ANTI BULLYING POLICY
FOR
THE BUCKINGHAM SCHOOL
A SPECIALIST SPORTS COLLEGE
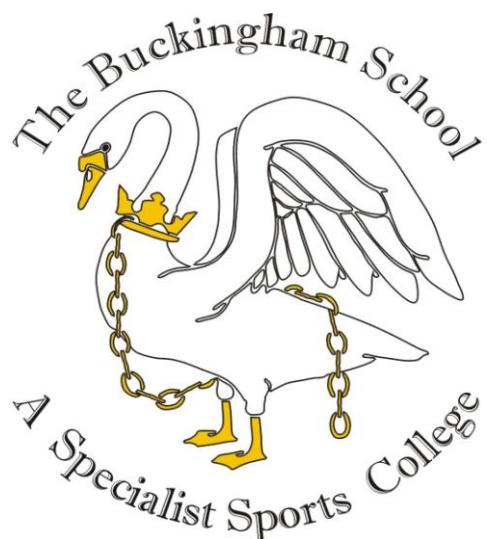
Named Person: **M WARDLE**
Attached Committee: **PPR**

Adopted: **June 2012**
Review Date: **December 2017**
Review Cycle: **2 Years**
Next Review Date: **December 2019**

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he Buckingham School Anti-Bullying Policy

Overview from Department for Education:

The Education and Inspections Act 2006 statutory obligation on schools with regard to behaviour sets to establish clear responsibilities to respond to bullying. In particular Section 89 of the Education and Inspections Act 2006 provides that:

- Every school must have measure to encourage good behaviour and prevent all forms of bullying.

The Equality Act 2010 which came into force on 5 April 2011 – the three aims are;

- to eliminate unlawful discrimination, harassment, discrimination, victimisation and any other conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

The Children Act 1989 states 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. 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 engaging in bullying.

Criminal law – although bullying 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 Harrassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and Public Order Act 1986.

If The Buckingham School feel that an offence may have been committed, we will seek assistance from the police. In the first instance this will be our School Attached Police Officer (see Appendix 2). For example, under the Malicious Communications 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 is known to be false by the sender.

1. **Aims and Objectives**

The Buckingham School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. This policy has been drawn up with involvement of the whole school community. The priorities are informed by the annual Buckinghamshire County Council anti-bullying student survey and further consultation from with the school community. The above legislation has also been acknowledged in setting out this policy.

Our anti-bullying policy aims to:

- Promote respect and tolerance for each other, including and engaging with everyone's perception of bullying
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- Clarify for pupils and staff what bullying is and that it is always unacceptable
- Explain to staff, pupils and the whole school community why bullying and harassment occur and their impact on individuals and the school as a whole
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently

Our school community

- Will discuss, monitor and review our anti-bullying policy on a regular basis through our scheduled Student Voice Team, SSLT (Student Senior Leadership) anti-bullying ambassadors, external speakers, purposeful tutorial time and PSHE programme (years 7-9), assemblies, staff meetings, governor meetings and parent forum meetings.
- Will support staff to promote positive relationships and identify and tackle bullying appropriately for example, through effective tutoring and the promotion of Restorative Justice via our qualified staff.
- Will ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Will report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Will seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Accurately log all forms of bullying in order to keep a record of all incidents and the form they take

2.   Definition of bullying

As agreed by our whole school community:

"Behaviour by an individual or individuals or group, usually repeated over time that intentionally hurts another group or individual either physically or emotionally. It often involves an imbalance of power."

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); 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.[1]

Bullying can happen to anyone, but is often motivated by prejudice against particular groups. This policy covers all types of bullying including:

- Race, religion or culture **(Racial bullying)**
- Special educational needs **including disability**
- Appearance or health conditions
- Young carers, adopted or looked after children
- Sexual orientation or gender reassignment **(Homophobic bullying)**
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for "virtual" bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on **teachers 'powers to search (including statutory guidance on** dealing with electronic devices) is available. For more information on how to respond to cyber bullying and how students can keep safe, please refer to the Childnet International and Beatbullying links under 'further resources'

Bullying may be motivated by actual differences between children or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. , it may be physical psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The Buckingham School is aware that it is possible that the bully may be an adult and will impose appropriate sanctions and if necessary follow safeguarding procedures where this is the case.

