ANTI BULLYING POLICY

NAMED PERSON:	Mr Matt Wardle
ATTACHED COMMITTEE:	

Adopted:	April 2019
Last Review Date:	September 2023
Review Cycle:	2 Years
Next Review Date:	September 2025

Mr Keith Harvey **Co Chairman of Governing Body**	**Mr Andy Crossey** **Co Chairman of Governing Body**
Signed:	**Signed:**
Date: September 2023	**Date:** September 2023

The Buckingham School is aware that bullying can take place in any school, and can be displayed in many forms; from physical and verbal abuse, to online and cyber bullying. We have over 1000 students interacting daily in and out of school both verbally and via multiple social media platforms and electronic devices, meaning that there is always the possibility of students being unkind to one another.

As a school we must create and embed a culture where any form of bullying is not tolerated and routinely challenged by all stakeholders in the community. In addition to this any students or members of our community must also feel comfortable in reporting bullying and be certain that it will be taken seriously and dealt with promptly and in an appropriate manner in accordance to the school's expectations and anti-bullying strategy

Ofsted – 'No place for Bullying' 2012

In 2012 Ofsted produced a report that highlighted how schools should address bullying and also demonstrated what good practice looked like. This ranged from ensuring there was a culture of mutual respect, empathy from students was evident, Anti-Bullying was seen in the curriculum across the school, there was a clear set of expectations and rules clearly spelt out and bullying incidents were recorded accurately and regularly.

Overview from Department for Education:

Section 89 of the Educations and Inspections Act 2006; states that maintained schools must have measures in place to encourage good behaviour and prevent any forms of bullying amongst pupils.

The Equality Act 2010 which came into force on 5 April 2011 – the three aims are;

- To eliminate unlawful discrimination, harassment, discrimination, 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
- Foster good relations between people who share a protected characteristic and people who do not share it

National Statistics:

A national annual anti-bullying survey carried out by Ditch the Label in 2018 reported that

'1-in-5 of all young people have witnessed bullying within the past 12-months, with 50% of them witnessing it at least once a month. The experience proves to have serious impacts upon their own mental health, with 59% saying they felt bad and 39% reporting that it made them feel upset. Only 17% told us that they always intervene when they witness bullying. Most commonly young people were scared of being victimised or felt like they didn't have the right skills to interject. From those who did intervene, the response is largely positive and a statistic that was reassuring was 1-in-4 interventions resulted in them gaining a new friend. This research continues to uncover the devastating and very real impacts that bullying is having on young people. 60% told us that it had impacted their mental health, with 1-in-2 telling us it made them feel depressed and 11% attempting to take their own lives as a result.'

Reasons for Bullying:

‘They deserved it’

‘I don’t like them’

‘It’s funny’

‘It helps me deal with stress and anger’

‘I’m not happy’

‘To make my friends laugh’

‘Because I’m being bullied’

‘They are an easy target’

‘To scare them’

‘To prevent others from bullying me’

‘It made me feel good about myself’

‘I want what they have’

‘To be noticed by others’

Bullies can often display certain traits and many of the reasons for bullying are listed in the survey and included above.

Bullies bully because:

- They tend to have assertive, aggressive attitudes over which they exercise little control
- They tend to lack empathy; they have difficulty imagining what the victim feels
- They tend to lack guilt; they rationalise that the victim somehow deserves the bullying treatment
- They have suffered some form of emotional damage through their relationships to date

As a school we must identify those students who may be more susceptible to bullying whilst identifying those who are bullies and ensuring they are aware of the impact of their actions and supporting them to overcome and amend their behaviours.

Our Policy:
Our Anti-Bullying Policy aims to:

- Promote respect and tolerance for each other, including and engaging with everyone’s perception of bullying
- To promote individuality without fear of discrimination
- Clarify for pupils and staff what bullying is and that it is always unacceptable
- Explain to staff, pupils and the whole school community why bullying and harassment occur and their impact on individuals and the school as a whole
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently
- To ensure those who are victims of bullying feel supported and heard throughout the process, whilst those perpetrators of bullying are held to account, whilst being educated about their behaviours and the impact it has on others

Our Definition:

Social Aggression is defined as hostile verbal/physical behaviour that is meant to insult, embarrass, humiliate and/or make the target feel 'less than'.

This means that so called banter is now banned and any behaviour that sits within the above definition must not be tolerated.

Bullying is defined as a repeated incident of social aggression

Upstanders: Upstanders do their best to support and protect their peers.

This might be by reporting it to the teacher, asking if they're alright after the incident or, simply intervening if they deem it safe to do so.

Bystanders: A bystander is someone who sees bullying happening but does not do anything to stop it.

Role of the Anti-Bullying Coordinator:

- The role of the Anti-Bullying Coordinator will focus primarily on the education of the behaviours and help the perpetrator to reflect upon their actions and develop empathy towards the victim
- The Anti-Bullying Coordinator will ensure that victims of bullying are offered emotional support and may offer a protection behaviour programme to confirmed victims of bullying
- The Anti-Bullying coordinator will investigate any incident and deliver the relevant education, at stages 1 and 2, issuing appropriate sanctions, and communicating with parents/carers of both victim and perpetrator
- At stage 3, after investigation by the Anti-Bullying coordinator, they deem that education has been delivered and has not had the required impact, the issue passes to the Head of Year who issues the suspension. Further incidents of bullying by the same perpetrator in the same school year are passed to the Head of Year after investigation, for likely suspension
- The Anti-Bullying Coordinator will act swiftly and provide the required education to peer groups about expectations going forward

The Process:

- Respect – create a culture of respect by role modelling positive behaviour. This includes how we speak to students and how we behave towards each other. No blurred lines.
- Anti-bullying boxes will be placed outside Student Office and DHT office.
- All incidents of social aggression, bullying or discriminatory behaviour witnessed by staff to be reported on CPOMS and any action or education that has taken place recorded appropriately
- An email has been set up to report bullying – antibullying@buckinghamschool.org
- A 'report bullying button' is on the website allowing stakeholders to report bullying confidentially https://docs.google.com/forms/d/e/1FAIpQLSeqJG2IJ6Bz_zUl16woM2ns1MDlZXJIIC38-ffIXp0XsbnIKg/viewform
- This allows students/Parent/Carers to report bullying and will be checked daily.

Investigation:

- Anti-bullying co-ordinator to check email/boxes/CPOMS each day
- Anti-bullying co-ordinator to meet with the student to gather details – initial call home to explain what is happening
- Issue passed to relevant member of staff depending on severity – Tutor, Head of Year, Assistant Head of Year, SLT
- 48 hours to investigate and report back to Parent/Carers and Anti-bullying co-ordinator.
- All actions recorded on CPOMS
- Following the investigation the Anti-bullying Coordinator will then recommend any sanctions to the Head of Year or SLT if they perceive this to be more severe

Sanctions:

- First offense of committing bullying – restorative meeting held by the Anti-Bullying Coordinator with victim and the perpetrator, with the latter required to sign an anti-bullying contract
- Second offense – restorative meeting with parents/carers held by the Anti-Bullying Coordinator and Head of Year if required
- Third offense – Suspension – Anti-Bullying Coordinator informs the Head of Year and SLT that this is the third offense and requires a suspension
- There is no time limit on the above being valid

Aims:

In order to prevent and combat bullying the school must:

- Make every effort to know the children we teach or come into contact with outside the classroom;
- Be aware of the various forms of bullying
- Be alert to the signs that bullying may be taking place
- Supervise key areas around the school where bullying is likely to take place
- Create and maintain a caring attitude which encourages the victims of bullying, witnesses to Incidents and students in general to speak out
- Deal appropriately with situations as they arise using clearly defined procedures for investigation of incidents
- Keep detailed records of incidents; The Anti-Bullying Coordinator will have up to date records of how many offences a student may have accumulated and the relevant staff members
- Prioritise the wellbeing and safety of the victim
- Work with the perpetrator to amend behaviours and address any discriminatory viewpoints
- Emphasise prevention by using a variety of means to communicate the messages about bullying to students, Parent/Carers and staff
- Communicate our values, beliefs and actions to all concerned
- Participate in training events and learn from examples of good practice either from colleagues within the school or from other schools
- Engage with the healthy relationship agenda

There is an ongoing need to ensure that each new set of students are exposed to the Anti-Bullying message more routinely and refresher messages for whole school around anti bullying and social injustice to breed tolerance and understanding.

Guidelines for Staff:

- Be alert, observe the social relationships of the students in your tutor group, do not turn a blind eye to any incident whilst on duty or merely walking through the school, and address the behaviour immediately and record any incident and education that has been implemented
- Be aware of tell-tale signs such as absenteeism, under-achievement, emotional outbursts, frequent reporting to medical room, withdrawal from social time with other students or from participation in PE, the student that appears to be a 'loner'
- Treat all incidents seriously; do not dismiss them as 'rough and tumble' or 'tittle - tattle' or as someone else's problem
- Listen to students' points of view by developing their confidence in discussing problems, perhaps through relevant activities during the 20-minute morning registrations and PSHE activities.
- Follow the agreed procedure for responding and reporting incidents
- Respond accordingly- your response should reflect the severity of the incident
- Show that you have a committed position on bullying by following up incidents at prearranged times;
- Deal with minor incidents yourself, remembering to keep a detailed record, but do not hesitate to involve other members of staff, especially Heads of Years
- Ensure that any perceived racist, sexist, misogynistic or homophobic incidents are logged appropriately

Bullying Examples:

Bullying encompasses a range of behaviours which are often combined.

Verbal abuse:

- Name-calling
- Saying nasty things to or about a child.

Physical abuse:

- Hitting a child
- Pushing a child
- Physical assault.

Emotional abuse:

- Making threats
- Undermining a child
- Excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- Excluding a child from online games, activities or friendship groups
- Sending threatening, upsetting or abusive messages
- Creating and sharing embarrassing or malicious images or videos
- 'Trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- Voting for or against someone in an abusive poll
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Discriminatory Bullying:

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

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

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for many other reasons.

Bullying can be experienced in the form of sexual bullying, sexual harassment and sexual violence. In this instance please refer to the policy on peer to peer sexual violence and harassment. This will immediately trigger a safeguarding response which is likely to also result in police involvement. This behaviour supersedes this policy due to the nature of its severity.

Impact of bullying

The emotional effects of being bullied include:

- Sadness, depression and anxiety
- Low self-esteem
- Social isolation
- Self-harm
- Suicidal thoughts and feelings

Bullying can affect students' performance and attendance at school. They may find it hard to concentrate on schoolwork and homework, or be too afraid to go to school

Complaints:

Should a Parent/Carer or student feel unhappy about the way that the school has responded to an incident, their complaint must be heard. This may be with a Deputy Headteacher or the Headteacher. However, the governors may become involved, through the Disciplinary Committee, if Parent/Carers remain dissatisfied. Parent/Carers and students must follow the guidelines set out in the Complaints and Resolutions Procedure.

External support/information agencies:

www.anti-bullyingalliance.org.uk

www.thinkuknow.co.uk

www.bullying.co.uk

www.kidscape.org.uk

Childline: 0800 1111 www.childline.org.uk

NSPCC: 08088005000 www.nspcc.org.uk

Samaritans: 08457 909090 www.youngminds.org.uk

Review
This policy will be reviewed in two years (earlier if any legislative change).

Further sources of information for Parents/Carers, Students and Schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Advice for parents/carers on cyber bullying

http://www.anti-bullyingalliance.org.uk/ Anti-bullying Alliance

https://www.kidscape.org.uk/ Kidscape, charitable organisation to tackle bullying.

http://www.childnet.com/ Cyber bullying website

https://www.thinkuknow.co.uk/ Child Exploitation and Online protection website for young people

http://www.digizen.org/ On line safety information https://www.gov.uk/government/publications/advice-on-child-internet-safety-10-universalguidelines-for-providers The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

http://www.each.education/ Educational Action Challenging Homophobia

http://www.stonewall.org.uk/ LGB equality organisation

https://www.mencap.org.uk/ Mencap (organisation that support students with SEN)

http://www.anti-bullyingalliance.org.uk/media/14816/aba-send-programme-resources-jan-14.pdf

SEND anti-bullying resources

http://www.srtrc.org/educational Show Racism the Red card