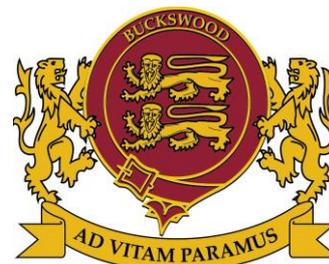


POLICY STATEMENT



Policy	Anti-Bullying policy
School Department	Safeguarding

Date Written	3 rd September 2018
Written by	M Shaw/ B Commane
Approved by	SMT
Date of Approval	13th September 2018
Next major review date	3 rd September 2020 or in line with Government changes.
Location and disseminations	A copy of the policy can be found, in the school admin office and on the school website.
The context of the policy and its relationship to other policies	This policy should be considered in conjunction with other written policies on behavior, health and safety, cyber bullying, child protection and safeguarding. KCSIE 2018 Working together to safeguard Children 2018. Preventing and tackling bullying July 2017

Statement of Intent- Bullying is part of a wider safeguarding remit.

We are committed to providing a caring, friendly and safe environment for all of our scholars so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all scholars should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

This policy takes into account: Safe to Learn: Embedding Anti-bullying Work in Schools, Section 89 of the Education and Inspections Act 2006, Equality Act 2010, Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff August 2011 and Preventing and Tackling Bullying 14th December 2011. See also the Cyber-bullying Policy, National Minimum Standards for Boarding School (2015 std.12). Keeping Children Safe in Education 2018.

The purpose of this document is to ensure students, staff and parents/carers are educated to understand what bullying is and the procedures that are in place to prevent and deal with cyberbullying within the school community.

What Is Bullying?

Bullying is not necessarily physical. It need not necessarily be carried out by older/bigger people on someone who is younger/smaller. Bullies can operate alone or in groups. Bullying is perhaps best defined as the deliberate act of causing another person to be unhappy and is behaviour that is repeated over time.

It can be serious enough to cause permanent psychological damage; in some cases it has led to suicide. (Although not a criminal offence, there are criminal laws that relate to harassment / threatening behaviour).

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is important to note, bullying can be perpetrated by adults, ie staff in the school. It is important to note that Buckswood School believes that staff members may also be victims of bullying by colleagues, parents or students. If there are any cases of this, the same level of support will be applied and each case will be taken as individual and seriously.

Bullying can be:

• Gender	male, Female, Transgender, Gender fluid.
• Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
• Physical	pushing, kicking, hitting, punching or any use of violence
• Racist	racial taunts, graffiti, gestures
• Sexual	unwanted physical contact or sexually abusive comments or harassment.
• Homophobic	because of, or focussing on the issue of sexuality
• Verbal	name-calling, sarcasm, spreading rumours, teasing
• Cyber (see Cyber Bullying Policy)	All areas of internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Scholars who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, scholars and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All scholars and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Scholars and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Peer on Peer Abuse

Peer on peer abuse may occur among students of the same age, older or younger, It may also be between individuals or groups and different genders This may take the form of Physical: Hitting, biting, hair pulling, kicking or otherwise causing physical harm. It may involve sexual violence and harassment, sexting, also known as youth produced imagery. Peer on Peer abuse may also be in the form of Cyber Bullying.

All staff as a part of their safeguarding training, will address the factors associated with peer on peer bullying and this will include what to do if someone suspects someone of bullying, or being bullied.

The DSL and staff should consider the context that this bullying has taken place and review the bullying logs to look for patterns and frequency over time.

It is very important to take into account any student that may have a Special Educational Need. Research shows that students with an SEN are up to 3 times more vulnerable to incidents of bullying. The DSL, SENCO and head of teaching and learning should help staff to be aware of any issues around students with SEN and staff should note any significant changes in behaviour that may possibly be an indicator of bullying. Look at Signs and symptoms section.

Sexual Violence and Harassment

There has been a significant increase in reports of sexual violence and harassment in schools across the country. This is seen as a very serious incident and in some cases a crime that will involve the police.