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[1] **Adapted from – Preventing and Tackling Bullying – Advice for head teachers, staff and governing bodies, May 2012 and October 2014**

3.   Preventing and responding to bullying

A)   What we do to prevent bullying

We will:
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. This may be done through PSHE and tutorial time, as well as the Pixl Edge programme. In addition targeted individual and group interventions with agencies such as RU safe and the Student Support Team (SST).
- Consider all opportunities for addressing bullying including through the curriculum, assemblies, through information and displays (using a dedicated notice board in the main building) , through peer support from trained peer mentors and the Anti Bullying Ambassadors (SSLT) and through the student voice
- A dedicated programme during November to promote Anti-bullying in line with the national agenda.
- Train all staff to identify bullying and follow school policy and procedures on bullying
- Actively create "safe spaces" for vulnerable pupils; the Student Voice team, opening the court yard space at lunch time and use of prefects on lunch duty are examples of this.
- Provide a dedicated area for students to go to regularly to discuss issues around bullying with Anti-bullying ambassadors.
- Continue to educate all stakeholders on what is bullying and its impacts. In addition raise the awareness of the increase of bullying via social media.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs. *This will be a significant feature of our assemblies, tutorial work and primary school visits.* Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. A letter box /voice box is available at student office, for indirect/anonymous disclosure. Everyone must realise that not telling someone means that the bullying is likely to continue

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B)   Roles

Staff

We expect staff to:

- Reinforce the expectations of our Behaviour for Learning policy which includes our class rules
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Provide pupils with a good role model and an inclusive environment.
- Raise awareness of bullying through stories, role-play, discussion, peer support, pupil/student council, and PSHE. Pupils should feel confident they can report bullying and will be listened to and incidents acted on including cyber-bullying outside school.
- Through the Head teacher, keep the GB well informed regarding issues concerning behaviour management
- Work with the the Student Voice members , DHT Pastoral, so that the anti-bullying policy can be properly enforced and monitored
- Regularly canvas views on the extent and nature of bullying and maintain a dialogue with students who have been involved in bullying incidents.
- Ensure pupils know how to express worries and anxieties about bullying, including students who are due to transfer to us from primary school
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools
- Publicise the details of help lines and websites. As well as use specific organisations or resources for help with particular problems.
- Offer support to pupils who have been bullied and raise awareness of concerns through the use of the Student Concern sheet to the Head of Year and / or designated child protection staff.
- Work with pupils who have been involved in bullying in order to address the problems they have and to ensure that any follow up issues are identified and addressed swiftly.
- The Head teacher 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 head teachers the power to regulate pupils' conduct when they are not on school premises 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 community of the school. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police. If the misbehaviour could be a criminal offence or pose a serious threat to a member of the public, they should always be informed.

Parents/Carers

We expect that parents/carers will:

- Understand and engage with everything that is being done to make sure their child enjoys and is safe at school
- Re-enforce the value of good behaviour at home

We will ensure parents/carers:

- Know who to contact if they are worried about bullying including our complaints procedure, through information published on our website
- Feel confident that everything is being done to make sure their child/children is/are happy and feel safe at school and their concerns are taking seriously to resolve the issue in a way that protects their child
- Are informed about and fully involved in all aspect of their child's behaviour

We will work with parents/carers to address issues beyond the school gates that give rise to bullying such as during the journey to and from school.

Governors

We expect that Governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Student Voice Team

The Anti bullying ambassadors are trained to help pupils deal with problems they may face in school.

