



ANTI-BULLYING POLICY



(To include Early Years Foundation Stage)

Author	Alison Balsamini	Director of Welfare & DSL
Approved by	Joe Masterson	Headmaster
	Jo Storey	Advisory Board and Director of Schools, Forfar Education
	John Forsyth	Chairman of the Forfar Education Group Governance Board for Harrogate Preparatory School Ltd, trading as Brackenfield School
Next review	Autumn term 2024	

ANTI BULLYING POLICY

This policy applies to all pupils in school, including Early Years Foundation Stage and out of school care and clubs.

This policy takes account of the following documents and guidance:-

- The Education (Independent School Standards) Regulations April 2014
- The Independent School Standards Commentary on the Regulatory Requirements (latest version)
- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE July 2017
- Human Rights Act 1998
- The SEN and Disability Act (SENDA) 2001
- Anti-Discrimination Legislation
- The Education Act 2002
- Internet Guidance to include:- a) "Bullying" - ISC Child Health and Wellbeing
- ISC Child Health and Wellbeing
- Cyberbullying: Advice for Headteachers and school staff (2014)
- The Equality Act 2010
- The Children and Families Act (DfE 2014)
- SEND code of practice for 0 to 25yrs 2014 – updated 30 April 2020
- Prevent Counter-Terrorism and Security Act 2015
- The Use of Social Media for Online Radicalisation (July 2015)
- Statutory Framework for Early Years Foundation Stage (latest version)
- Prevent in Schools Guidance (latest version)

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Behaviour and Discipline
- Equal Opportunities
- PSHE - Spiritual, Moral, Social and Cultural development of pupils
- Child Protection and Safeguarding Children
- Children with Special Educational Needs, Learning Difficulties or Disabilities and Inclusion - SEND Policy

INTRODUCTION

BULLYING IS BEHAVIOUR BY AN INDIVIDUAL OR GROUP, REPEATED OVER TIME THAT HABITUALLY SEEKS TO HARM OR INTIMIDATE THOSE WHO THEY PERCEIVE AS VULNERABLE

All bullying is viewed very seriously. The school recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage) and that a victim of bullying may be at higher risk of suffering abuse. Allegations of bullying will be addressed immediately and thoroughly.

Bullying may take the form of:-

- emotional bullying (being unfriendly, excluding, tormenting or using threatening gestures)
- physical bullying (kicking, hitting, or any use of violence or threatening to use violence)
- sexual or sexist bullying (making comments re: gay/lesbian tendencies and about physical features, touching/feeling where not appropriate)
- gender bullying
- racist bullying (racial taunts, graffiti, gestures)
- verbal bullying (name calling, sarcasm, spreading rumours, teasing, intimidation)
- religious or cultural bullying (name calling, teasing in relation to religious and cultural beliefs and practices such as praying, going to church or the wearing of religious symbols)
- homophobic or cyber bullying. See Appendix 1 Cyberbullying and Appendix 2
- bullying of children with special needs and/or disabilities
- bullying of children who are adopted or who are a carer
- Child on Child abuse

Bullying in relation to basis of protected characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any incidents of bullying which cause significant harm or are likely to cause significant harm will be dealt with as a child protection concern. (Please see Child Protection and Safeguarding Children Policy). The school takes particularly seriously any allegations of bullying.

AIMS

- TO PREVENT ANY BULLYING AMONGST PUPILS
- To incorporate measures to encourage good behaviour and discourage bullying into a holistic Behaviour Policy which is communicated to pupils, staff and parents and followed absolutely by all
- To extend the expectation of good behaviour beyond school
- To apply fully the Equality Policy (Equality Act 2010) to:
 - eliminate unlawful discrimination, harassment, and victimisation
 - advance equality of opportunities for all
- foster good relations between all people in terms of admissions, the education provided and all facilities and services
- To report any incidents of bullying by one or more pupils that are likely to put, or are putting a child at significant harm to the LA as a child protection concern
- To support victims of bullying and address any underlying issues which contribute to a child bullying others
- To be aware of any criminal implications in terms of the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2002 and the Public Order Act 1986
- To create a partnership with parents to reduce the risk of bullying, parents are constantly encouraged to communicate with us

WE ADOPT A PRO-ACTIVE APPROACH TO BULLYING BY CREATING AN ETHOS OF GOOD BEHAVIOUR IN A FRIENDLY, RESPONSIBLE AND CARING ATMOSPHERE ALONGSIDE A NO TOLERANCE REACTION TO ANY BULLYING, HARASSMENT, VICTIMISATION OR DISCRIMINATION. STAFF, PUPILS AND PARENTS ARE MADE AWARE OF OUR POLICIES WHICH PROMOTE THE IMPORTANCE OF CREATING SUCH AN ENVIRONMENT.

