ARCHBISHOP BLANCH SCHOOL

ANTI BULLYING OR PEER ABUSE POLICY

POLICY WRITTEN BY:	**ADOPTED POLICY**
PERSON RESPONSIBLE:	**Deputy Headteacher**
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Community, Compassion, Forgiveness, Friendship, Thanksgiving, Trust

POLICY ON BULLYING OR PEER ABUSE

Rationale:

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

This school operates a zero tolerance bullying policy and believes that each individual should be able to come to school every day with the knowledge that they will not be threatened mentally, verbally, or physically. No one has the right to inflict pain or stress in relation to faith, culture, disability, sexual orientation or any other 'difference'.

The aims of the policy are:

1. To use every member of the community as a resource to counter bullying
2. To use PSHCE as a means of developing social skills and increasing self esteem
3. To ensure victims of any form of bullying are given on-going help and support

Links to Legislation
There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
The Education and Inspection Act 2006, 2011
The Equality Act 2010
The Children Act 1989
The Education (Independent School Standards) Regulations 2014 (if appropriate)
Protection from Harassment Act 1997
The Malicious Communications Act 1988
Public Order Act 1986

Principles:

To achieve these aims the policy is based on the following principles:

♦ The unacceptable nature of bullying is made clear to the bully and his/her parents
♦ To involve peer pressure to minimise bullying behaviour
♦ Through the PSCHE curriculum make clear to all students the school's expectations of good social behaviour
♦ To give the help and support necessary to bring about changes in behaviour
♦ That outside agencies should be involved if and where necessary

DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

FORMS OF BULLYING COVERED IN THIS POLICY

Bullying can happen to anyone. This policy covers all types of bullying including:
Bullying related to race, religion, nationality or culture
Bullying related to SEND (Special Educational Needs or Disability)
Bullying related to appearance or physical/mental health conditions
Bullying related to sexual orientation (homophobic bullying)
Bullying of young carers, children in care or otherwise related to home circumstances
Sexist, sexual and transphobic bullying
Bullying via technology, known as online or cyberbullying

GUIDELINES

- Any incident of bullying should always be listened to, investigated and recorded
- The alleged victim should be encouraged to record the incident(s) in writing and this account should be passed to the appropriate member of staff.
- The alleged bully should also give a written account of events
- Contact should be made with the parents/carers of the alleged bully and the alleged victim should be contacted (home addresses should not be given) outlining the incident and the action taken. Parents should be clear that the school takes this behaviour seriously and the standards of behaviour that are acceptable
- Parents may be invited into school to discuss the incident
- In severe cases of bullying the alleged bully may be either placed on reflection or externally excluded for a fixed period while discussions with staff and parents take place
- Any pupil reporting bullying should be listened to with care and given reassurance but should NOT be promised confidentiality, as staff may need to refer to others. Reassurance is necessary so that the pupil knows he/she has been right to report the incident and that being bullied is not his/her fault and he/she is unlikely to be the only one who has suffered
- It should be made clear to the alleged victim that the alleged bully's behaviour is his/her own responsibility and is never the fault of the pupil who rightly complained
- Leading questions should not be asked; instead open questions that encourage the pupil to talk should be asked. Such questions should not imply criticism of the alleged perpetrator.

It should be explained to the alleged victim what will happen next (e.g. talk to ......) and that they will be supported throughout the process.

- Brief notes should be written at the time and written up later. The original notes should be retained. A record should be made of the date, time, place and any noticeable non verbal behaviour and the words used rather than a re-interpretation
- In a serious case a teacher may well need support and if required should not hesitate to ask for it from either from their Line Manager or from a member of the Senior Leadership team
- The issue of bullying will be addressed in PSHCE and can also be used in Collective Worship / Assembly time taken by the forms themselves or by members of staff. Where a regular pattern of truancy emerges or regular reporting of illness occurs in school all staff need to be alert to the fact that a possible cause of this might be bullying. Deteriorating work might also be a signal.
- Form Tutors should be watchful and observe social relationships within the form and keep a record of any bullying incidents and the action taken.
- Pastoral Leaders / Progress Leader should encourage colleagues to be watchful and to discuss potential problems. Again records of incidents and actions should be taken
- Involvement of the support staff is also essential as they have an overview of what is going on around the school and at lunchtime. They should know that they have the backing of the Senior Leadership team who welcome their observations.

