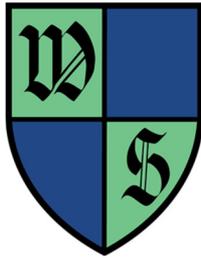


WOODSIDE SCHOOL



Anti-Bullying Policy

Statement of Intent

The aims of Woodside's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To investigate the reasons behind the actions of the bully, to apply appropriate consequences and ensure they learn from the experience, possibly through multiagency support.

We are proud to follow the Anti-Bullying Charter in our school. See Appendix 1

The law in relation to bullying and harassment

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

Schools are now required to comply with the new Equality Duty. The new Equality

Act 2010 replaces previous anti-discrimination laws with a single Act. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding Children and Young People

Under the Children Act 1989 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 doing the bullying.

Bullying Outside School Premises

Head teachers 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). 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 a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police.

Roles and responsibilities

The Governing Body has an important role in monitoring and evaluating the effectiveness of the anti-bullying measures and this is overseen by the Behaviour, Safety and Wellbeing committee.

The specific responsibility for anti-bullying work is delegated by the head teacher within the school's leadership structure. Our school has identified a lead for Anti-Bullying work and those responsibilities include the following:

- Data evaluation via the sleuth system to inform policy development;
- Reporting back to governors on the number of incidents and the follow up actions
- Overview of anti-bullying curriculum opportunities
- Overview of the anti-bullying prevention and response strategies

Definition of Bullying and Harrassment

Our school definition of bullying is:

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

There are three significant factors in bullying:

1. a power imbalance in favour of the aggressor
2. a victim who cannot match that power
3. it is repeated often over a period of time

Harassment is a type of bullying where the intention of the act is to cause insult or injury for specific reasons connected to the identity of the victim.

Bullying (including harassment) can take many forms, it can be:

Emotional/mental	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures). Including exclusion of anyone new to a school or group or exclusion of a child because of the action/behaviour of their parent
Physical	pushing, kicking, hitting, punching or any use of violence
Verbal	name-calling, sarcasm, spreading rumours, teasing
Racist	racial taunts, graffiti, gestures
Sexual and Sexist	unwanted physical (sexual) contact or sexually abusive comments
Homophobic	teasing people for being gay or for being perceived as gay, calling them anti-gay names, even in jest, spreading rumours about people's sexual orientation for the purpose of making fun of them, hitting, intimidation, and isolating people who are believed to be gay.
Transphobic	bullying of people whose gender or gender identity is seen as being different to typical gender norms. There is an additional element of inappropriate or coercive sexual behaviours.
Cyber	making malicious phone calls, sending malicious letters, e-mails, text messages and e-mailing photographs using mobile phones or online
Faith based	bullying because of religious faith
Disablist	children and young people with a disability can be bullied everywhere they go, including at school, in the park, on the bus, in the street and at out-of-school clubs. They are more likely to be bullied by other children because they are seen as 'different' and as 'easy targets' by bullies. Bullying also happens amongst disabled children

Geographic	children and young people are bullied because of where they live
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It is not bullying when:

Children and young people of a similar age and size find themselves in conflict.

Examples of this could include:

- disagreeing
- name calling between two friends,
- play fighting,
- Having an argument or even fighting, without imbalance of power or use of intimidation.

Reporting and recording incidents of bullying

Our school encourages children to report bullying to any adult whom they feel comfortable talking to either teaching staff, TA's, office staff, mid day supervisors. All staff record the incident on an incident sheet and all incidents are followed up.

Office staff receiving phone messages from parents are trained in the systems and procedures and are clear about what steps to take including who to refer the incident onto.

Woodside School records all incidents of bullying on the Sleuth system to help us respond to the specific needs of our children.

Keeping records of bullying incidents will enable:

- Individual cases to be managed effectively
- The effectiveness of strategies to be monitored and evaluated
- Demonstration of defensible decision making in the event of complaints being made
- The engagement of multi agency teams in an informed manner when necessary.

Criminal Law

Although bullying in itself 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 Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication 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 known or believed to be false by the sender.

Responding to bullying incidents

All staff should follow the 5 step principle

1. **Be available** Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.
2. **Investigate**
Investigate every incident as soon as possible. Interview all parties individually at first to avoid intimidation and to produce an accurate report.
3. **Record**
Record every incident in a manner which reinforces the organisation's anti-bullying policy. All parties should be encouraged to record the incident in writing.
4. **Respond**
An immediate response is required to keep the pupil safe from continued bullying; this may require alternative arrangements for unstructured time, safe transport home or isolation of the bully. Parents should be kept informed.
5. **Follow up**
All incidents of bullying will have a follow up for both the bully and the bullied. For the bully it is important to apply appropriate consequences such as a detention or an internal exclusion where they need to consider the consequences of their actions on others, for pupils with autism a comic strip approach could be used to help them see the effect of their behaviour. It is important to understand the reasons behind their actions and ensure they learn from the experience and may require TAMHs or multiagency support. Persistent bullies should be added to the schools list of safeguarding concerns.

