

ANTI-BULLYING POLICY

Version 4.1

Review by People Committee: 26th April 2021

Adopted by Governing Body: 7th June 2021

Next Full Review Due: Summer 2022

Reviewer: L. Coffill

Governor Link: S. McDonald

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.

ANTI-BULLYING POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

A. Guiding Principles

We believe that our school is a caring, positive, and safe environment that promotes the social, moral, and physical development of every individual. East Barnet School is a community where everyone has the right to feel happy, to be treated fairly and to be valued and respected. East Barnet School is committed to developing an anti-bullying culture and the whole community, including staff, governors, parents, and students, has a full and active part to play in protecting everyone who is part of our community from harm.

We have a collective responsibility to ensure all students feel safe and secure by not tolerating bullying of any kind and dealing with all bullying behaviours in a positive manner that resolves issues and empowers members of the school community.

The school's Anti-bullying policy applies to student behaviour both in school and off-site.

B. Definition

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group either physically or emotionally." (DfE (Department for Education) "Preventing and Tackling Bullying," July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

C. Forms and types of bullying covered by this policy.

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

- 1) Bullying related to physical appearance
- 2) Bullying of young carers, children in care or otherwise related to home circumstances.
- 3) Bullying related to physical/mental health conditions
- 4) Physical bullying
- 5) Emotional bullying
- 6) Sexual bullying
- 7) Bullying via technology, known as online or cyberbullying
- 8) Prejudicial bullying (against people/pupils with protected characteristics):
 - related to race, religion, faith, and belief and for those without faith.
 - related to ethnicity, nationality, or culture.
 - related to Special Educational Needs or Disability (SEND)

- related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

D. Requirements

- All individuals in the school community have a responsibility to respond to any allegation of bullying in a serious and supportive manner.
- The school will ensure that all staff are trained to identify all forms of bullying and can follow the school policy and procedures (including recording and reporting incidents).
- All concerns and reports of bullying will be investigated, and appropriate procedures followed.
- The school will hold a central record of incidents of bullying.
- The school will actively promote the message that all forms of bullying are unacceptable and will be dealt with in an appropriate manner.
- The school will provide opportunities and information to students that inform them of what to do if they or someone that they know are being bullied.
- The school will regularly canvas students' views on the extent and nature of bullying.
- The school will liaise with other agencies and stakeholders to prevent and address concerns.

E. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with within 24 hours by either the member of staff who has been approached or witnessed the concern, the Head of Year, or the behaviour officer.
- The school will provide appropriate support for the person being bullied (from the SEMH Hub, mentoring or internal counselling)– making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of the pastoral team will interview all parties involved.
- If the incident occurs in lesson and DfL is used, the Year Head should be copied into all communications.
- As peer on peer abuse is a safeguarding issue, these should be logged on 'safeguard ' under the victim's name. The other students involved should be 'tagged into the report'
- The school will speak with, inform other staff members, and implement a safety plan, where appropriate (this may include a student involved to change seating plan, move form, separate spaces at break and lunch times).
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with our child protection policy.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned. Sanctions may not be disclosed to all parties. Follow up information and sanctions will be logged on Bromcom

- If necessary, external agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm. This will be discussed by the safeguarding team with the Head of Year.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is investigated. If required, the DSL (Designated Safeguarding Lead) will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded on Bromcom and Safeguard with additional statements held in the student’s file. This will include recording appropriate details regarding decisions and action taken.
- In incidents of cyber/on-line bullying, the school will encourage the person being bullied to keep evidence, such as screen shots. The school will support with the removal of any material published on-line and confiscate/search devices as required.

F. Prevention of bullying

To prevent incidents of bullying the school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN (Special Educational Needs) and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate, and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

- Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, the student body.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

G. MONITORING AND REVIEW

- This policy and its impact will be monitored by the Associate Deputy Head who will liaise with students, parents/carers, staff and governors and other appropriate stakeholders.
- The Pastoral team will produce a report based upon both the findings from the annual student bullying questionnaire and the reports of bullying to determine what can be learned from students’ views to improve the school’s anti-bullying strategies.
- Recommendations for change to effect improvement will be made and enacted annually.

This policy works in conjunction with the following policies:

This policy links with several school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaint’s policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)

The following documents have informed the drafting of this policy:

- Preventing and Tackling Bullying” July 2017 and supporting documents.
- DfE statutory guidance “Keeping Children Safe in Education” 2020
- ‘Sexual violence and sexual harassment between children in schools and colleges’”.
- Responding to sexting in schools and colleges – UKCCIS Guidance

Signs of bullying

Signs of bullying (taken from the KIDSCAPE website)

Children do not always ask directly for help or discuss their concerns openly. When bullying is involved, they may feel at fault or anticipate that there will be negative repercussions if they tell an adult.

Changes in a child's behaviour and body language cannot indicate for certain that bullying is happening. However, the following signs will certainly tell you that something may be wrong.

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and should investigate if a child:

- Is frightened of walking to or from school.
- Does not want to go on the school / public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Uses excuses to miss school (headache, stomach ache etc)
- Begins to suffer academically.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or " go missing".
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises or shows signs of being in a fight.
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other children or siblings.
- Changes their eating habits (stops eating or over eats)
- Goes to bed earlier than usual.
- Is unable to sleep.
- Wets the bed.
- Is frightened to say what's wrong.
- Gives unlikely excuses for any of the above
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a text message or email is received.

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

Signs a child is bullying others (taken from stopbullying.gov website)

Children may be bullying others if they:

- Get into physical or verbal fights.
- Have friends who bully others.
- Are increasingly aggressive.
- Have unexplained extra money or new belongings.
- Blame others for their problems.
- Do not accept responsibility for their actions.
- Are competitive and worry about their reputation or popularity.

Advice for staff

The physical environment is no longer the only place in which bullying can take place. Technology is increasingly being used to 'cyber-bully' others. Whether this use of technology happens within or outside the confines of school it is still the responsibility of school to address the issue and adopt the same anti-bullying practice as would be used in the physical world.

The playground is still the most typical place that bullying takes place, but corridors, toilets and classrooms are also common sites.

Key points to observe with all forms of bullying:

- Never ignore suspected bullying
- Do not make premature assumptions or ask leading questions.
- Listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth.
- Follow-up repeatedly, checking bullying has not resumed.
- With cyber-bullying make sure the victim saves evidence rather than deletes it.

The five points above provide guidance for all staff but must be carried out in conjunction with the school referral procedure by the appropriate Heads of Year / Assistant Headteachers / Deputy Headteachers.

Appendix 3

Useful links and supporting organisations:

- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: <https://www.bullyinginterventiongroup.org/big-award>
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: <https://carers.org/about-caring/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-education-0#:~:text=A%20restorative%20school%20is%20one,steps%20to%20put%20it%20right.>

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability>
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
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Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: <https://annefrank.org.uk/>
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's 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
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW):
<https://www.endviolenceagainstwomen.org.uk/>
 - A Guide for Schools:
<https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>
- 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-about-bullying/sexual-and-gender-related