The role of trained anti-bullying ambassadors includes

- Acting as Peer supporters
- Providing advice
- Cyber mentoring
- Listening to students concerns
- Reporting incidents
- Following up vulnerable students

C)   Tackling bullying

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Recording

Incidents clearly identified as bullying must be reported to the relevant Head of Year and Director for Welfare and Attendance. All incidents and follow up action will be recorded in the Anti Bullying Log. The Behaviour Management procedures set out the relevant sanctions to assist staff when dealing with a bullying incident.

Dealing with an incident

Bullying incidents discovered at The Buckingham School will be taken seriously and support will be provided for the target and bully*.* Bullying is seen as unacceptable behaviour and depending on the level of seriousness is responded to under our Behaviour for Learning policy (please refer to Behaviour Actions and Sanctions grid within the Behaviour management procedures).

The Buckingham School will support all involved by:

- Taking statements from all involved to establish the details of the situation
- Talking through the incident with the target and bully
- Helping the target and bully to express their feelings (Restorative Justice)
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends

Sanctions may include:

- Time away from an activity within the classroom
- Missing break/lunch or another activity
- Formal letter home from the Head teacher/anti-bullying lead
- Meeting with staff, parent/carer and/or pupil(s)
- Pastoral Support Plan (PSP)
- Detention
- Exclusion (internal/external)

Parents/carers (of both the target and bully) will be informed of what has happened, and the action taken.

A record will be made of these discussions and if necessary independent witnessing of action taken and recording of information can be used to ensure accurate evidence is retained.

4.   Links with other school policies and practices

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

Behaviour for Learning Policy and associated guidance (Behaviour management procedures)
Child Protection and Safeguarding Policy
Complaints Policy
ICT Policy
E-Safety Policy
Equality and Community Cohesion Policy

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5.   Policy monitoring and review

We will formerly review this policy every year as well as if incidents occur that suggest the need for review. The student council reviews the anti-bullying policy effectiveness annually. Parents/carers will be consulted and updated with the policy review.

Trends and strategies are analysed by the DHT Pastoral in the Head teacher's Annual Report to Governing Body on Safeguarding Children and are reported termly to Governors.

Responsibilities

The senior leadership team member responsible for this policy is: *Matt Wardle, Deputy Headteacher Pastoral*

The Governor with oversight of this policy is: **Sally Smith**
Date of next review – **December 2015**

6.   Appendices

:
1. **Student concern sheet**
2. **Working with the safer school partnership Police Officer**
3. **Bullying: A charter for Action**
4. **Statutory guidance from Department for Education**

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THE BUCKINGHAM SCHOOL
STUDENT CAUSE for CONCERN

Name	Tutor Group
Date	Staff

I have the following concerns about this student

(Please tick as appropriate and give brief details)

1. Tiredness	
2. Often distressed	
3. Seeks out student reception	
4. Often late from lessons	
5. Often absent to/from lessons	
6. Unlooked after look	
7. Sadness or depression	
8. Often isolated	
9. Loss or gain of weight	
10. Substance misuse	
11. Sexual concerns	
12. Parental/carer concerns	
13. Bullying	
14. Other (please state)	

Details as follows:
Is this an <u>immediate</u> SAFEGUARDING issue   Yes/No *(please circle)*   • **If YES then pass directly to Matt Wardle/Jo Goodger**   • If NO then pass to HOY
Comment by Head of Year
Action taken by Head of Year   *Pass to Student and Welfare Manager*
Safeguarding issue   Yes/No   If yes, explain action taken: Signed_____ Safeguarding/Child Protection Designate Date_____

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APPENDIX 2

Working with the Buckingham School Attached Police Officer Jo Smith)

The Buckingham School has a protocol for joint working with the Police, as part of the Safer Schools Partnership.

The aim of this working relationship is to work together in order to keep students safe, reduce crime and the fear of crime and improve behaviour in schools and their communities. The Buckingham School has an attached Police officer for the equivalent of two days a week: PC Jo Smith.

What is the role of the Safer School Officer?
We would always involve PC Smith and/or Tipping if we believe the law has been broken or following a parental request for police involvement.