SIGNS OF BULLYING

Children who are being bullied at school (particularly younger or sensitive children or those who may be reserved/or have learning difficulties or disabilities or English as an additional language) will not always be prepared to tell those in authority or even their own friends. For those children who are unable or unwilling to inform others about their problem, observations regarding specific behaviour patterns can be routinely established within the school. Signs of bullying might include:-

- unwillingness to come to school
- withdrawn, anxious or isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work
- stammering or suddenly showing a lack of confidence
- crying at night or nightmares

- feeling ill in the mornings
- beginning to do poor work in school
- torn school clothes
- unexplained cuts or bruises
- aggressive, disruptive or unreasonable behaviour
- beginning to bully other children or siblings
- loss of appetite
- giving improbable excuses for any of the above

N.B The above signs and behaviours can indicate other problems, but bullying should be considered as a possible cause and should be investigated.

PREVENTION

We will apply our ideology and practice to prevent bullying by creating and maintaining the expectation of good behaviour and respect as per our school values, by all, for all.

In addition, we will:-

- make close observations of the children both in classrooms and in the playgrounds in an effort to identify potential victims and bullies
- encourage the children to write about or role play bullying incidents in language work, in circle times, drama and PSHE lessons.
- use appropriate stories and discussion in assemblies
- teach children the importance of not using prejudiced based language
- teach children from the earliest age to recognise that they are entitled to have their own beliefs and share their personal views. They also learn that there are others who may hold strong views and that these people may try to influence them
- give pupils the opportunity to engage in informal discussions about differences between people and social behaviour in classroom activities
- teach children that everyone is entitled to have high expectations of themselves to lead a happy and successful life
- use pupil questionnaires, the Buddy System and meetings of the School Council.
- encourage pupils to give their opinions and think about the feelings of others
- maintain good relationships and trust between pupils and staff so that pupils feel they can talk to staff and tell them things they need to know
- create a climate where pupils are encouraged to speak up about bullying and they have clear messages as to who they can tell
- teach children to understand the part that they can play in preventing bullying, including their role if they find themselves in the position of being a bystander
- ensure the pupils have the opportunity to engage in constructive playtime activities which will divert them from getting involved in anti- social behaviour
- insist that staff are well informed and that they know how to encourage good behaviour and deal with any incidents of inappropriate behaviour according to policy

- insist that staff read the Anti Bullying Policy and the Preventing and Tackling Bullying Advice – DfE July 2017
- encourage parents to be aware of the part that they can play in preventing bullying

Children are taught that some people hold extremist views which may be vocal or active opposition to fundamental British values. Through our PSHE teaching and our whole school ethos of making the right choices, we promote the importance of tolerance, diversity and living harmoniously with people of all cultures and beliefs.

All staff will receive training at the start of each academic year to ensure that the Anti-Bullying policy is fully understood. Staff will be reminded of our legal responsibilities, and the ways in which we aim to prevent and resolve any bullying issues.

INTERVENTION

Pupils are encouraged to tell a member of staff at once if they know bullying is taking place. All reported incidents are recorded and investigated immediately.

