ANTI-BULLYING POLICY

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This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2016. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1) Objectives of this Policy

This policy outlines the procedures that Roxeth Mead School will take to prevent and tackle bullying. We are committed to developing an anti-bullying culture where bullying will not be tolerated and no one should suffer in silence.

2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:
- Behaviour and Discipline Policy
- Complaints Policy
- Child Protection Policy
- Confidentiality Policy
- Mobile Phone and Social Media Policies

3) Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Definition of Bullying

- Bullying is "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)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- Bullying is often motivated by prejudice against particular groups, for example:
  - Bullying related to race, religion, nationality or culture
  - Bullying related to SEND (Special Educational Needs or Disability)
  - Bullying related to appearance or physical/mental health conditions
  - Bullying related to sexual orientation (homophobic bullying)
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Sexist, sexual and transphobic bullying
  - Bullying via technology, known as online or cyberbullying

5) Possible Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Work interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits
- Psychological damage and diminished levels of self-confidence
- Frequent complaints of physical symptoms such as stomach pains and headaches.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival in class.
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping and experiencing nightmares.
- Talking of suicide and running away
- Aggressive or attention seeking behaviour.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

6) School Ethos

At Roxeth Mead School our community is based upon mutual respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment ensuring that all staff, pupils and parents understand that it is unacceptable. We recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

7) Responsibilities of the Head Teacher and Senior leaders

The Head Teacher and senior leaders will:

- Provide effective school leadership which will promote an open and honest anti-bullying ethos where bullying and violence are not tolerated and cannot flourish. This will be communicated to pupils, staff and parents.
- They will have specific responsibility for the anti-bullying work which will be delivered predominantly through the Personal Social and Health Education curriculum and ICT lessons in respect of cyber bullying.
- Train all staff, including: teaching staff and support staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Ensure that pupils understand the part they can play in preventing bullying including situations when they find themselves as bystanders.
- Use strategies and rewards to encourage positive behaviour,
- Establish clear and effective pupil reporting systems that include effective and fair investigations.
- Act upon allegations of bullying that occur outside school.
- Be available to offer support and advice for parents/carers who report that their child has been the target of bullies. She will ensure that the parents/carers feel that their concerns are being taken seriously and that action will be taken. This could include formal counselling or referral to the child's local authority Children's Services. See Appendix C.
- Advise the parents/carers of a child that has been found to be bullying of the sanctions that will take place as set out in the school's Behaviour policy. This may include a programme of learning to encourage positive behaviour in the future through developing emotional skills

and to empathise with and understand the harm that has been caused to the bullied child. The disciplinary sanction will reflect the seriousness of an incident and will convey a deterrent effect.

- Inform and engage the local authority or Family Services if it is decided that the bullying incident could be a Child Protection issue. Inform the police if they feels an offence has been committed
- Record and monitor every reported incident of bullying and evaluate effectiveness of strategies.

8) Responsibilities and Involvement of staff

Staff members will:

- Engage in training and professional development that will aid in recognising and dealing with bullying behaviour.
- Will actively demonstrate positive behaviour.
- Be aware that the seriousness of bullying may cause psychological damage.
- Ensure that the anti-bullying ethos of the school is maintained and that the school's anti-bullying policy is followed
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, etc.
- Be receptive and alert to pupils who could be experiencing bullying, especially vulnerable children who could be targets for abusive behaviour.
- Provide a positive classroom environment where verbal abuse is not permitted. Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- Be sensitive to parents who complain that their child is the target of bullies.
- Intervene immediately if someone is being bullied
- Record any allegations or incidents of bullying in or outside the school and report the matter to the headteacher.

9) Involvement of pupils

At Roxeth Mead we will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

10) Involvement and liaison with parents and carers

We 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 and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure parents provide their child with positive role models in respect of bullying type behaviour.
- 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.
- Engage parents/carers to support their children, work in partnership with the school and ensure they are aware that the school does not tolerate any form of bullying.

11) Responding to bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Deputy Headteacher will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Details on support for children and adults can be found in appendix A.

12) Preventing Bullying

The School believes that creating a caring environment where unpleasant behaviour is not tolerated is the best method for preventing bullying. Preventative measures include the following:

- Class discussion and 'circle time' where positive behaviour is reinforced.
- Assemblies on anti-bullying
- Personal Social and Health Education
- Providing strategies for the children to develop resilience in order to protect themselves and their peers from unpleasant bullying-type behaviour.
- Education on the safe use of the internet and cyber bullying
- Staff members discuss, in weekly meetings, how to prevent situations that could become bullying. These discussions include monitoring certain pupils, where relevant, for example during break time supervision.
- A curriculum that reflects our commitment to providing a positive learning environment.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Celebrate success and achievements to promote and build a positive school ethos.

13) Cyberbullying and Online Safety

Modern technologies offer many positive opportunities, but our School ensures, with the increasing availability to children of electronic devices that give unrestricted access to the internet and social media, that it is alert to the increasing possibility of bullying through such means. For the majority of our children, access to online social media would be extremely limited, if at all.

We are aware of the severity of cyberbullying and its consequences. In the event this may be evident at Roxeth Meadl, we will act to support the person immediately. Further details on cyberbullying and action points can be found in appendix B.

Appendix A: Support

Supporting pupils

Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering ELSA, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS)

Pupils who have perpetrated the bullying will be helped by:
- Discussing what 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.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/exclusion policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- 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 Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

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

Adults (staff and parents) who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- 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 (staff and parents) who have perpetrated the bullying will be helped 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.

Appendix B: Cyber-bullying and Online Safety

Ref: the Childnet Cyberbullying guidance
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.
- 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:
  - Support 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.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school 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.

Appendix C: 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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 International: www.childnet.com
- Digizen: www.digizen.org
- 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-forchild-internet-safety-ukccis

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harrassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
  www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying