear actions to follow and solutions to problems
- Provide advice on how to react to different types of bullying
- Help communication between parents, professionals, victims and bullies
- Make school a happy and enjoyable place for everyone
- Promote equality and prevent discrimination
- To educate tutors, staff and students about bullying
- Give teachers more power to deal with bullying
- To help you to be confident to tell people

In generic terms (and as stated in the DfE document 2011 “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies”.)

the aims and objectives of this policy are to develop and maintain

1. a culture of respect where difference is valued
2. a system of support for children / young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

### 4. Defining bullying

Our school / setting asked children / young people to define bullying and they responded that bullying is

- One of the worst things that can happen to you
- Intentional, disrespectful, discriminative, repetitive, physical, mental malicious/hurtful behaviour
- Making someone feel small so you can feel big
- People picking on you and when you feel like the joke has gone too far
- When the victim feel it is bullying “playful banter is not bullying – often children get in more trouble for banter with friends that when actually bullying people”
- When the bully has more power

In generic terms (and as stated in the DfE document 2011 “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies”.)

bullying is described as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

**N.B. It is important that the children / young people are involved in creating the definition of bullying that each individual school adopts.**

## 5. Prevention

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:-

- the delivery of an appropriate curriculum – ensuring positive images not least of people with protected characteristics, positive role models in history science, literature etc. A system for talking to pupils about difference including assemblies, dedicated events and lessons.
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- the modelling of appropriate respectful behaviour by staff & pupils and other members of the school community.

## 6. Responding & Supporting

Our school asked children / young people about the type of support they would like and they responded –

- People to talk to
- Advice
- School posters
- Assembly
- Child line
- Samaritans
- Kids Scape
- Parents
- Being supported inside and outside school
- Having someone they trust so they can regularly check the current situation with the person who is being bullied
- Listening and not judging
- A kind, understanding approach
- Someone trustworthy to confide in
- Discuss what is best for the victims
- Talking to someone who won't be judgemental
- A team around the one bullied
- For the bully to be dealt with
- Certain teachers to talk to
- Teachers, parents and victims involved in consequences
- More laws "racism is just as bad as homophobia"
- Teachers should challenge bad comments better
- Teachers should deal with the problem instead of ignoring it
- Respect champions
- Support to tell the bully how you feel
- Listened to by anyone "I would like to be listened to, cared for & supported"
- Follow up on reported incidents – has it stopped?
- Teachers and other children should take on the responsibility to stop bullying, not just the victim
- NSPCC
- Peers
- Police
- Social services
- Youth workers
- Community support
- Counsellors

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child young person who has been bullied and identify the type of support they feel they need
2. Listen to the child young person who has bullied and identify the type of support they need
3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate.

#### Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care.

#### 7. Reporting

Our school has a clear system for gathering information about what is happening within school – **the system is communicated through posters that are sited in every form / class room.**

**Briefing sheets are sent out to parent/ carers when they join the school – this school has a standard form that children and young people or parent / carers can use to record / report an incident.**

#### 8. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has a standard evaluation form.

#### 9. Resources

Our school / setting is aware of resources that can support this work and an appendix of resources is attached to this policy. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

#### 10. Celebrate

Our school will publish the results of evaluations at staff meetings, school council meetings, governors and parent forum meetings.

#### Attachments

Incident recording sheet  
Evaluation form  
List of resources

### 3. AN EXAMPLE OF A RECORDING SHEET / ON LINE RECORD

#### Incident Reporting form

#### BULLYING/PREJUDICE RELATED INCIDENT REPORT

Use this form to report bullying, racist or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Tutor Group:	
Name:		Staff reporting	

