

# ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch  
SCHOOL

## ANTI BULLYING OR PEER ABUSE POLICY

<b>POLICY WRITTEN BY:</b>	<b>ADOPTED POLICY</b>
<b>PERSON RESPONSIBLE:</b>	Deputy Headteacher
<b>DATE POLICY PREPARED:</b>	January 2006
<b>RATIFIED BY GOVERNING BODY:</b>	July 2009
<b>DATE POLICY REVIEWED:</b>	Sept 2008; Summer 2011; June 2013/2016/Jan 2018/October 2019
<b>DATE FOR NEXT REVIEW:</b>	October 2021

**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 PSHE 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 PSHE 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. It is recognised that bullying can be a form of Peer on Peer abuse as recognised in Keeping Children Safe in Education 2019.

## **FORMS OF BULLYING COVERED IN THIS POLICY**

Bullying can happen to anyone. This policy covers all types of bullying including (but not limited to):

- 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

### **Roles and Responsibilities**

#### **Governing Body**

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from school. The Governing Body will not tolerate any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Governors require that accurate records are kept of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

It is the responsibility of the Headteacher: (this may be delegated to an Asst Headteacher)

- implement the school anti-bullying strategy, and to ensure that all members of staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in the school. They draw the attention of children to this fact at suitable moments. For example, if an incident occurs, they may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong..
- ensure that all pupils are aware that they should report incidents of bullying to an adult if they are the victim or a witness, treat others as they would wish to be treated and accept the consequences of their behaviour.
  - ensure all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
  - establish a climate of good behaviour, mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
  - ensure that the approach to anti-bullying is regularly updated to take account of developments in technology.

- ensure all incidents of bullying are recorded on CPOMS
- coordinate investigations into possible cases of bullying as required.
- take appropriate course of action when after investigation of alleged bullying when it is determined that bullying has occurred.
- consider and respond to the reports after discussion with the leadership group, to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.
- report annually to the Governing Body.

### The role of the teacher and support staff

- All of the staff in our school take all forms of bullying seriously and seek to encourage positive behaviour and prevent any harassment from taking place. There are always teachers on duty at times when pupils are not in class and supervise the pupils.
- If teachers become aware of an act of bullying, they will refer it to the progress leader/pastoral staff. Incidents of bullying will then be logged on SIMS, whether they occur in class or out of class. Incidents that occur outside school or on the children's way between school and home are also logged. These records will enable patterns to be identified.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Teachers use curriculum opportunities (e.g. PHSE lessons) and assemblies to discuss equality issues and draw out anti-bullying messages. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PHSE, Religious Education, visits and visitors' assemblies and are all opportunities that should be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere. The school participates in National Anti-Bullying Week.

### The Role of the Parent

- To support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school community.
- Make sure that their child is fully aware of the policy concerning bullying and that he / she need not be afraid to ask for help.
  - To look for the signs listed below, and inform the school immediately on suspicion your child may be the victim of bullying behaviour. All concerns will be taken seriously and appropriate action will follow.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately:
- To be proactive in monitoring their child's use of social media and be aware of age restrictions relating to specific Apps.

### Prevention

- The school's response to bullying does not start at the point at which a child has been bullied. Staff implement strategies to prevent bullying occurring in the first place. Training is provided so that all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. The support of specialist staff is available to help staff understand the needs of pupils, including those with Special Educational Needs and/or disability (SEND). The school strives to create an ethos of good behaviour where all pupils treat one another and the school staff with respect in adherence to our core values because they know

that this is the right way to behave. Values of respect for staff and other pupils are emphasised as is an understanding of the value of education, and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. The positive ethos is achieved through a number of strategies including:

- ensuring that teaching materials do not give a negative view of any minority group;
- raising awareness of bullying within the school through assemblies;
- giving the pupils a voice through the School Council;
- openly discussing differences between people that could motivate bullying;
- discuss aspects of bullying and the appropriate way to behave towards each other encourage pupils to treat everyone with respect, make them aware of the part they can play to prevent bullying and make it easy for them to report bullying.

## **GUIDELINES**

The school will deal quickly, firmly and fairly with any incidents and involve parents if necessary. When parents are informed, records of allegations of bullying will be kept. The school applies disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also recognised that it is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. The school will also work with the wider community including police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- Any incident of bullying should always be listened to, investigated and recorded on CPOMS
- 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 and recorded.
- The alleged bully should also give a written account of events and recorded
- Contact should be made with the parents/carers of the alleged bully and the alleged victim should be contacted outlining the incident and the action taken. Parents should be clear that the school takes this behaviour seriously and of the standards of behaviour that are acceptable
- Every effort is made to resolve the situation through pastoral support for both parties, and to modify the behaviour of the pupil who is bullying.
- Parents may be invited into school to discuss the incident. In all conversations with parents and students it will be emphasised that retaliation and /or vengeance is not a productive or acceptable way forward. Students will be instructed to not discuss the matter further with their peers.
- 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.
- A support plan may be put in place for the alleged victim; this may recognise that the bully may also be in need of counselling, support and education.

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 PSHE 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

New technology and social networking sites have provided a new medium for bullying, which can occur in or outside school. Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. It can take the form of any of the types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

**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
- Screenshot any bullying messages / posts
- 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 and the alleged bully. 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.

**Bullying / Cyberbullying outside school premises**

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the city centre or online. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

## SUPPORTING ORGANISATIONS

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Bullybusters: [www.bullybusters.org.uk](http://www.bullybusters.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools) SEND

· Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

· Mencap: [www.mencap.org.uk](http://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](http://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](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) Cyberbullying

· Childnet International: [www.childnet.com](http://www.childnet.com)

· Digizen: [www.digizen.org](http://www.digizen.org)

· Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

· Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

· UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

· The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) September 2017,

· Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

· Kick it Out: [www.kickitout.org](http://www.kickitout.org)

· Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

· Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

· Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

· Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

· Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)

LGBT Support

· Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

· Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

· EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

· Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

· Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

· Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying

· Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) o A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

· Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://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](http://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](http://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](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)