Any incident of this nature should be taken seriously and reported as soon as possible to the DSL on a welfare concern form or on My Concern. Instances of this nature are treated on a case by case basis and the DSL, in consultation with the deputy will make a decision around the best course of action. This could mean that a referral goes directly to SPOA and MASH in ESCC. It could also mean that there will be police involvement. It is important to remember that the victim and the perpetrator involved in any instance of sexual harassment will be treated equally and fairly while an investigation may take place and this may involve external agencies. It is essential that all victims are reassured that the allegation is being taken very seriously and that they will be kept safe and supported.

When there is a report of this nature a risk assessment will be drawn up by the DSL and the necessary members of staff involved with the case will be issued with a copy. It is very important that in the first instance that the victim and the perpetrator are separated and do not have contact with each other. The DSL will engage with all external agencies as necessary to ensure that there is a clear rounded picture of support and care. The victim in the case of sexual violence and harassment will be given opportunities to express their thoughts and wishes and how they wish to proceed. They will also be given the opportunity to see the school counsellor as part of this process. In the case of the perpetrator, careful consideration will need to be exercised around when they should be informed. Advice and support on this will involve any external agencies that may be involved such as Social worker or Police. The most important thing is to keep the victim and the perpetrator separated from each other in all classes and in social contexts.

Some cases of sexual harassment may not require statutory interventions, in the case of these individual cases, it will be important to provide early help, seeking to support the issue as soon as it emerges. This would require the staff member who has witnessed the issue to fill in a welfare concern form or my concern and the DSL will deal with this as an individual case.

Hazing type violence and rituals

Bullies often act alone or in small groups, but hazing commonly involves an entire group or team. Hazing can take many forms, including the following:

- To make victims act in embarrassing or humiliating ways
- To swear and yell insults at victims
- To deprive individuals of sleep or restrict personal hygiene
- To force victims to eat vile substances
- To physically beat individuals
- To force binge drinking
- To sexually assault victims.

Any instances of this type of behaviour should be treated extremely seriously and reported to the DSL on either a welfare concern form or my concern. It would be good practice for the person filling in the form to have a face to face meeting with the DSL to discuss the matter in greater detail. The DSL can then make a more informed judgement if external agency involvement should be considered. If this is a case involving boarders, it is important that members taking part in the alleged hazing are separated.

It is very important to remember that any instances of hazing will be taken extremely seriously and could result in police intervention, criminal charges and suspension or permanent exclusion.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child: If a child has any SEN needs, please be very vigilant in clear changes in behaviour, as SEN can make them more vulnerable to bullying.

- is frightened of walking to or from school
- is frightened of attending school
- doesn't want to go on the school coach
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- begins to truant or miss lessons
- becomes withdrawn anxious, or lacking in confidence
- starts stammering, fails to communicate.
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- uniform clothes torn or books damaged
- has possessions which are damaged or “ go missing”
- asks for money or starts stealing money (to pay bully)
- has Tuck Shop or pocket monies continually “lost”
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- becomes very sensitive over any nationality/race issues
- Behaviour at home or within the boarding house may significantly change and include any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Bullying Outside School Premises

Headteachers have 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 Headteachers 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 legislation does not apply to independent schools). However, we will investigate reported incidents of poor behaviour of our pupils outside of the school premises.

The Social Sphere and the local environment should be considered, Students life styles and a wider picture of what they access and do socially should be a consideration and a possible contributing factor to changes in behaviour and possible bullying.

