

Guidelines for the Development, Implementation and Review of an Anti-bullying Policy. September 2015. To be reviewed September 2017

This document replaces the Model Anti-Bullying Policy (Revised September 2013). It offers guidance around policy development and review and a Model policy for all schools (primary, secondary and special) to use as a template.

Support and a quality assurance checks are available for all schools and academies with the option of follow up training.

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Useful documents

- **Department for Education, Preventing and Tackling Bullying**-Advice for head teachers, staff and governing bodies (Jan 2014)
- **School inspection handbook**- This handbook describes the main activities undertaken by inspectors conducting inspections of schools in England under section 5 of the Education Act 2005 (as amended) from September 2014. It now forms the single key resource for the inspection of schools under section 5 except for the additional detailed guidance on safeguarding provided in '**Inspecting safeguarding in maintained schools and academies**'.
- **Nottinghamshire County Council Anti-bullying Policy and action plan 2014-2016**

What should be in an Anti-bullying Policy?

Auditing current practice:

A regular review of the school's anti-bullying work is required to check that the work is operating effectively within the school, is supported and understood by all and addresses the issues currently giving concern.

Consultation:

Schools may wish to consider whether they need to construct a new Anti-bullying Policy or refresh the existing one based upon recent guidance. A working group may be set up within the school, to co-ordinate the work. This could include: a representative from the governors, the Anti-bullying Lead, support staff, a Parent/Carer, a young person(s). members from outside agencies working with the school for example –Police, EWO, EP

This group may wish to meet as a whole but often this is not practical and some schools find co-ordinated smaller consultations with the co-ordinator of this work more productive.

Checklist- when auditing the existing policy and writing a new one.

Does the policy have?

A) An introductory statement which:

- Gives information on the intent of the school
- Outlines the principles and values of the school
- Gives information on stakeholder expectations
- Refers to the legal obligations of the school

B) Evidence of consultation with all stakeholders

- Members of staff
- Governors
- Parents/carers
- Children and young people
- Other partners (extended schools, visiting external providers in school and external providers off site (14-19 curriculum), representatives from the local community, police.
- Where the policy can be accessed.

C) Roles and responsibilities

- The Head teacher
- The Anti-bullying Coordinator
- The named governor

D) Definition of bullying behaviour

- Have a definition of bullying
- Mention how bullying is different from other kinds of aggressive behaviour
- Mention the different forms of bullying behaviour
- Mention cyber bullying
- Mention the reasons behind bullying behaviour, including prejudice related bullying relating to the protected characteristics as defined in the Equality Act 2010
- Mention inappropriate language and terminology in relation to the protected characteristics as defined in the Equality Act 2010
- Mention bullying outside school including the school journey and cyberbullying

E) Reporting and responding to bullying:

- Show how pupils should report if they are being bullied (to whom, how)
- Mention the responsibilities of pupil bystanders
- Mention the responsibilities of parents/carers
- Mention the responsibilities of other school staff
- Say how teaching staff should respond
- Discuss whether graded sanctions will be applied depending on the severity
- Discuss how responses may vary by the type of bullying
- Discuss what follow up action is required
- Discuss reporting to parents and dealing promptly with complaints
- Discuss what action will be taken if the bullying persists
- Discuss how to support the victim
- Discuss how to work with the bully

F) Recording bullying and evaluating the policy

- Say how reports of bullying will be recorded
- Say who is responsible for co-ordinating the recording system and analysing patterns
- Show how this information will be used by teaching staff
- Discuss how the school community will be consulted on whether the policy is working or not
- Mention a two year review and updating of the policy

