

## Anti Bullying Policy

### 1. Introduction

At Derrymount School we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will, therefore, adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

### 2. Policy Development

This policy was formulated in consultation with the whole school community with input from staff, pupils, parents and governors.

Members of staff are consulted through regular agenda items at staff meetings, consultation documents, surveys,

Governors are consulted through governors meetings, training and briefings

Children and young people contribute to the development of the policy through the school council, questionnaires and surveys, circle time discussions etc. The school council will develop a Student friendly version to be displayed in classrooms and/or go in home school diaries.

Parents/carers will be encouraged to contribute by taking part in written consultations, parent meetings and annual review meetings, and through assistance with the development of a shorter parents' guide.

Other partners (extended schools, visiting external providers in school and external providers off-site 14-19 curriculum, police) are encouraged to contribute through familiarising themselves with our policies and procedures, sharing good practice, workshops.

This policy is available

- Online via the school website
- From the school office
- Child-friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents.

### 3. The Roles and Responsibilities of all members of the school community.

**The Head Teacher** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Lead for Safeguarding is Cathy Clay

The Deputy Safeguarding Leads are Shirley Burman on the Sherbrook Site and Coral Painter on the Churchmoor Site.

Safeguarding is the responsibility of all staff, however, parents and pupils also need to be aware of who to report to and how to report any safeguarding concerns.

The Anti-bullying Coordinator in our school is: Cathy Clay

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:  
Carol Wright

### 4. Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

There are four key elements to this definition:

- hurtful
- repetition

- power imbalance
- intentional

## **Behaviour Associated with Bullying**

### **Baiting**

The dictionary describes to 'bait' someone as, for example:

- To intentionally make a person angry by saying or doing things to annoy them
- Ignore him - he's just baiting you.
- I suspect he was just baiting me.

A provocative act used to solicit an angry, aggressive or emotional response from another individual

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

At Derrymount we discuss with students how to deal with baiting as well as making it clear that it is unacceptable behaviour. Young People need to know they can get help if they are being baited.

### **What is banter?**

The dictionary definition of banter is

The playful and friendly exchange of teasing remarks

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

#### Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

## **Peer on Peer Abuse**

This can include but is not limited to:

- Bullying including cyberbullying.
- Sexual violence and sexual harassment
- Physical Abuse
- Sexting
- Initiation/hazing, violence or rituals.

(See peer on peer abuse policy for full details).

## **Sexist and sexual bullying**

Sexual harassment – unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and/or to make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Again this needs to be considered by cross-referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextualised way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime-related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

## **What does bullying look like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically ) of others who become the “bystanders” or “accessories”.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

### **Why are children and young people bullied?**

Specific types of bullying include:

#### **Prejudice related bullying**

Under the Equalities Act 2010, it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, or Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. Derrymount will record these types of bullying, even that which represents a one-off incident.

#### **Other vulnerable groups include:**

- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## **Bullying and Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

Derrymount acknowledges its responsibilities to support families if bullying occurs off the premises.

## **What is Cyberbullying?**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion

- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

## **Reporting and responding to bullying**

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are victims of bullying or those who have witnessed bullying behaviour (bystanders).

Children and young people in school including bystanders

### ***To whom should the concern be reported to?***

- Concerns should be reported to a member of staff as soon as possible.

### ***Will the response be consistent?***

- Staff will follow this policy and ensure sanctions are in line with the Behaviour Policy.
- Further guidance can be sought from the Anti Bullying Coordinator, the Behaviour Lead, The Senior Management Team or the Designated Safeguarding Leads.

### ***How will it be recorded?***

- Incidents of bullying will be recorded on Behaviourwatch.
- Parents/carers of victims/perpetrators will be informed via a phone call and / or letter.

### ***Are there confidential ways of reporting?***

- Pupils are able to report to staff away from others.
- Incidents may not remain confidential and will be dealt with appropriately by staff.

### ***How are people encouraged to report?***

- All pupils take part in Anti Bullying Week each year and encouraged to report any incidents.
- Reporting can be made through a variety of means of communication eg spoken, drawn or written.

## **Parents /carers**

### ***To whom should the concern be reported to?***

- Concerns should be reported to a member of staff as soon as possible.

- Will the response be consistent?
- Staff will follow this policy and ensure sanctions are in line with the Behaviour Policy
- Further guidance can be sought from the Anti-Bullying Coordinator, the Behaviour Lead, the Senior Management Team or the Designated Safeguarding Leads

***How will it be recorded?***

- Incidents of bullying will be recorded on Behaviourwatch.
- Parents/carers of victims/perpetrators will be informed via a phone call and/or letter.

***Are there confidential ways or reporting?***

- Parents/carers may speak to a member of the SMT if required.
- Incidents may not remain confidential and will be dealt with appropriately by staff.

***How are people encouraged to report?***

- Reporting may be made by a variety of means of communication.

**All staff and visitors**

***To whom should the concern be reported to?***

- Concerns should be reported to a member of the SMT or the Designated Safeguarding Leads as soon as possible if the concern is against another member of staff.

***Will the concern be consistent?***

- If required disciplinary procedures will be followed.

***How will it be recorded?***

- Incidents of bullying will be recorded on staff personnel files.

***Are there confidential ways of reporting?***

- Staff and visitors can speak to a member of the SMT or Designated Safeguarding Leads if required.
- Incidents may not remain confidential and will be dealt with appropriately by the SMT or Designated Safeguarding Leads.

***How are people encouraged to report?***

- Reporting may be made via a variety of means of communication.



## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

The school will take the following actions as required:

- Interview all parties including target, perpetrators and others involved.
- Inform parents / carers
- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken.
- Implement appropriate disciplinary sanctions in line with Derrymount's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
- Be clear that responses may also vary according to the type of bullying and may involve other agencies
- Follow up all reported incidents, in particular keeping in touch with the person who reported the situation and the parents/ carers to check the effectiveness of actions and reassess if necessary.
- Have a clear complaints procedure for parents/carers who are not satisfied with the school's actions.
- Have a range of follow up responses and support appropriate to the situation for all involved such as solution-focused, restorative approach, a circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to other agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Liaise with the DSLs if there are any safeguarding issues to consider who may then refer to MASH.
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate.

## **Recording bullying and evaluating the policy.**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti Bullying Coordinator. A sample form is attached.

Prejudice related bullying / should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform the planning of interventions.

Information will be stored in school and will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in schools and the development of the policy. This information will be discussed regularly in staff meetings, briefings and in curriculum planning. This information will be stored in line with GDPR. This policy will be reviewed and updated every two years.

### **Strategies for preventing bullying.**

As part of our ongoing commitment to the safety and welfare of our pupils, we at Derrymount School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of its values.
- Anti – Bullying week in November and Safer Internet Day in February.
- PHSE / Citizenship lessons and cross-curriculum theme days.
- Celebration events
- Specific curriculum input on areas of concern such as cyberbullying and internet safety.
- Student Voice and the School Council
- Reactive programmes for vulnerable groups or groups involved in bullying, for example, Restorative Justice, Counselling and Mediation, Small group work, specific initiatives for identified groups.

### **Support for parents/carers**

- Parent groups
- Parent information events/information on the school website.

### **Support for all school staff**

- Staff training and development for all staff including those involved in lunchtime and after school activities.
- Encouraging all staff to model expected behaviour.
- Staff training around the delivery of PHSE related curriculum areas.

## Links with other policies

POLICY	WHY?
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
Online safety and Acceptable use policy	Cyberbullying and online safety
Equalities Policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response.

## Some useful organisations for schools

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

**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.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**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.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council:** Includes best practice guidance for practitioners Cyber-bullying and online safety

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. The website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

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

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

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

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online. This includes advice for schools and colleges on responding to incidents of 'sexting.'

**LGBT Barnardo's:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**9 EACH: (Educational Action Challenging Homophobia):** provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

**Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering training events, campaigns, undertaking research and creating resources

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

**Stonewall:** An LGBT 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.

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Anti-bullying Alliance SEND programme of resources:** Advice provided by the Antibullying Alliance for school staff and parents on issues related to SEND and bullying.

**Information, Advice and Support Service Network:** Every Local Area has an information, advice, and support service, for disabled children and young people, those with SEN, and their parents.

**Mental health MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

**PHSE Association** – guidance and lesson plans on improving the teaching of mental health issues 10 Race, religion and nationality

**Anne Frank Trust:** Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues. 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

**Sexual harassment and sexual bullying Ending Violence against Women and Girls (EVAW): A Guide for Schools.** This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body:**

a Home Office led a campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

**The Policy Development Process Step 1** Set up a consultation group

13.

**This policy is to be reviewed annually and no later than October 2020**