

Example Anti-Bullying Policy
Guidance for
Primary and Secondary Schools
March 2015

This example policy is intended to support schools to develop their own policies as part of their approach to preventing and tackling bullying

For more information or support please contact gill.morris@camden.gov.uk

Date agreed by
governors _____

Date of next
review _____

1. Introduction

School ethos

We are committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated at our school.

We understand the devastating and lasting effect being bullied can have on some children and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside of school.

Preventing and tackling bullying is part of our work to support pupils' social and emotional development and to be recognised as a healthy school.

2. School responsibilities

We are aware of our statutory responsibilities in regards to preventing and tackling bullying as set out in

(i) Section 89 of the Education and Inspections Act 2006:

- 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;
- Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(ii) Equality act 2010

We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to

- eliminate unlawful discrimination, harassment, victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;

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

(iii) Safeguarding children and young people-Children Act 1989

- A bullying incident will 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 will report their concerns to Camden Local Authority
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

(iv) Criminal law

- Bullying in itself is not a specific criminal offence. However some types of harassing , threatening behaviour or communications , could be a criminal offence, 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.
- If staff feel that an offence may have been committed they will seek assistance from the police.

(v) Bullying outside school premises

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The headteacher should also consider whether it is appropriate to notify the police or local authority
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

3. Purpose of the policy

This policy sets out the schools approach to preventing and dealing with bullying that occurs between pupils of this school which takes place:

- On the school premises;
- Outside the school
- On the journey between school and home;
- Online or by text at school or outside of school hours.

The policy aims to ensure that

- Governors, teaching and non-teaching staff, pupils and parents and carers have an understanding of what bullying is.
- Governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying occurs.
- Pupils and parents and carers know what the school policy is on bullying, and what they should do if bullying occurs
- Pupils and parents and carers are assured that they will be supported when bullying is reported.
- Effective, consistent action is taken both to prevent and address bullying behaviour.

4. Developing the policy

This policy was produced by the whole school community and involved a series of meetings with the school council, teaching and support staff, parents and carers and governors about bullying and what can be done to prevent it. Through those discussions we agreed a definition of bullying and the approach the school should take to prevent and tackle it. Our annual anti-bullying week is also an opportunity to discuss aspects of the policy.

When developing this policy we took account

- DfE guidance “Preventing and Tackling Bullying” October 2014
- Camden’s example policy 2014
- Ofsted inspection framework 2014
- Ofsted’s briefings on inspections in relation to preventing homophobic bullying and equalities

Links to other policies

This policy links to our behaviour, equalities, safeguarding and PSHE policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children.

5. What is bullying? Definitions

We have used the Department for Education’s definition in their guidance; Preventing and Tackling Bullying” October 2014.

Bullying is “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

This means that to be described as bullying, behaviour has to be

- Deliberately hurtful
- Is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can be:

- direct physical bullying (pushing, hitting, punching, kicking).
- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another’s secrets to a third party, graffiti).

- cyberbullying –bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to

- race, religion, culture or belief (or no belief)
- special educational needs and disabilities
- young carers
- looked after children
- background
- gender
- appearance and size
- ability and attainment
- Sexist or sexual bullying (bullying based on a person's sexuality)
- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children and young people or one off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

Bullying can also happen between adults and children and between adults.

We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

6. Preventing bullying

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through

1. *Whole school ethos and environment*
2. *Whole school activities*
3. *Curriculum*
4. *Training and support for staff*
5. *Involving pupils*
6. *Involving parents and carers*

1. Whole school ethos and environment

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly.

- We expect children to have respect for each other and accept responsibility for their behaviour

- Staff model good behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour
- Staff challenge children when they use prejudice-based language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything
- We recognise and celebrate difference and diversity
- We have a range of activities during break and lunchtimes that promote cooperative activities and reduce domination of the playground by rough games and football
- Our break and lunchtimes are well supervised and support staff are trained in organising structured activities and encouraging all children to participate
- We talk to children about how safe they feel in the playground
- We take particular care of children with special educational needs and disabilities, who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.
- We have an “acceptable use of computers and technology” policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in Camden’s model e-safety policy for schools