Cyberbullying

The possibilities of the Internet and mobile phones are endless. Young people benefit from having opportunities to access one another and communicate in a variety of different forms. However, not all aspects of ICT are positive and it can enable additional routes for those intent on bullying.

Definition of Cyberbullying Safe to Learn: Embedding Anti-bullying Work in Schools – Cyberbullying (DCSF, 2007) provides the following definition: "Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else." It has been agreed to adopt this as the school definition Cyberbullying includes:
- Text message bullying
- Social media bullying
- Picture/video-clip bullying via mobile phone cameras
- Phone call bullying via mobile phones
- Email bullying
- Chat room bullying
- Bullying through instant messaging
- Bullying via websites
- Although similar in many respects to other forms of bullying, cyberbullying also has some very specific features.
- It invades both home and personal space
- The size of the audience can be vast
- Electronically circulated messages can be difficult to control
- The bully can feel relatively anonymous
- It can have a large number of "bystanders" or "accessories"
- Much (if not all) of the bullying may take place out of school.   [*Source: DFE 2017]*

There is usually some visual evidence after cyberbullying has taken place. Students should be encouraged to pass this on to a member of staff or their parents. Messages of a bullying nature should be saved rather than deleted wherever possible. The advice of the Safer Schools Police Officer will be used wherever possible/relevant.

The following advice should be given to those experiencing cyberbullying.

- Do not retaliate or reply
- Block or remove offenders from friend lists
- Review the information you are giving out
- Make sure you tell an adult
- Try to keep calm and do not let the bully see a reaction
- Ensure that your privacy settings are at the highest level on social networking Websites
- If the person responsible for the bullying is identified, sanctions will be applied under the school's behaviour policy. In addition, the following sanctions might be implemented, depending upon the nature and severity of the bullying
- Withdrawing access to the Internet for a set period of time
- Limiting use of the Internet for a set period of time
- Contacting the police, if necessary
- Informing external agencies such as social networking or email member sites.

Support will be provided for the victim. This may include meeting the bully to discuss what has happened and agree a way forward.

It is important that all children and staff recognise that when an incident of cyberbullying takes place it is dealt with swiftly. Parents should be told, in the early stages of any bullying, what actions have been taken to remedy it.

SUPPORTING ORGANISATIONS

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
· Childline: www.childline.org.uk
· Family Lives: www.familylives.org.uk
· Kidscape: www.kidscape.org.uk
· MindEd: www.minded.org.uk
· NSPCC: www.nspcc.org.uk
· The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
· PSHE Association: www.pshe-association.org.uk
· Restorative Justice Council: www.restorativejustice.org.uk
· The Diana Award: www.diana-award.org.uk
· Victim Support: www.victimsupport.org.uk
· Young Minds: www.youngminds.org.uk
· Young Carers: www.youngcarers.net
· The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools SEND
· Changing Faces: www.changingfaces.org.uk
· Mencap: www.mencap.org.uk
Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
· DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
· Childnet International: www.childnet.com
· Digizen: www.digizen.org
· Internet Watch Foundation: www.iwf.org.uk
· Think U Know: www.thinkuknow.co.uk
· UK Safer Internet Centre: www.saferinternet.org.uk

· The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis September 2017,
· Anne Frank Trust: www.annefrank.org.uk
· Kick it Out: www.kickitout.org
· Report it: www.report-it.org.uk
· Stop Hate: www.stophateuk.org
· Tell Mama:www.tellmamauk.org
· Educate against Hate: www.educateagainsthate.com/
· Show Racism the Red Card: www.srtrc.org/educational
LGBT Support
· Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
· Metro Charity: www.metrocentreonline.org
· EACH: www.eachaction.org.uk
· Proud Trust: www.theproudtrust.org
· Schools Out: www.schools-out.org.uk
· Stonewall: www.stonewall.org.uk Sexual harrassment and sexual bullying
· Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
· Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
· Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

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

We also use Valuing All God's Children (Church of England November 2017) to support our anti – bullying work in school https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf