

## **Anti-bullying Policy**

<b>FREQUENCY OF REVIEW:</b>	<b>Every two years</b>
<b>RATIFICATION:</b>	<b>July 2016</b>
<b>REVIEWED BY:</b>	<b>the Local Governing Body</b>
<b>APPROVED BY:</b>	<b>the Board of Trustees:</b>
<b>DATE OF NEXT REVIEW:</b>	<b>July 2018 unless there is a material change</b>
<b>AUTHOR:</b>	<b>Deputy Headteacher (Pastoral)</b>

# Oldbury Well School

## Anti-bullying Policy

This policy takes into account the following documents:

- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011
- Working Together to Safeguard Children, 2013
- Keeping Children Safe, July 2015
- Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014
- SSCB Child Protection Procedures

### Context

Bullying takes place in schools as it does in other work places.

The aim of the Anti-bullying Policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at this school.

Bullying is defined as:

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

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- radicalisation and extremism

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff, by individuals or groups, face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying. They are reminded of the help available within school (pastoral team, teachers etc.) and outside help is also signposted by posters which are displayed around school and in the pupils' Planners.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together; this is explained at induction evenings and in information given to new parents.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying, all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This Policy is linked directly to the following policies/documents:

- Behaviour and Attendance Policy
- Child Protection Policy
- Confidentiality Policy
- Equality Statement and Accessibility Plan for Pupils (*Race Equality, Disability Equality, SEN Policy*)
- PSHE curriculum.

### **Aims of this Policy**

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour and Attendance Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying and to trigger actions to support these pupils.

### **Roles and responsibilities**

#### **The role of the Governors**

Governors have the responsibility to ensure that the Anti-bullying Policy is in place, that it reflects school's values and practice, and is reviewed annually. The Governing Body must guide the Headteacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the Headteacher and staff have taken to deal with these. Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism

#### **The Role of the Headteacher and Staff:**

##### **1. Policy and procedures**

There is a senior member of staff who leads on anti-bullying: Glyn Mark (Deputy Headteacher)

All staff are made aware of this Policy and its clear links to other key policies. The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.
- each incident will be investigated thoroughly, sensitively and effectively.
- a clear account of the incident, actions taken and review date will be recorded, given to the Head of Year / Deputy Headteacher and kept so incidents can be monitored.
- relevant staff will be kept informed and if the bullying persists they will record this and inform the Headteacher / Deputy Headteacher, and appropriate further action is taken.
- parents / carers will be kept informed appropriately.
- appropriate rewards and sanctions, in line with the school's Behaviour and Attendance Policy, will be used to support the improvement of pupils' behaviour.
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

## 2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date / time to discuss outcomes and appropriate follow-up

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to the Behaviour and Attendance Policy)
- informing parents / carers of agreed actions and establishing how they can support
- arranging a review date / time to discuss outcomes and appropriate follow-up

## 3. Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas. In the work covered on relationships, OWS tries to make a distinction between relationship issues and bullying but understands that this is often a difficult "grey area" for pupils and parents.

Assemblies are used to deliver corporate messages on all aspects of bullying, and topics are planned throughout the year.

### The Role of Parents

Parents have a key role in supporting their children. If they believe bullying is taking place, they should:

- Contact school with details and concerns concerning any pupil they believe is being bullied.
- Support and encourage their child to talk to someone in school.
- Encourage their child not to be aggressive with other people.
- Monitor and encourage their child's safe use of ICT and "Social Media sites".

### Cyber-bullying

Cyber-bullying is defined as –

"The use of information and communications technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else."

Cyber-bullying can be an extension of face-to-face bullying or occur only "on-line" however, the concern is that cyber-bullying invades home and personal space. Stopping cyber-bullying can be difficult and it often requires a co-ordinated effort from school and parents / carers. We acknowledge that the school's role in *all* cyber-bullying issues is not appropriate. We cannot involve ourselves in all out of school issues which can extend beyond our school community and chosen jurisdiction.

Cyber-bullying is not a specific criminal offence but laws concerning harassment and threatening behaviour may be applied.

Cyber-bullying has many forms:

- Threats
- Intimidation
- Harassment
- Stalking (repeatedly sending unwanted texts / messages)
- Manipulation
- Video recording of anti-social behaviour (happy-slapping etc)
- Publication of private information or images.