G) Strategies for preventing bullying

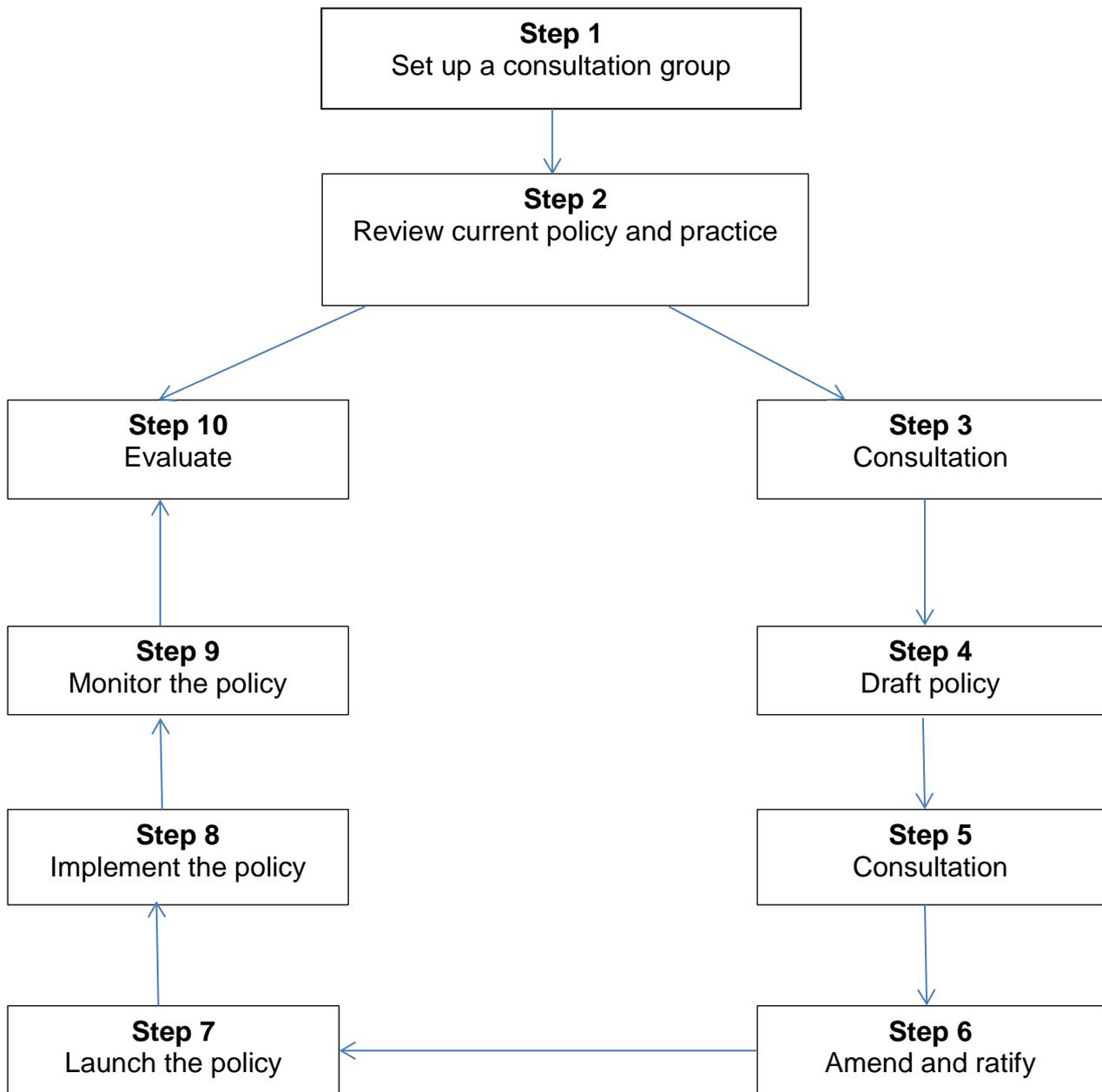
- Discuss encouraging co-operative behaviour or improving school climate
- Discuss issues of peer led interventions
- Clearly state both the reactive and the proactive approaches being used

- Discuss parent-teacher links, consultation with and involvement of Parents/carers in development and reviews
- Mention the role of playground activities or support/lunchtime supervisors
- Discuss issues of inclusivity (non English speakers, SEN pupils, pupils with disabilities)
- Mention active involvement in anti-bullying training

H) Links with other policies and why

I) Useful organisations

The Policy Development Process



Anti-Bullying Policy

September 15

Introduction

At Carlton Central Infant and Nursery School our core values are trust, friendship and challenge.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from (include all those consulted and HOW)

- Members of staff- (through regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents guide)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The children will develop a Student friendly version to be displayed in classrooms)
- Other partners- sport and music providers

This policy is available

- Online at www.carltoncentralinfants.com
- From the school office
- Child friendly versions are on display
- A shorter version is available for all parents/carers.

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school is: - Rachel McDermid
The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying Behaviour is: - Nicola Burton

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:-

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate

- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottscc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (how often?)

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Carlton Central Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Include here your strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements. For example: -
 - Involvement in SEAL including Anti-bullying unit.
 - Anti-Bullying week annually in November.
 - PSHE/Citizenship lessons drop down days and cross curriculum themes.
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice
 - Playground Buddying and other student lead initiatives
2. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Nurture group
 - Counselling and/or Mediation schemes
 - Small group work
3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
4. Support for parents/carers
 - Parent groups
 - Parent information events/informationbull
5. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

** Reminder: These incidents should be recorded separately.*

Brief summary of Incident

Action Taken	
include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate was a CAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
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Follow-up	Date

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	