Anti-bullying

Bishop Perowne
Church of England College
Endeavour Forever

Title: Anti-bullying

Document Type: Policy and Procedure

Document Reference: SWC-07

Version: 1.0

Status: Approved

Approval: Senior Leadership Team

Endorsed: 8th November 2017

Next Review Date: November 2019

Document Management

A. Identification

Attribute	Description
Document Type	Policy and Procedure
Document Name:	Anti-bullying
Document Code:	SWC-07
Document Category:	Safeguarding and Welfare
Review Cycle:	Every two years or when the need arises
Reviewing Committee:	Personal Development Welfare and Behaviour
File Name	SWC-07 Anti-bullying Policy v1.0
Classification	Public (everyone can see the information)
Statutory	Yes

B. Document contributors

Name	Position	Author	Reviewer	Approver
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	Senior Leadership Team		✓	
Mark Pollard	Head teacher			✓

C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

Name	Position	Date	Signature
Mark Pollard	Head teacher	08/11/2017	*M. A Pollard*

D. Document revision

Date	Revision	Modification	Modified by
24/01/2017	0.1	Creation of initial version for review using new template	Iain Williams
27/03/2017	1.0	Version published, document management control updated	Kate Woods
21/07/2017	1.1	Rewards and consequences scheme revised (draft version pending approval at PDWB and FGB)	Nigel Ford

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1 OVERVIEW

1.1 Purpose/Vision

At Bishop Perowne Church of England College we seek academic excellence for all of our students, within the context of a caring and mutually supportive partnership between school and community.

For this vision to be realised, it is essential that students, staff, governors and parents recognise that bullying is not acceptable.

1.2 Scope

All members of The Bishop Perowne community accept responsibility for dealing with and minimising the impact of bullying, and supporting people who have been affected by bullying.

The School recognises much of bullying behaviour is complex and often two way, with students being both perpetrator and victim and overlaps between school and home life. However, it is behaviour which requires intervention. Our Bullying Policy draws on DfE guidance on tackling bullying, particularly 'Preventing and Tackling Bullying' (July 2017). This Policy should be used in conjunction with the Behaviour and Rewards Policy.

Action taken by the School will aim to:
• Prevent, de-escalate and /or stop any continuation of harmful behaviour.
• React to bullying behaviour in a reasonable, proportionate and consistent manner.
• To support the student who has experienced bullying.
• To apply sanctions to the student causing the bullying.

This policy has been written to support students, parents, school staff and governors to prevent and tackle bullying behaviour.

1.3 Related documents

Refer to Section 3 Policies and Procedures

1.4 Reviews

This policy will be reviewed every two years or when the need arises.

Review frequency: Headteacher free to determine.
Approval: Headteacher.

1.5 Equality Impact Assessment

Under the Equality Act 2010 the School is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Board believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student or any other connected party and it helps to promote equality at the School.

2   RESPONSIBILTY FOR THE POLICY AND PROCEDURE

2.1 Role of the Governing Board

The Governing Board has:

- • delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of this policy;
- • responsibility for ensuring this policy and all policies are maintained and updated regularly;
- • responsibility for ensuring all policies are made available to parents;
- • nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- • responsibility for the effective implementation, monitoring and evaluation of this policy

2.2 Role of the head teacher

The Head teacher will:

- • ensure all School personnel, students and parents are aware of this policy;
- • work closely with the link governor and coordinator;
- • provide guidance, support and training to all staff;
- • monitor the effectiveness of this policy;

3   POLICY AND PROCEDURES

3.1 Definition of bullying

Bullying is;

"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Preventing and Tackling Bullying – Department for Education July 2017

'It is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel.'

Worcestershire Young Person's Anti Bullying Policy, 2006

The acronym **STOP - SEVERAL TIMES ON PURPOSE** can be used to help identify bullying and **STOP** can also be used to tackle bullying - **START TELLING OTHER PEOPLE**.

There are many types of bullying:

3.1.1   Exploitive Bullying

- Finding out what 'pushes your buttons'
- Manipulative: Students manipulating others
- Conditional friendships: you can hang around with us for our amusement
- Cyber buying
- Verbal bullying

3.1.2   Verbal Bullying

Verbal bullying incorporates the use of words to carry out an act of bullying. In this type of bullying, the purpose is to upset another person. It can either be direct i.e. name calling or indirect i.e. talking about someone behind their back.

Some vocabulary has a strong emotional load and simply using the words in a negative context can cause hurt and so is bullying. These words include:
- Any racist language
- Any homophobic language
- Any sexist language
- Any language involving reference to SEND (Student Educational Needs and Disability)
- Any negative references to faith or cultural background

3.1.3   Physical Bullying

This type of bullying basically involves the use of physical force. This bullying technique may involve the spitting, shoving, kicking or even punching.

3.1.4   Homophobia

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their

appearance, behaviour, and other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.

3.1.5   Racist Bullying

Racist bullying can be identified by the language used, and/or by the fact that victims are singled out because of the colour of their skin, their ethnic grouping or by their religious or cultural practices.

