



# **Anti-Bullying Policy Barnhill School**

<b>Name of Policy:</b>	Anti-Bullying Policy
<b>Status of Policy:</b>	This is a statutory policy.
<b>Consultation:</b>	This policy has been developed following consultation with pastoral governors, pastoral staff, Senior Leadership Team and students and is in line with DfE guidelines.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2018.

### **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 Barnhill School
- Complaints Procedure
- Child Protection/Safeguarding Policy
- ICT Usage Policy

### **Links to Legislation**

**There are a number of pieces of legislation which set out measures and actions** for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## Part 1

### Policy Objectives:

- This policy outlines what Barnhill Community High School will do to prevent and tackle all forms of bullying.
- Barnhill Community High School is committed to developing an anti-bullying culture where the bullying of children and young people is not tolerated in any form.
- Barnhill Community High School commits to prevent bullying and to deal with it decisively if it occurs.

### 1. Responsibilities

It is the responsibility of:

- The Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### 2. Definition of Bullying

- Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Children can abuse other children. This is generally referred to as **peer on peer abuse** and can take many forms. This can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. (Keeping Children Safe in Education, September 2018).
- Bullying can also include name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- Cyber bullying 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 can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

### 3. Forms of Bullying Covered by this Policy

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

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

### 4. School Ethos

The Barnhill Community High community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

### **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

### **5. 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 immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- All parties involved will be interviewed.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members and parents/carers, where appropriate.
- Sanctions (as identified within the school's Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other 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).
- Where the bullying takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:

- Looking at the use of the school systems
- Identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school's Behaviour Policy (Note: Barnhill Community High will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying. The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply
  - Providing advice on blocking or removing people from contact lists
  - Helping those involved to think carefully about what private information they may have in the public domain

### **Sexual Violence or Sexual Harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by report sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.**

### **Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a student's individual circumstances.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Head of Year/Senior Leader where necessary.

### **What is a Discriminatory Incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

### **Types of Discriminatory Incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion, e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Extreme Cases of Bullying**

Extreme cases of bullying may involve the safeguarding and child protection team. Staff should follow the guidelines in the Child Protection/Safeguarding Policy.

When there is a 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action.  
– Department for Education, July 2017 "Preventing and Tackling Bullying" page 6

### **Responding to and Reporting Incidents**

It should be clear to students and staff how they report all incidents. All staff, teaching and non-teaching, and students should view dealing with incidents as vital to the wellbeing of the whole school.

At Barnhill Community High students are encouraged to report any form of bullying to a member of staff in order to keep themselves or their classmates safe. Most students do this by reporting incidents that have distressed them to the Year Teams. Regular training on how to deal with bullying is part of the school's PSHE programme and assemblies regularly address these issues. The school takes part in awareness raising weeks such as Anti-Bullying Week. For those students who do not feel able to make a face-to-face disclosure of bullying, Barnhill Community High uses the online platform 'tootoot' as a method of supporting students and their carers. Internet Matters, in partnership with 'tootoot', and supported by the Department for Education, developed this programme that provides students, parents and teachers with an online service to report any bullying and cyberbullying concerns they may have.

### **Reporting Bullying Online**

At the core of the programme is an online reporting platform which gives students and parents an easy and simple way to report all issues relating to bullying.

To help students, parents and teachers address the issues raised, the reporting platform is supplemented by resource hubs designed specifically for teachers, students and parents – and giving those that use the platform access to some really helpful advice and guidance about how to deal with any incidence of bullying.

Each student is given a username and password, which allows them to log in and use 'Make a noise'. They are then able to quickly access the relevant resources or report incidents directly to their school. Only teachers and students from Barnhill Community High are able to communicate with one another and all users can access the 'Make a noise' site on their mobile, tablets and computers by typing [www.makeanoise.info](http://www.makeanoise.info).

'Make a noise' also allows parents, guardians or carers to sign up to report any bullying or cyberbullying problems or incidents directly to the school, along with accessing leading resources.

When a bullying allegation is logged, a notification will be received by the two Pastoral Support Managers, who will, in most cases, respond directly to the student/parent, unless another mentor is better placed to respond. The other mentors include the Heads of Year and the Safeguarding Team. Mr Ross (Deputy Headteacher) has administration rights and can view and oversee all cases at any time, whether open or closed.