It is essential to understand that some incidents of cyber-bullying may be unintentional and the consequences may also be unintentional. It is also important to stress that bystanders or observers may become perpetrators by allowing these actions to take place or by posting “likes” or “re-tweets”.

### **Oldbury Wells School’s Response to Cyber-bullying**

Cyber-bullying is a form of bullying. Where appropriate, Oldbury Wells School will use our full range of anti-bullying strategies to combat this form of bullying. Additional strategies available to us in order to combat this form of bullying include: –

- Monitoring the use of ICT during school hours.
- Banning the use of mobile phones during school hours
- Encourage safe use (explain passwords, privacy settings)
- Confiscating mobile phones.
- Restricting access to ICT provision during school hours.
- Raising awareness of this particular form of bullying through PSHE sessions and Assemblies.
- Encouraging parents to monitor use of ICT outside of school hours.
- Providing learners with access to a range of means of reporting incidents causing concern.
- Where necessary, working closely with the Police to report concerns at the earliest opportunity.

If concerns exist:

- Parents / carers should contact the school.
- We would ask all parents / carers to be vigilant of how their child uses such technologies.
- Use the relevant safety ‘tools’ that are available to help monitor and manage the young person’s internet use
- Keep any evidence of offending emails, text messages or online conversations

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness.

The Anti-bullying Policy has been adopted by the Board of Bridgnorth Area Schools’ Trust

Signed \_\_\_\_\_  
Chair of Trust Board

Dated \_\_\_\_\_

Signed \_\_\_\_\_  
Headteacher

Dated \_\_\_\_\_

**APPENDIX 1**

# Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

**Section A: About the Incident/s**

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race                       Religion / culture                       Sex                       Disability  
 Sexual orientation                       Gender identity/presentation                       Age\*  
 Other (please define)

\*age discrimination legislation does not apply to the treatment of pupils or provision of education.

**Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):**

**When did the incident take place?**

Time  Day  Date

**Where did it happen?**

Area of school / Street name or location if outside school / via electronic media (please give details below)

**What happened?**

**What injuries were suffered (Physical? Emotional?) Please give details below:-**

**Was any property lost or damaged?**                       Yes (If 'yes' please give details below)                       No

**Frequency or duration of behaviour**

- Once or twice                       Persisting over one school term  
 Several times a week                       Persisting for more than a year

**Section C: About the Victim**

Is the victim  Pupil                       Staff member                       Other adult                       Other child  
 (Name of victim is not needed in this context)                      Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:     16-24     25-34     35-44     45-55     Over 55

**Please indicate in the appropriate box how you would describe the victim:**

**Religion/belief**

- Buddhist                       Rastafarian                       Don't know  
 Christian                       Sikh  
 Hindu                       Other   
 Jewish                       No religion  
 Muslim                       Prefer not to say

**Sexual orientation**

- Heterosexual  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

**Ethnicity**

- White British                       White & Black Caribbean                       Any other black background  
 White & Black African                       Indian                       Chinese  
 White Irish                       Pakistani                       Any other ethnic background  
 White & Asian                       Bangladeshi                       Prefer not to say  
 Other white background                       Black Caribbean                       Don't know  
 Any other mixed background                       Black African  
 Eastern European

**Is the victim from a Gypsy or Traveller background?**

- Yes                       No                       Don't know

**Disability – please describe**

Don't know

**Section D: About the offender(s)**

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**  
(Name/s of offender/s not needed in this context)

**If adult - Age Group:**

- 16-24       25-34       35-44       45-55       Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

**Section E: What now?**

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

**Form Completed by:**

**Role:**

**Date**

**Date this incident was reported to the Local Authority:**

**Police involvement:**

**Does the person reporting / victim/parents or carers / school want the Police to investigate?**

Yes  No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only  Yes  No

Personal details  Yes  No

Signature

Date

**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim:-

Perpetrator:-



## APPENDIX 2

### The Legal Framework:

#### The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspections Act 2006 provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents and gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

**The Equality Act 2010** replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

The Duty has three aims. It requires public bodies to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty and additional specific duties require them to publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

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

#### Safeguarding Children and Young People

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

#### Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from the Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication 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.