



ANTI-BULLYING POLICY

Objectives of this policy

This policy outlines what Heath Farm School (HFS) will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community (this should include children and young people, parents/carers and all school staff) and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm or harassment. They also have a responsibility to contribute by preventing and reporting bullying behaviour. The policy also supports and complements the recommendations outlined in the 2018 updated KCSIE part 1 and puts emphasis on peer on peer abuse and the Sexual violence and sexual harassment between children in schools guidance on page 23.

Further advice and guidance can be obtained from the DfE:

Behaviour and discipline in schools (January 2016)

Preventing and tackling bullying (July 2017)

Approaches to preventing and tackling bullying 2018

KCSIE 2018

Sexual violence and sexual harassment between children in schools and colleges 2018.

Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis;
- Supports all staff to promote positive relationships and identify and tackle bullying appropriately;
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; that students abide by the anti-bullying policy;
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with complaints; parents/carers in turn work with the school to uphold the anti-bullying policy;
- Seeks to learn from good anti-bullying practice elsewhere and utilises support other relevant organisations when appropriate.



Definition

Bullying is defined as:

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

Bullying can include: name calling, taunting, mocking, making offensive comments (including the use of the word gay to mean something is rubbish, is wrong, scary or unpleasant); kicking; hitting; pushing; pulling; spitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups, refusing to talk to a person and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, beliefs, or culture;
- Bullying related to LDD (learning difficulties or disability);
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation (homophobic bullying) including the use of homophobic language;
- Bullying of young carers or looked after children or otherwise related to home circumstances;
- Sexist, sexual and transphobic bullying, including the use of transphobic language;
- Cyber bullying;
- Other prejudice based bullying not identified above.

Preventing, identifying and responding to bullying

The school community will:

- Have a named Anti-Bullying Co-ordinator;
- Listen and take time to talk to children and young people who disclose bullying, take what they say seriously and investigate the situation;
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience;
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council;
- Train all staff including Support staff, Administration and Facilities staff to identify bullying and follow school policy and procedures on bullying, including recording and reporting incidents of bullying;
- Actively create "safe spaces" for vulnerable children and young people;
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Peer on Peer Abuse and Bullying

KCSIE (2018) states; ' ... abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"'.

- Staff must ensure that they create a school environment where children and young people's safety is paramount and where unacceptable or unsafe behaviour will not be tolerated. Staff must be aware and alert to incidents of on line abuse, sexting, sexual violence and sexual harassment between pupils and bullying. Staff must be alert to possible signs of peer on peer abuse. Inappropriate language must be rigorously and consistently challenged.
- A contextual safeguarding approach must be taken when considering possible peer on peer abuse. Children and young people who display harmful behaviours must be seen as potential victims themselves, and the wider environmental risks must be taken into account. Staff must challenge any gender bias or derogatory language used by staff or pupils. Staff must not dismiss any concerns brought to them by pupils. Staff can report concerns verbally but they must ensure that all concerns are recorded onto Sleuth by the end of the school day.

Staff must act immediately and report any concerns regarding peer on peer abuse to the Designated Safeguarding Lead.

- When making decisions about how to deal with allegations, the age and understanding of the young person who has displayed harmful behaviour must be taken into consideration, as well as any relevant personal circumstances and how this relates to their behaviour. Schools must consider any disparity in age between the young person who has displayed harmful behaviour and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence.

What to do if there are concerns

- Designated Safeguarding Leads must deal with any concerns of peer on peer abuse immediately and sensitively. As much information as possible must be gathered from the victim and the young person who has allegedly displayed harmful behaviour in order to gain the facts of what has happened.
- The language used must be sensitive, non-judgemental and must not blame the victim. Victims must be supported and reassured that their safety and welfare within the school is the priority. Risk assessments must be implemented where necessary.
- Where the Designated Safeguarding Lead believes that there has been significant harm caused to the pupil, a referral must be made to the local authority immediately. In agreement with the local authority, parents/carers must be informed. Where possible, as best practice, parents/carers are to be informed face to face.
- If the local authority do not believe it meets their threshold for further action and the Designated Safeguarding Lead is not in agreement, this must be challenged with the local authority.