If an incident of bullying is reported by a pupil, parent or member of staff it is essential that:

- the member of staff who first discovers evidence of bullying will control the situation, reassure and support the pupils involved
- the Headteacher is informed at the earliest opportunity
- the relevant class teacher is informed
- the report or complaint is taken seriously and thoroughly investigated
- details of the report or complaint and also the investigation and the outcomes are recorded in writing and saved on the school's MIS welfare module
- the written report must be given in to the Headteacher. (to be written by the relevant class teacher and the member of staff carrying out the investigation –this could be the Headteacher). Records will be kept to evaluate our approach and to identify any patterns that may be developing
- in the case of a complaint by a parent that their child has been bullied, the Headteacher should report to the parent the findings of the investigation and the action taken to prevent a recurrence – it may be appropriate to report the action taken against the bully. The incident or incidents should be recorded in writing and include the action taken or to be taken
- the parents of the bully are also informed of the incident, investigation and the action taken. Parents are to be asked to work in partnership with the school to help prevent any further incidents – progress reports will be given
- after discussion with all involved parties' consideration is given to the punishment of the bully by way of time for reflection, loss of privileges and reprimand etc. (a member of staff will calmly explain the disciplinary measures that are to be taken. Professional help may be sought for the victim and or bully e.g. from Childline, Kidscape etc). In the event of these punishments not being effective, the sanction for persistent and prolonged bullying could be exclusion or, as a last resort, expulsion

- where appropriate the victim is to be informed of what action has taken place. The victim is also provided with help and support to restore their confidence and self-esteem
- following any incidents of bullying a monitoring and review strategy is put in place
- any incidence of bullying which causes or has the potential to cause significant harm will be reported to the appropriate agency (e.g. the police, children's social services) and records will be kept to evaluate the effectiveness of the approach adopted and to identify any patterns of bullying.

APPENDIX 1

CYBERBULLYING

What is Cyberbullying? It is the sending or posting of harmful or cruel text or images using the Internet or other digital devices.

- **Text message bullying** – involves sending unwelcome texts that are threatening or cause discomfort
- **Picture/video-clip bullying** via mobile phone cameras - is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people
- **Phone call bullying** via mobile phone - includes silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise or withhold their numbers, sometimes using someone else's phone to avoid being identified
- **Email bullying** – email is used to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them
- **Chat room bullying** – involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room
- **Bullying through instant messaging (IM)** – is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations on line
- **Bullying via websites** – includes the defamatory blogs, personal websites and online personal polling sites

There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. Cyberbullying differs from other forms of bullying in terms of:

- **Impact** – the scale and scope of cyberbullying can be greater than any other forms of bullying
- **Targets and perpetrators** – the people involved may have a different profile to traditional bullies and their targets
- **Location** – the 24/7 and any-place nature of cyberbullying
- **Anonymity** – the person being bullied will not always know who is attacking them
- **Motivation** – some pupils may not be aware that what they are doing is bullying

- Evidence – unlike some forms of bullying, the target of the bullying will have evidence of its occurrence

PREVENTION

Online or E-safety is incorporated into the IT curriculum.

We will:

- ensure that all staff, pupils and parents have an understanding of cyberbullying
- ensure that all staff know what to do if there are any incidents of cyberbullying and that they receive regular training
- make sure that all pupils and parents are aware of the school policy on cyberbullying
- listen to children when they have genuine concerns and pay attention to the warning
- let pupils and parents know that we take any type of cyberbullying seriously
- demonstrate a willingness to respond quickly and to take immediate action, if cyberbullying incidents are reported
- provide support and information to pupils and staff who may become subject to cyberbullying
- strive to develop strong relationships with parents, maintaining good communication and an “open door” policy for parental concerns
- encourage children to respect other people online and off and not share any personal information such as phone numbers and passwords
- instruct children to always tell someone they trust if they experience any issues online or by phone
- teach children that it is not acceptable to tease, bully or threaten others using technology and to accept responsibility for their own behaviour and not cause others to suffer
- not allow pupils to bring mobile phones, or any device with picture or messaging facility into school, except for pre-arranged one off occasions
- not allow any staff, visitors, or former pupils, to use personal mobile phones or cameras within school (including EYFS)
- instruct staff and pupils in the use of social networking and other sites so as not to harm others and bring the school into disrepute
- ensure that any photographs or videos appearing on our school website or in the press do not publish the children’s names. If a name is printed, it will be published without a photograph
- ask parents’ permission for children to appear in either of the above when they first join school and at the beginning of each academic year. (A Parents’ signature is required on individual Pupil Detail forms)
- filter and monitor any internet usage by the children
- actively block access to social networking and instant messaging sites with the school’s firewall
- always ensure a teacher is present at all times when computers are used during lessons or in after school homework clubs
- teach age-appropriate lessons on cyber-bullying to include warnings about and the avoidance of violent or adult content and the sharing of photographs. Also including the safe approach to the disclosure of information and the avoidance of danger from grooming. All of this is taught in computing/ICT and PSHE