3.1.6   Sexist Bullying

Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.   These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

http://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/
http://www.antibullying.net/racistinfo3.htm
http://typesofbullying.org/

3.2 Reporting Bullying

There are two options available to students in order to report a bullying incident. The first option is to report bullying immediately to a member of staff. This member of staff will support the student in the first instance but will most likely refer the matter to the relevant Head of Year or Pastoral Manager who will take ownership of the investigation, actions, sanctions (if appropriate) and follow up with parents.

The second option is to report bullying via secure email at stopbullying@bishopperowne.co.uk . This is a service that can be accessed 24 hours and day. The account will be checked every day and is suitable for students who lack the confidence to approach staff in person or would like to report an issue from home. Any student experiencing bullying is encouraged to report the incident (s) immediately so that swift and precise action can be taken.

As part of the schools commitment to ensuring that students take significant ownership in tackling and eradicating bullying behaviour, we have appointed and trained **Anti-Bullying Ambassadors** who are available at break and lunchtimes in **The SEN Hub** to discuss and report bullying behaviour to. The Ambassadors will not resolve bullying alone but will consult with members of the Pastoral Team. Similar systems have been extremely effective in other high performing schools nationally and this initiative will be reviewed periodically to evaluate impact.

3.3 Role of Parents

The parent/carer is vital in the implementation of this policy. Sometimes a student will not inform school staff if they are being bullied but will inform their parent or other family member. When this is done the parent/carer is expected to contact the form tutor or a member of the pastoral team to discuss the incident to ensure staff can deal with the issue. Parents need to acknowledge that they don't always see the whole picture and should be involved in the solution. Parents and staff need the focus to be on preventing further occurrences rather than establishing blame.

- Parents should communicate with the relevant Form Tutor or Head of Year with any concerns about their son/daughter.
- The parent/carer of a student displaying bullying behaviour must be contacted by school staff and then, if necessary invited into the school to discuss the behaviour shown by their

son/daughter. It is also essential that the parent/carer of the student doesn't feel isolated and that they are also getting support in ensuring that the behaviour is not repeated.
- Parents/carers will be informed of any bullying issues and informed of any interventions.

3.4 Role of students, bystanders and Anti Bullying Ambassadors

Anti-Bullying Ambassadors provide support to students on friendship related issues and bullying. They are a valuable addition to the pastoral support systems in school. Their work empowers students and helps them feel safe and supported. They:
- Work from the "**Student Support Centre**" at lunchtimes in **The SEN Hub** where students can drop in to see an Anti-Bullying Ambassador, play games or socialise in a safe space.
- Support students by facilitating a 'friendship group' that regularly runs from the same base.
- Work on an outreach basis where mentors are identifiable by their visible 'Anti-Bullying Ambassador" badge as a safe and supportive friend.
- Are all accredited 'Diana Award' ambassadors and have received full training in line with Department of Education guidance. They all have the skills and knowledge to be effective in their work.
- Work strictly to clear ground rules.
- Are closely supervised and supported by appropriate staff
- Listen, encourage, give support & guidance, directing students to other sources of support as necessary
- Refer to a member of staff when necessary
- The Ambassadors support The Bishop Perowne Anti-Bullying Community with initiatives such as the Anti-Bullying Pledge Tree. This will be signed by ALL members of Bishop Perowne College.
- Anti-Bullying Ambassadors are effective listeners, show a sympathetic approach to sensitive issues and work within clear boundaries of confidentiality. All these points are thoroughly covered in their training.
- Review students' views on bullying and provide a gateway for student opinion.

3.5 Role of Governors

Governors are expected to take a role in monitoring and reviewing this policy and its effectiveness. Governors should scrutinise data on bullying incidents, while recognising that it is possible for increased reporting of bullying to be a good thing, and appreciating the importance of transparently and openly dealing with these issues.

3.6 Role of School Staff

It is the responsibility of all staff to:
- Investigate, act upon their findings, and report when confronted with a bullying incident
- Report to parents/carers of all parties
- Deal with bullying promptly
- Support all the people involved in the bullying behaviour
- Monitor and evaluate

3.7 Disciplinary measures

The primary aim of dealing with bullying has to be to eliminate the behaviour and resolve the situation. This does not mean bullying is tolerated and punishments will not be considered, but the longer term priority has to be looking forward rather than backwards.

Students who have bullied will be helped by:

- Discussing what happened and 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
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with our college behaviour policy. This may include official warnings, C2 detentions (Bystander Bullying and Bullying Behaviour), formal isolation, internal or fixed-term exclusions.
- Speaking with police or local services.

Students who are the victims of bullying will be helped by:

- Educating the victim on what constitutes a healthy friendship and how they can avoid any future confrontations or bullying episodes.
- Provide a member of staff to see any victims of bullying daily so that any further incidents can be tackled immediately and a student has a designated contact.
- Arrange a review meeting between parents/carers and school to review intervention and assess if any further measures need to be taken.
- If online bullying has taken place, the victim will be signposted to the necessary services to ensure that online bullying can be reported and ceased.

3.8 School's role in tackling bullying outside of school premises

The school recognises a need to deal with issues that occur outside the school environment that impact on people within the school community.