After the outcome / conclusion of the incident:

- a contextual safeguarding approach must be taken;
- schools must take all necessary action to learn from the incident and prevent future incidents from occurring, such as through targeted education around specific types of peer on peer abuse;
- support for the victim must be offered and provided where possible. If necessary, appropriate risk assessments must be implemented to provide reassurance and safety for the victim;
- Heath Farm School will ensure that they **do not** adopt a victim blaming approach;

- the Designated Safeguarding Lead must complete an investigation into the incident; The investigation must consider the occurrence of the incident itself as well as whether it is an isolated incident, and the personal circumstances of the young person who is alleged to have displayed harmful behaviour;
- if necessary, appropriate referrals must be made to support services for the young person who has displayed harmful behaviours;
- a risk assessment to be completed and implemented for the young person who has displayed harmful behaviours in order to safeguard them and other pupils.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying;
- Obtain the views of school council;
- Ensure students know how to express worries and anxieties about bullying;
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools;
- Participate in National Anti-Bullying Week;

- Participate in Salus bullying survey;
- Pupils to annually complete a pupil survey which includes how they feel bullying is managed and supported at Heath Farm School;
- Publicise the details of helplines and websites using various methods including links on our school intranet and website;
- Offer support to students who have been bullied and to those who are bullying in order to address any underlying issues they may have;
- Pupils will identify peer anti bullying mentors through school council meetings.

Liaison with parents and carers

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying;
- Report back to parents/carers regarding their concerns about bullying as quickly as possible;
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, promoting this by its inclusion on the policy area of the school website;
- Ensure all parents/carers know where to access independent advice about face to face and cyber-bullying, including the use of links on our school website;
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- Parent/carer anti bullying and e safety workshop will be delivered by a Salus representative;

We expect parents/carers to:

- Inform the school of any suspected bullying, even if it does not involve their child;
- Encourage their child to report bullying to a member of staff using the 4Ws: Who, What, Where and When;
- Inform their child(ren) not to retaliate through violence in any situation;
- If their child has been accused of bullying, work in partnership with the school and listen to evidence.



Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Confidentiality policy
- Equalities policy
- Safeguarding Policy
- Pastoral care
- Sexual violence and sexual harassment between children in schools
- Complaints policy
- E-safety policy
- The recording of racial incidents
- The teaching of Citizenship and PSHE Education, Sex and Relationships Education, ICT curriculum and Prevent duty

Continuous Professional Development

Staff will be offered on-going training with direct delivery through specific safeguarding and E safety training as well as active involvement in PSHE lessons and participation in the National anti-bullying week. This will interlink with statutory safeguarding updates and will support E safety and cyber bullying lessons being delivered to support the safer internet day and on-going support practice for staff and the pupils. This will form part of the school council meeting and on-going monitoring will be conducted by the anti-bullying co-ordinator and the anti-bullying peer mentors.

Bullying outside of school premises

The school will work collaboratively with local residents, community wardens, police support officers, school transport providers and local businesses to prevent and respond to bullying outside of school.

Actions and responses to non-criminal bad behaviour and bullying which occurs off the school premises is set out in the school behaviour policy.

Monitoring and review, policy into practice

This policy will be monitored and reviewed on: 1st term of each calendar year, unless statutory guidance dictates otherwise.



The Headteacher will report to ACE on incidents of bullying and outcomes. Any issues identified through the monitoring of this policy will be incorporated into the school action plan. The school Deputy Headteacher will be the named Anti-Bullying Co-ordinator who is responsible for how the school uses the guidance by the DfE, the Anti-Bullying Alliance (ABA) and Project Salus to inform its action planning to prevent and tackle bullying.

Responsibilities

It is the responsibility of:

- Deputy Headteacher to take a lead role in monitoring and reviewing this policy & is responsible for co-ordinating and strengthening the schools' approach to anti-bullying;
- The Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly;
- The Headteacher to communicate the policy to the school community;
- Students to abide by the policy;
- Parents/carers to abide by the policy.