1) Investigating incidents

a) Types of Incident
The types of serious incidents where he would conduct an initial investigation could involve allegations of:

Assault (ABH and above), Arson, Robbery, Sexual Assault, Offensive Weapons (knives etc), Possession of Class A Drugs and Possession of Drugs with Intent to Supply

In extreme circumstances PC Smith will assist school staff in the management of potentially violent situations such as an extreme and deliberate lack of cooperation by a student leading to likely violence. It is the aim of the school to involve parents in the first instance in such situations and PC Smith would therefore be used if parental involvement would not be appropriate or available or the situation needed immediate intervention/ de-escalation.

However in practice the majority of PC Brigginshaw's work at The Buckingham School is with inclusion team staff investigating incidents of bullying and truancy.

b) Location of incident
PC Smith will be involved, with inclusion team staff, in investigating incidents

   I. that take place outside school
  II. on the way to or from school
 III. inside school

The aim of this is to ensure that issues are quickly resolved and do not escalate, causing potentially more serious and entrenched conflict amongst groups of students.

c) Process
Any incident involving a student is reported to the Inclusion Team (usually through SIMs or via a statement). The Director of Welfare and Attendance will liaise with the Head of Year (HOY). After alerting the Assistant Headteacher, Behaviour and Attendance or DHT Pastoral, the HOY will recommend the involvement of PC Smith to investigate further. In matters that are judged to be serious incidents / serious breaches of the school behaviour policy, the Assistant Head teachers will work directly with PC Smith and the

The investigation process involves:

➢ Taking statements
➢ Interviewing individual students
➢ On some occasions conducting a search of a student/students

PC Smith can assist us in the lawful searching of pupils. We may request PC Smith to be present when staff conduct a search. If students are not willing to cooperate with school staff, PC Smith would then conduct a lawful search. We will always inform parents if we have had to search their child. Parents would receive a record of any search undertaken by PC Smith. Statutory guidance on the powers of search are available in Appendix 4.

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We aim to ensure that any search would take place sensitively and take the age and individual circumstance of each student into account.

2)   Resolution of incidents

We involve PC Smith in the resolution of incidents between students using Restorative Justice (RJ) approaches, usually with a member of the Inclusion team. On some occasions this may also involve parents.

RJ is an approach to use with both parties involved in an incident i.e. between a student who may be a bully / have caused a student harm and the student who is the victim. This will only take place if both parties are willing, feel comfortable and express a desire to move on.

In some cases resolution may involve setting up an Acceptable Behaviour Contract between students and/ or family members for issues that have lead to repeated incidents either inside or outside school.

3)   Use of Police Sanctions

As a SSP officer PC Smith has a number of options available to him when dealing with youths other than arrest and formal interview e.g. he can use RJ/give advice link up with other external agencies.

Minor matters will normally be dealt with in other ways after full details have been recorded and through the day to day operation of the school Behaviour 4 Learning policy.

PC Smith would only carry out more formal investigations into a minority of cases where the Assistant Headteacher for Behaviour and Attendance or SEN, Inclusion and Safeguarding decides together with PC Smith and parents that the incident has been very serious.

4) Presence on the school site and in the vicinity

PC Smith aims to maintain a presence amongst our students: to develop positive relations ships, raise the profile of the police force, of community issues and to enable students to express their views about how we can all make our school safer and more secure.

He may go on patrol on site or around the vicinity prioritising for example truancy / smokers/ use of illegal drugs

5) Confidentiality Issues

Any information exchanged verbally between police and school staff must remain confidential and not shared with other persons unless the required authority i.e. of the Inspector of Local Policing under the information sharing protocol has been complied with. (This refers to the information sharing protocol between Thames Valley Police [Buckinghamshire] and Buckinghamshire County Council which draws on Section 115 of the Crime and Disorder Act 1998).