Type of bullying/ prejudice related incident: (tick all that apply)	Location:	Time:
Verbal	Bus	Before school
Non verbal	Café	Lesson 1
Physical	Classroom	Lesson 2
Social/ isolation	Detention	Tutor time
Harassment	Playground	Lesson 3
Hate	Toilets	Lesson 4
*Gender		
*Race / Ethnicity	Tutor base	Lesson 5
*Disability	Outside school	Lunchtime
*Homophobic	Multiple	Lesson 6
SEN		After school
*Transgender		Multiple
*Religion and Belief		
Cyber Calls / text/ IT network/ websites		
Other :	Other:	Other

*\*Items asterisked are protected characteristics under the Equality Act 2010. Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents. Schools can access support to address related issues from the EMTAS team (01305 228300).*

<b>Frequency:</b>	1x	2-4x	5+	weekly	daily	+frequently	
<b>Target individual / group (tick all that apply)</b>		<b>Perpetrators</b>					
Student	Vulnerable grp	No.	1	2	3	4	5+
group		Names					
Teacher	Staff	TA					
Other professional visitor							

Summary of incident	
Initial action taken with both parties (and by whom)	<b>Inform</b>
	Tutor
	Inclusion staff
	Parent
Follow up action with both parties (and by whom) & set review date if applicable	
Review (date)	
Signed (by person reporting bullying incident )	

E-logging completed	Date	staff
submitted by person who was bullied	Date	staff

We would encourage schools to send a copy of this form on completion to Admin Support, EMTAS, Inclusion Services, Monkton Park, Winterborne Monkton, Dorchester, DT2 9PS. Or email a copy to [a.k.woodsford@dorsetcc.gov.uk](mailto:a.k.woodsford@dorsetcc.gov.uk) .

Please obscure names before returns are made.

This will help to support developments around the anti-bullying strategy and respond to emerging trends in relation to prejudice across Dorset.





## **6.1 DfE resources**

DfE Behaviour and Discipline in Schools Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

## **6.2 Legislative links**

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>

## **6.3 Specialist Organisations**

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.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. 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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

## **6.4 Cyberbullying**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

## **6.5 LGBT**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

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

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

## 6.6 SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

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

## 6.7 Key Documents

- i. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011>
- ii. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils <http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>
- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying  
<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>  
Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)
- iv. Ofsted. Children on bullying A report by the Children's Rights Director for England  
<http://www.ofsted.gov.uk/resources/children-bullying>
- v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008  
[www.ofsted.gov.uk/resources/children-bullying](http://www.ofsted.gov.uk/resources/children-bullying)
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. [www.homeoffice.gov.uk/equalities/equality-act](http://www.homeoffice.gov.uk/equalities/equality-act)
- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate  
[www.direct.gov.uk/en/CaringForSomeone/.../DG\\_10027594](http://www.direct.gov.uk/en/CaringForSomeone/.../DG_10027594)
- viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012  
[www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys](http://www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys)
- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society  
<http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf>

## 7. INFORMATION ABOUT HOW TO ACCESS TRAINING FROM THE LOCAL AUTHORITY

7.1 Through CPD online you can access a comprehensive 1 day training package that explores:

- What being bullied means to children/ young people
- The issues they face when they try and deal with their feelings
- The need for some adults to change their views about bullying
- A review of school anti-bullying policies
- How children / young people can be encouraged and facilitated to create their own school anti-bullying policy
- How to ensure “buy in” to any anti-bullying policy
- How a school can gain the views of children / young people about bullying
- How school’s can take before and after measures to measure success.
- How school’s can place children and young people at the centre of what they do

For further support you can also ask your link Educational Psychologist about commissioning support to take you through all the steps in the process of creating a young person centred anti-bullying policy for your school.

7.2 If the bullying/prejudice related incident is connected with one of the protected characteristics under the Equality Act 2010 (race/ethnicity, sex/gender, disability, sexual orientation, gender reassignment, pregnancy/maternity) you may wish to contact the Ethnic Minority and Traveller Achievement Service (EMTAS) (01305 228300) who can arrange bespoke training.

EMTAS will also be offering training in the above areas, which will be available through CPD online.