3.9 Anti-Bullying in the curriculum

Anti-Bullying sits naturally in PSRE and both tutors and ambassadors will deliver Anti Bullying prevention education within academic tutoring time, PSRE and regular assemblies.

3.10 Links to other policies

This policy works in conjunction with The Behaviour and Reward Policy and Safeguarding Policy as all Anti-Bullying procedures should be both preventative and curative.

4 APPENDIX 1 - SUPPORTING ORGANISATIONS AND GUIDANCE

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate
- 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
- Show Racism the Red Card: www.srtrc.org/educational

Other Useful Sites

- Worcestershire Your Life Your Choice Website: https://ylyc.worcestershire.gov.uk

5 APPENDIX 2 - CYBER SUPPORT – WHERE TO GO FOR HELP

Mobile Phones

All UK mobile phone operators have nuisance call centres set up and / or procedures in place to deal with such instances. They may be able to change the number of the person being bullied. Mobile operators cannot bar a particular number from contacting a phone, but some phone handsets do have this capacity. Action can be taken against the bully's phone account (e.g. blocking their account) only with police involvement.

02: ncb@02.com or 08705214000
Vodafone: 191 from a Vodafone phone or 08700700191 for Pay Monthly customers and 08700776655 for Pay as you Go.
3: Call 333 from a 3 phone or 08707330333.
Orange: Call 450 on an Orange phone or 07973100450 for Pay as you Go, or 150 or 07973100150 for Pay Monthly.
T-Mobile: Call 150 on a T-Mobile phone or
EE: Call 150 from your EE phone or 07953 966 250 from any other phone.

Social networking sites (e.g., Facebook and Twitter):

It is good practice for social network providers to make reporting incidents of cyber-bullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social network sites do receive reports about cyber-bullying, they will investigate and can remove content that is illegal or break their terms and conditions in other ways. They can delete the account of those who have broken the rules.

Twitter: reports can be made via the 'contact' link at the bottom of your page where you will then select the 'Customer Support' link and, finally, the 'Report a violation' tab. Here you will be prompted to give details of the issues and your concerns.

Facebook: The best way to report abusive content or spam on Facebook is by using the Report link that appears near the content itself. You can also choose to 'Block' a user by accessing their timeline and clicking the block button.

Instant Messaging (e.g., BlackBerry Messenger, Snapchat or Instagram):
It is good practice for Instant Messenger (IM) providers to have visible and easy-to access reporting features on their service. Instant Messenger providers can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

Video-hosting Sites: It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself.

YouTube provides information on what is considered inappropriate in its terms of service. See www.youtube.com/t/terms

BBM: On messenger you can highlight the contact and select 'Delete Contact' - you may also wish to check the 'ignore future invites' box to prevent the person contacting you in future.

Instagram: Select the profile of the person you wish to block using the star icon, open their profile and then open up the options using the arrow symbol before selecting 'BLOCK'.

Snapchat: Access your friends list and select the name of the person you wish to block. Next click on the gear icon and select the 'BLOCK'

6   APPENDIX 3 - CYBER BULLYING - KEY SAFETY ADVICE FOR CHILDREN AND YOUNG PEOPLE

1.   Always respect others – be careful what you say online and what images you send.

2.   Think before you send – whatever you send can be made public very quickly and could stay online forever.

3.   Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.

4.   Block the bully – learn how to block or report someone who is behaving badly.

5.   Don't retaliate or reply!

6.   Save the evidence – learn how to keep records of offending messages, pictures or online conversations.

7.   Make sure you tell an adult you trust, or call a helpline like **ChildLine** on **0800 1111** in confidence; the provider of the service; check the service provider's website to see where to report incidents; your school – your form tutor or your Head of Year can help you.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

7   APPENDIX 4 - CYBER BULLYING - KEY SAFETY ADVICE FOR PARENTS AND CARERS

1. Be aware. Your child may as likely cyberbully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.

2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.

3. Use the tools on the service and turn on in-built internet safety features.

4. Remind your child not to retaliate.

5. Keep the evidence of offending emails, text messages or online conversations.

6. Report cyber-bullying: - Contact your child's school if it involves another student, so that they can take appropriate action. If the cyber bullying is a potentially criminal offence contact the police.

8   DISSEMENATION

8.1 Promoting Awareness

We will raise awareness of this policy via:

•   The College website www.bishopperowne.co.uk

•   Meetings with College personnel and volunteers

•   Reports such as the annual report to parents and Head teacher reports to the Governing Board

8.2 Training

All school personnel:

•   Receive training on induction which specifically covers:

   o   All aspects of this policy

•   Receive periodic training so that they are kept up to date with new information;

•   Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

8.3 Monitoring the Effectiveness of the Policy

•   The Deputy Head teacher (Pastoral) will present a report to Governors every year outlining the action taken within the preceding year and evaluating the impact of that action.

•   The Deputy Head teacher (Pastoral) will present an evaluation every term to the Leadership Team.

9 GLOSSARY

Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document "REF-02 Glossary of Terms".

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S	
SEND	Special Educational Needs and Disabilities