2. Whole school activities

- We organise specific assemblies on bullying and its consequences and what to do if they see or experience it
- We provide indoor lunchtime club for vulnerable children
- We carry out annual surveys how safe children feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying.
- We hold a week of activities focused on friendship and anti-bullying to recognise national anti-bullying week
- We involve visitors from organisations that specialise in anti-bullying activities including NSPCC and Kidscape.
- We have playground friends that ensure the playground is a safe and fun place to be; organising playground games and checking that children are happy and feel included.
- We are a UNICEF Rights Respecting School that upholds the rights of the child including the right to feel safe and bullying is seen as an infringement of this right.
- We have “worry boxes” around the school for children to tell us about any worries they might have
- We have a peer mentoring scheme where Year 10 students are trained to support Year 7 students and assist in sorting out friendship issues, and bullying incidents can be reported to them. They also lead workshops on anti-bullying and friendship during PSHE lessons.
- We have introduced restorative approaches for dealing with conflict and trained pupils to be peer mediators.
- Pupils have produced an anti-bullying charter

3. Curriculum

Teaching about bullying and its consequences is taught through PSHE and is covered through RE and literacy as well.

Pupils learn

- what bullying is, how it feels, why people bully, what to do about it and how to prevent it
- about the differences between people and about the importance of being inclusive and celebrating difference and diversity
- about the impact of prejudice and discrimination
- skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships
- how to keep safe and behave responsibly when using the internet and mobile phones

We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including children with disabilities and those with same sex parents when teaching about families.

Every class has a weekly circle time, which is an opportunity for the class to regularly talk and listen to one another about social and emotional issues. It helps to promote positive relationships and positive behaviour and helps children share responsibility for creating a better learning and caring environment.

7. Training and support for staff

We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify bullying and what to do if it occurs. We attend Camden's annual anti-bullying seminar to gather ideas and approaches from other schools. This year we had a staff INSET on tackling cyberbullying and on preventing and dealing with homophobic/transphobic bullying and language and have had training on bullying and children with SEND.

8. Involving pupils

The school council has an important role to play in reviewing the anti-bullying policy and producing and reviewing the school's anti-bullying charter, which is displayed all around the school:

- We treat each other fairly
- We respect each other and celebrate our differences
- We sort out friendship problems as soon as they happen
- We take care of one another
- We are kind to one another
- We tell an adult if we see or hear someone being hurtful
- We listen to each other's opinions

We conduct an annual survey of primary pupils to find out how safe they feel in school and whether they have experienced or seen bullying and whether they feel the school takes bullying seriously.

For secondary schools

We conduct an annual survey to find out how safe students feel in school and in particular if a gay pupil chose to come out in school, would they feel safe, whether they have experienced or seen any bullying (and identify this by type) and whether they feel the school takes bullying seriously. We also ask them whether there is any bullying on social media sites.

9. Involving parents and carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

We run regular workshops for parents and carers about what bullying is, what to do if their child is bullied and how the school will deal with it as well as workshops on e-safety and what to do if their child experiences cyberbullying.

10. Dealing with bullying

All the staff in our school take all forms of bullying and prejudice-based language seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the staff handbook on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incident that is reported to school staff, including taking place outside of school eg on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

If bullying occurs we will

- Talk to the children involved separately to find out what has been happening and why and to any witnesses.
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated at school
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped
- Use restorative approaches which hold the child who is bullying accountable for their actions.
- Use formal sanctions, such as keeping them in at lunchtimes, missing a special event or having a detention. The sanction used will depend on the severity and persistence of the bullying behaviour and is explained in our Positive Behaviour Policy under persistent inappropriate behaviour. Where appropriate we will also impose further sanctions, such as exclusion
- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

We will also:

- Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, and appearance and describe how they have been dealt with
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills

- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills
- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.
- Provide regular training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.

Recording and Reporting

Staff who identify or who are told about bullying or prejudice-based language make a written record of this. All incidents whether one off or defined as bullying are logged in the school's electronic reporting system.