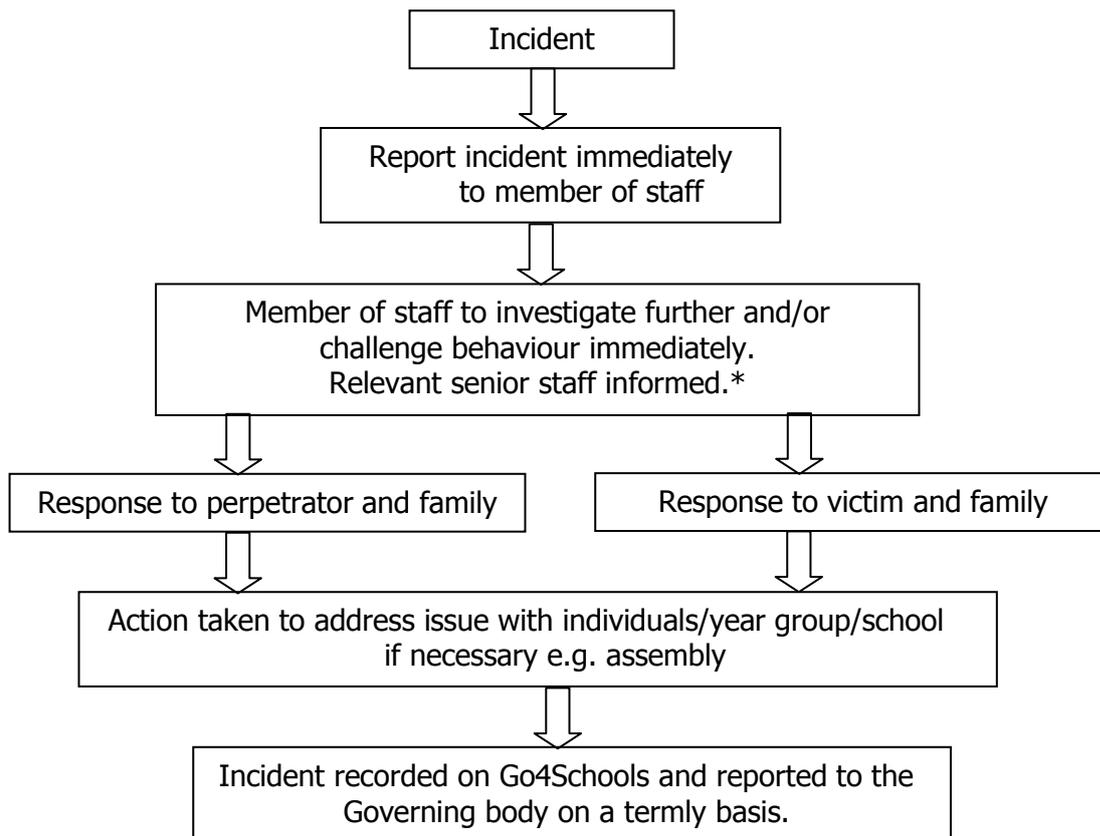
If the Pastoral Support Managers or Deputy Headteacher feel that a child is at risk of serious harm and/or a crime has been committed the school's Safeguarding Policy will be followed, and they will refer the allegation to the Designated Safeguarding Lead.

It has been made clear to students that:

- The 'tootoot' platform is to be used only when they are not able to tell a member of staff in person.
- There may be times when reports are not immediately picked up and that they will only receive responses during school working hours.
- The platform can be used as a resource for students, parents and staff to help them with understanding and dealing with bullying and cyberbullying and protecting their children online.
- The 'tootoot' system empowers children to report bullying behaviour with confidence.
- The 'tootoot' system automatically records all actions taken. Bullying by its very nature is repetitive and so careful record keeping allows you to identify whether this is a one-off incident, or a pattern of behaviour. It also provides important evidence should you need to sanction a child at a later date, or provide information in the event of a further incident or investigation. – Anti-Bullying Alliance (2018)

There is no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve pupils or not. However, there is a requirement to report such incidents on a termly basis to the governing body and an annual report is reported to governors for specific incidents.

## Responding to and Reporting Incidents



\* Where an allegation is made against a member of staff the allegation will be referred to the Staff Discipline and Grievance Policy.

### Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support
- Offering an immediate opportunity to discuss the experience with a member of staff
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS)

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider

- Sanctioning, in line with the school's Behaviour Policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns) and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include involvement from the police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate

**Note:** Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: <http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety>

## 6. Preventing Bullying

### Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create 'safe spaces' for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos

### Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to take into account 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 school's attention, which involves or affects pupils, even when they are not on school premises, e.g. 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

## Education and Training

The school community will:

- 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, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem

## 7. Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying
- Regularly canvass children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying
- Ensure that 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 school
- Publicise the details of internal support, as well as external helplines and websites
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

## 8. Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in developing policies and procedures to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner

## 9. Monitoring and Evaluation

The Pastoral Committee will annually review a report from a member of the Senior Leadership Team on instances of bullying during the year to ensure that procedures are adequate.

## 10. Useful Links and Supporting Organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEND and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

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

## **Race, Religion and Nationality**

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

## **LGBT**

- Barnardos 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](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harassment and Sexual Bullying**

- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- 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](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)