For the bullied pupil they may require adult talk time, encouragement to join in more structured activities at lunchtime or allocated buddies within the class. These pupils may also need to be added to the schools list of safeguarding concerns and a referral made to social care if they are deemed to be likely to suffer significant harm.

Parents/Carers will be contacted to be informed of the incident and the follow up. We will show that we have a committed position on bullying by following up an incident promptly.

Strategies for preventing bullying

- Opportunities for pupils of all ages including those with autism to be able to report incidents to adults in a safe and confidential way.
- Implementation of 'Social & Emotional Aspects of Learning' (SEAL) in order to explicitly address issues around managing feelings, developing empathy and building self esteem.
- Circle time within classes to deal with issues of bullying.
- Advocacy group - Small group to develop specific skills e.g. assertiveness.
- Conflict resolution training – small group work focusing on anger management, resilience skills and conflict resolution.
- Mentoring/ Support.
- Working with the Bexley Anti bullying Project to support individuals in school.
- Assemblies using visual support and role play to reinforce the messages of anti bullying.
- Educating pupils about issues of difference in lessons, through dedicated events or projects, or through assemblies.
- Specific curriculum work undertaken annually during anti bullying week.
- Consideration given to the school environment and the removal of areas where pupils can be hidden from view.
- High staff to pupil ratio during unstructured times to supervise pupils.
- A range of supervised activities at lunchtime to encourage positive pupil interaction

Working with Parents/Carers

It is important to work with parents/carers to help them to understand the stance of the school as regards bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. Parents/Carers are made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved.

Parents/Carers of pupils who experience bullying have a range of emotional needs to be addressed and play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.

Parents/Carers of those causing bullying will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

The developing body of experience around parent/carer support shows the need for a spectrum of approaches, from professionals engaging in respectful listening, to schools challenging the attitudes of parents towards bullying issues.

Schools are legally required to have a complaints procedure and to make parents aware of this procedure.

Monitoring and Review

This policy will be reviewed every 2 years and will involve consultation with pupils, parents/carers and staff.

When evaluating our policy the key questions we ask are:

- Do the data and views of people gathered show that have we achieved what we set out to do?
- What have we learned about how to develop anti-bullying work in the school?
- What is our next development priority in anti-bullying work and how will we undertake that development?

We will incorporate the results of our evaluation of the anti-bullying policy in the Self-Evaluation Form by evaluating:

- To what extent do learners feel safe and adopt safe practices?
- Whether learners feel safe from bullying and racist incidents.
- The extent to which learners have confidence to talk to staff and others when they feel at risk.
- How well do learners make a positive contribution to the community?
- Learners' growing understanding of their rights and responsibilities, and of those of others.
- How well learners express their views and take part in communal activities.

We self evaluate our success in this area based on evidence gathered. This is reported through our self evaluation/ GB monitoring records

Bullying of school staff

Bullying can take place between pupils and staff, parents / carers and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. Staff who have concerns should raise this with their line manager/ HR officer or School Business Manager either informally or through the Fair

Treatment at Work procedure (a copy of this procedure is available in T:Drive – Woodside Information-Personnel).

Participation and Consultation

The school has liaised with the Governing Body in drawing up this statement of principles and we review our policy every 2 years. We use surveys and questionnaires to ensure a wide consultation with the whole school community on all aspects of the anti-bullying policy which include

Identifying areas of the school where bullying is most likely to occur

Pupils views on the school procedures for reporting bullying

Pupil roles in anti-bullying work, including understanding bystander roles

Existing pupil support systems for those who are harmed by bullying.

Existing sanctions and pupil support systems.

Appendix 1

Anti-Bullying Charter

The Anti-Bullying Charter principles mean –

For pupils who experience bullying that:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Heateachers, Governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements;
- they promote a school climate where bullying and violence are not tolerated and continually develop best practice based on knowledge of what works;
- there is a review of the school anti-bullying policy every two years and the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather information about the effectiveness of the anti-bullying work and is used for monitoring and evaluation and is shared with the school community;
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For Parents/Carers:

- they are clear that the school does not tolerate bullying;
- they are aware of procedures if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Appendix 2

Sources of further information

DfE resources:

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

[Make Them Go Away](#) (SEND DVD)

[Let's Fight it Together](#) (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#))

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89\(5\)](#))

[The Equality Act 2010](#)

Specialist Organisations:

[The Anti-Bullying Alliance](#) (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

[Beatbullying](#): A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

[Kidscape](#): Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.