Procedures

Buckswood School procedures for dealing with incidents of bullying

Low Level **GREEN**

Medium Level **AMBER**

High Level **RED**

<p>Step 1: Member of staff talks with those involved and decides no further action is required: reinforces to all involved school's stance with regard to bullying</p>	<p>Step 1: Member of staff decides that the behaviour needs further investigation meets with a member of the SMT and if applicable the Boarding Coordinator to discuss the details of the incident.</p>	<p>Step 1: Member of staff decides the behaviour is potentially serious and that a child/children are at risk of harm. It is immediately referred to the Safeguarding Officer.</p>
<p>Step 2: Student who has been the 'recipient' is asked to report any subsequent unpleasant behaviour immediately to a member of staff and parent/carer.</p>	<p>Step 2: Behaviour investigated to assess nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked: parents informed, involved as appropriate and provided with regular feedback.</p>	<p>Step 2: Safeguarding Officer and/or SMT informs parents immediately and a meeting is arranged as soon as possible (unless such action could put a child at risk). Parents of international boarders can be contacted through appropriate communication channels.</p>
<p>Step 3: Member of staff decides to inform appropriate members of staff to monitor the situation and report and signs/symptoms of continuing behaviours that could increase the level of incident.</p>	<p>Step 3: Assessment completed by Safeguarding Officer, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved.</p>	<p>Step 3: Safeguarding Officer instigates immediately an investigation and decides whether the case needs to be referred to an external agency, for example Child Protection and/or Police: where external agencies are involved further school action needs to be agreed with involved agencies.</p>
	<p>Step 4: Review of effectiveness of action taken within appropriate timescale</p>	<p>Step 4: Assessment completed, details recorded and appropriate action implemented: support to those bullied: help to change behaviour of those bullying: bystander behaviour addressed: parents informed and involved: severity of behaviour determines appropriate sanction: decision made about involvement of appropriate specialist external support</p>
<p><u>Safeguarding – Bullying Records Files</u></p> <ul style="list-style-type: none"> • GREEN – non active. Any issue that arises that causes concern and cannot be managed through Low Level GREEN procedure steps moves to the Safeguarding system • AMBER – alert to possible issue. Relevant paperwork is completed. A decision is made by the Safeguarding Officer to ascertain whether: this is a cause for concern to be monitored or Safeguarding issue. • RED – Determined as a Safeguarding issue to be monitored and reviewed. 		<p>Step 5: Review of effectiveness of action taken within appropriate timescale, most commonly within 2 weeks.</p>

Record Keeping

Records of Bullying incidents are recorded on SIMS. Each Week a Bullying report will be collated from the data on SIMS and these will be reviewed at SMT to look at students who are reoccurring on the logs as either the bully or the bullied and appropriate sanctions will be put in place. Bullying Logs, in part, inform the students that will be reviewed at the behaviour meetings, which are held to look at specific students and the behaviour that they may be displaying, which is causing concern.

All incidents of bullying should document an outcome which should include the sanction applied. If no sanction is deemed appropriate, how and why this decision was made should be documented.

All records should be factual and contain details of the parties involved.

Records should be timed and dated.

Bullying issues regarded as CP/Safeguarding issues should be written onto the welfare forms or My Concern and added to a chronology.

The DSL and Head of Boarders will meet weekly at SMT to review the patterns of behaviour, actions that are seen as necessary can then be agreed in a wider school context.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other sanctions may take place, such as detention, HM detention or Gating.
- 2) In serious cases, suspension or even exclusion will be considered.
- 3) If possible, the scholars will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We take the following preventative measures:

- A Child Protection Officer (DSL) is made available to all pupils, name clearly on display.
- We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly Religious Studies, English and Drama can highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.

- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- Our DSL and other senior staff give support and guidance to other staff on handling and reporting of incidents and on the follow-up work with both victims and bullies.
- A School Counsellor/s are an important part of our pastoral support service, providing specialist skills of assessment and counselling. He/she is available to give confidential advice and counselling support to pupils who can refer themselves to him/her when they have social, emotional or behavioural concerns.
- Staff are always on duty at times when pupils are not in class and patrol the school site. They are trained to be alert to inappropriate language or behaviour.
- All pupils have access to a telephone helpline, enabling them to call for support in private and an independent listener.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

Boarding Pupils

Boarding pupils have access to an Independent Listener whose name is readily available at all times. All community members must be encouraged to speak up against bullying. The Independent Listener is Allison and she can be contacted via the School Office or by calling 07376 557144.

Staff Training

Buckswood School aims to train all staff about bullying concurrently with Child Protection training. Periodically, staff and SMT meetings are used to discuss bullying and to review the effectiveness of current preventative measures. The SMT review records of bullying weekly.

Help Organisations:

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Kidscape website www.kidscape.org.uk