6) Work with other agencies

PC Smith may also work to sign post the involvement of other agencies or work in conjunction with other agencies as part of a multi agency strategy for individual targeted students or in relation to issues outside the School

7) Providing advice

PC Smith may offer support and information to the Inclusion Team in relation to areas of expertise including child protection, drug action and education, e-safety, interviewing vulnerable witnesses.

7) Curriculum links

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PC Smith may also work with school curriculum areas relating to Crime; Drugs; Violence; Hate Crime; Extremism; Knives/Weapons; and Personal Safety (PSHE and Citizenship).

APPENDIX 3
ANTI BULLYING CHARTER

Bullying – A Charter for Action
Chair of Governing Body
Headteacher
Representative of pupils

To assist schools in drawing up their anti-bullying policy, the DCSF previously issued revised guidance to schools entitled 'Safe to Learn: Embedding Anti-Bullying Work in Schools', as well as advice and materials on prejudice driven bullying and cyberbullying. This was followed up by the Department of Education in May 2012 which sets out a guidance paper of Preventing and tackling bullying. This was updated October 2014.
In addition, the following recommendation to schools to use the following prompts when determining and evaluating their policy.

Discuss, monitor and review
_ Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
_ Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
_ Do we ask ourselves what makes an anti-bullying school?
_ What is our school doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
_ Do we celebrate our successes and draw these to the attention of parents/carers?

Support everyone in the school community to identify and respond
_ Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
_ Do we actively provide systematic opportunities for developing pupils' social and emotional skills to reduce bullying?
_ Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through corridor displays; through the School Council; through peer support; and through teaching about online safety?
_ Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?

Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively
_ Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
_ Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
_ Do we involve children and young people in antibullying campaigns in school?
_ Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
_ Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying

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notice board? How else do we bring anti-bullying measures to children and young people's attention?
_ What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
_ Do we offer sufficient support to children and young people who have been bullied?
_ Do we work with children and young people who have been bullying in order to address the problems they have?

Ensure that parents/carers expressing bullying concerns have them taken seriously

_ Do parents know whom to contact if they are worried about bullying?
_ Do parents know about our complaints procedure and how to use it effectively?
_ Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

Learn from effective anti-bullying work elsewhere

_ Have we invited colleagues from a school with effective anti-bullying policies to talk to our staff?
_ Have we involved local experts or the voluntary sector in any way

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APPENDIX 4

Further statutory guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

Department for Education: Preventing and tackling bullying – Advice for head teachers, staff and governing bodies, October 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

Supporting children and young people who are bullied: Advice for schools, October 2014

https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00024-2012

Department for Education: Screening, searching and confiscation – advice for head teachers, staff and governing bodies, March 2012

http://www.legislation.gov.uk/ukpga/2010/15/contents

Equality Act 2010

http://www.legislation.gov.uk/uksi/2010/1997/contents/made

Section 89 Educations and Inspection Act, 2006

Further sources of information for parents/carers, students and schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Advice for parents/carers on cyber bullying

http://www.anti-bullyingalliance.org.uk/ Anti-bullying Alliance

https://www.kidscape.org.uk/ Kidscape, charitable organisation to tackle bullying.

http://www.childnet.com/ Cyber bullying website

https://www.thinkuknow.co.uk/ Child Exploitation and Online protection website for young people

http://www.digizen.org/ On line safety information

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https://www.gov.uk/government/publications/advice-on-child-internet-safety-10-universal-guidelines-for-providers The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

http://www.each.education/ Educational Action Challenging Homophobia

http://www.stonewall.org.uk/ LGB equality organisation

https://www.mencap.org.uk/ Mencap (organisation that support students with SEN)

http://www.anti-bullyingalliance.org.uk/media/14816/aba-send-programme-resources-jan-14.pdf

SEND anti-bullying resources

http://www.srtrc.org/educational Show Racism the Red card

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THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE

ANTI BULLYING POLICY

Adopted: June 2012
Review Date: December 2017
Review Cycle: 2 Years
Next Review: December 2019

Mr Matthew Watkins
Chairman
Governing Body

Signed: Date: December 2017

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