Information is recorded about

- Whether it is defined as a one off incident or bullying
- The type of incident or bullying eg racist, sexist
- The kind of behaviour eg verbal, physical, cyber
- A description of what happened and who was involved
- How the incident or bullying was dealt with and resolved
- How parents were involved
- Whether as a result of the response the incident or bullying has stopped
- Pupils involved in the incident or who have been bullied and their parents will be asked for feedback on how well they felt the school dealt with the it

Records of one-off incidents and bullying are reviewed to ensure they have been resolved effectively and the data is reported to governors each term.

We encourage staff, pupils, parents and governor to report bullying or prejudice-based language and we have a range of ways this can be done including

- Talking to any member of staff
- Talking to the lead teacher responsible for behaviour
- Writing a note in one of the "worry boxes" across the school

11. Evaluation

Following any bullying we use the feedback from parents and pupils to evaluate our approach and make changes as needed. We analyse data on bullying and prejudice-based language to help plan future actions to reduce bullying and eliminate discrimination.

12. Support for pupils and parents

We have an Anti-Bullying Charter around the school with advice for children, bystanders and those that bully

Advice to children

- If you are a victim of bullying (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- The school will always take you seriously and take action to stop the bullying and support you to feel safe again
- If you cannot tell anyone at school, you can tell your parents who will tell us.

- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>
- Friends of victims should tell staff or a parent
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you and it is not weak to tell someone

Advice to bystanders

Do not ignore or support bullying behaviour if you see it happening to someone else. If you do see someone being bullied please:

- Do not join in even if you feel pressured to do so
- Tell a member of staff what you have seen
- Tell your parents or carers or someone else you trust
- If you feel safe to do so, tell the bully/bullies they should stop
- You could tell the person who has been bullied that you don't agree with what's happened. When people are bullied they can feel very alone and can blame themselves, so it's good to have support
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

If you are bullying someone

- Stop!
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk>

They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

13. Guidance for parents and carers

We have a booklet for parents and carers with guidance on what to do if their child is being bullied or is bullying others

What to do if your child is being bullied

Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Come home with toys and things you have not bought for them
- Take things from home without you knowing
- Avoid certain children or activities
- Be reluctant to go to school
- feeling unwell, often with a headache
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Take time to listen to your child and stay calm
- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Never intervene with other children or children's parents, but let the school know.
- Contact your child's class or form teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again
- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Head of Year or Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.
There is a leaflet on Camden Council's website giving advice about how to complain about a school service:
<http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Make an appointment to speak to their class teacher or form tutor to talk about how the bullying can be dealt with
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 2

14. Roles and responsibilities

The *Headteacher* will:

- Ensure that the policy is implemented and reviewed regularly
- Provide a termly report of incidents of bullying to the governing body
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern
- Provide a report on the effectiveness of the anti-bullying policy
- Ensure the policy is regularly publicised to the whole school community and the message that bullying is not accepted is reinforced through whole school activities and information
- Ensure that all staff receive sufficient training to be equipped to identify and deal with bullying
- Regularly review the policy in the light of any incident
- Include regular updates to staff through the annual safeguarding training
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle bullying

The *Governing Body* will support the Headteacher in all attempts to eliminate bullying from our school. The governing body will:

- Require the Headteacher to keep accurate records of all incidents of bullying and report on them to the governing body on a termly basis.
- Require the Headteacher to report annually to the governors about the effectiveness of school anti-bullying strategies.
- Notify the Headteacher of any request from a parent or carer to investigate incidents of bullying and ask the head teacher to conduct an investigation and report back to the governing body. The governing body will respond within ten days to the parent or carer and keep them regularly updated with regards to the investigation and, where possible, meet with the parent or carer to ensure they are satisfied with the outcome.

Key contacts

- Staff responsible for bullying prevention (anti-bullying coordinator)
- Staff responsible for monitoring bullying incidents
- Lead Governor
- E-safety contact officer

15. Sharing the policy

Key information from this policy will be incorporated into the following documents

- School Handbook / Prospectus
- Staff Handbook
- Governor Handbook
- Home-school contract/agreement
- Student diary/journal

A full copy of this policy is freely available to parents and carers on request and a copy is on the Parent's and carer's notice board and on the school website. All new parents and carers and pupils receive a copy and the anti-bullying charter is explained and discussed at the start of each year. Copies are supplied to other

professionals whose work relates to bullying prevention or who may be involved in its delivery.