INTERVENTION

If cyberbullying takes place at home the following are suggested actions:

Mobile phone

- Tell someone trustworthy and turn off incoming messages for a short period.
- Inform school.
- If cyberbullying persists change phone numbers.
- Never reply to abusive or worrying text or video messages – the mobile service provider has a number to ring or text to report phone bullying. Their website has details. Email
- Never reply to unpleasant or unwanted emails.
- Never accept emails or open files from people you do not know.
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host e.g. abuse@hotmail .com. Web If this happens at home tell parents so that they can take the appropriate steps to prevent further problems. If, in the unlikely event of cyberbullying taking place whilst using the school computers it is essential that the teacher currently in charge of the class and the Headteacher is informed immediately.
- Never give out name, address, phone number, photograph, school name or password online. Never use a Chat room without telling parents who can check everything is safe for use
- Never accept emails or open files from unknown people and think carefully about all messages before writing

APPENDIX 2

HOMOPHOBIC BULLYING

What is homophobic bullying? Homophobia can be defined as an irrational dislike, hatred or fear of and behaviour towards individuals who are lesbian, gay, bisexual or transgender or individuals who are perceived by others to be so.

Who experiences homophobic bullying?

- People who are lesbian, gay or bisexual
- People who are thought to be lesbian, gay or bisexual
- People who are different in some way- they may not act like other boys and girls
- People who have gay friends, or family or their parents are gay
- Who does the bullying and why?
- Anyone, especially if they have not been told it is wrong
- People who think that lesbian and gay people are “wrong”
- People who might be gay themselves and are angry about that
- People who think “boys should act like boys” and “girls should act like girls”
- People who think gay people should not have the same rights as heterosexual people
- People who may have been bullied themselves or have a low self-esteem and poor communication skills
- People who think gay parenting is wrong and pupils should be treated differently because of it.

What does homophobic bullying look like?

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “You are such a gay boy!” or “Those trainers are so gay!”
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying – using on line spaces to spread rumours about someone or exclude them. It can also include text messaging, including video and picture messaging

PREVENTION

We will:

- promote justice, equality of opportunity and fair treatment and thereby allow all pupils and staff irrespective of their sexual orientations to achieve the level of success and self-respect which they deserve while retaining the integrity of their own identities
- make pupils aware of the meaning of homophobia and to establish an environment where the school becomes effective in reducing prejudice and raising self-esteem
- contribute towards a sense of citizenship and prepare children for living in diverse societies
- promote an understanding of the variety of cultures, valuing the contribution that each individual is capable of making to society
- provide a safe and welcoming place
- provide an environment where homophobic assumptions, attitudes and behaviours are always challenged

- provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence to challenge homophobia and to know that all forms of bullying and prejudice can and must be eradicated
- recognise that pupils themselves and their families are often the most important resource for the school and that their experiences are valued and shared

INTERVENTION

Any homophobic behaviour will be:

- clearly identified as such and challenged
- seen as abuse and harassment and will not be tolerated
- dealt with effectively through the school’s Behaviour and Discipline and Anti-Bullying policy procedures

USEFUL RESOURCES FOR PARENTS, PUPILS AND STAFF

- Kidscape <http://kidscape.org.uk/>
- Bullying UK <http://bullying.co.uk/advice-for-parents>
- Anti-bullying Alliance <http://anti-bullyingalliance.org.uk>
- Family Lives <http://familylives.org.uk>
- Young minds <http://youngminds.org.uk>
- NSPCC <http://nspcc.org.uk>
- Throwing Stones <http://beyondbullying.com>

“A Volcano in my Tummy” by Warwick Pudney and Elaine Whitehouse

“The Huge Bag of Worries” by Virginia Ironside

Name of policy Anti-Bullying Policy	Policy reviewed/amended date October 2021 (V2) October 2022 (V3) October 2023 (V4) January 2024 (V5) Prevent update
Original policy date October 2020	Current version V6
Date of new review Autumn term 2024	