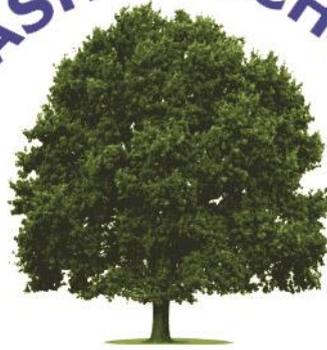


PLASHET SCHOOL



Working together to promote & celebrate achievement

Plashet School

Anti-Bullying Policy

Revised and applicable from 7th December 2017

Signed:

Handwritten signature of Irene Papadopolou in black ink.

Chair of Governors

At Plashet School we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a safe and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated. Where bullying does occur, it is the responsibility of all members of the school to report any incident to a member of staff, in line with the behaviour policy, who will deal with it promptly and effectively

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents referred to at the end of this policy. Specifically it takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2016. The school has also taken into account Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1) Policy objectives:

- a. This policy outlines what we will do to prevent and tackle all forms of bullying.
- b. The policy has been adopted with the involvement of the whole school community.
- c. We are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- a. Behaviour Policy and Sanctions system
- b. Complaints Procedure Statement
- c. Safeguarding including Child Protection
- d. E Safety Policy
- e. Curriculum Policies, such as SRE, Teaching & Learning
- f. SEND Policy
- g. Whistleblowing Policy

3) 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):

- a. The Education and Inspection Act 2006, 2011
- b. The Equality Act 2010
- c. The Children Act 1989
- d. Protection from Harassment Act 1997
- e. The Malicious Communications Act 1988
- f. Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- a. The Head Teacher to communicate this policy to the school community, to ensure that supportive and sanctions measures are applied fairly, consistently and reasonably.
- b. School Governors to take a lead role in monitoring and reviewing this policy.
- c. All staff, including: governors, Leadership Team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- d. Parents/carers to support their daughters and work in partnership with the school.
- e. Students to abide by the policy.

5) Definition of bullying

- a. 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)

- b. 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.
- c. 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.
- d. Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

6) Forms of bullying covered by this policy

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

- a. Bullying related to race, religion, nationality or culture
- b. Bullying related to SEND (Special Educational Needs and/or Disability seen or unseen)
- c. Bullying related to Mental Health conditions
- d. Bullying related to sexual orientation
- e. Bullying of young carers, children in care or otherwise related to home circumstances
- f. Sexist, sexual and transphobic bullying
- g. Bullying via technology, known as online or cyberbullying

7) School ethos

Plasnet School 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 safe, disciplined environment, where students are able to learn and fulfil their potential.

Our Community:

- a. Monitors and reviews our anti-bullying policy and practice on a regular basis.
- b. Supports staff to promote positive relationships, to help prevent bullying.
- c. 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.
- d. Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- e. Ensures our students 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.
- f. Requires all members of the community to work with the school to uphold the anti-bullying policy.
- g. Reports back to parents/carers regarding concerns on bullying, dealing promptly with issues raised.
- h. Seeks to learn from good anti-bullying practice elsewhere.
- i. Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

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

- a. 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 who will ensure that all parties are safe, if that is necessary, reassure the individual making the report and in the case of students make an immediate referral to the Year co-ordinator/Assistant Year Co-ordinator.
- b. In the case of an adult making such a report, the adult will be referred to the Head Teacher.
- c. 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.
- d. The Year Co-ordinator/Assistant Year Co-ordinator will interview all parties involved and keep detailed accurate

- records of the interview.
- e. The Safeguarding Officer will be informed of all bullying issues where there are safeguarding concerns and must keep a record of the report.
 - f. The school will inform other staff members, and parents/ carers, where appropriate.
 - g. Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - h. 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), in this case the Safeguarding officer will make the referral to Social Services.
 - i. Where the bullying takes place off 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.
 - j. 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.

9) Cyberbullying

When responding to cyberbullying concerns, the school will:

- a. Act as soon as an incident has been reported or identified.
- b. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- c. Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - Requesting that the parent contact the service provider
- d. 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:
 - 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.
 - Supporting a parent with such a request in point above.
 - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the school confiscation.
 - Requesting the deletion of locally-held content and content posted online if they contravene our school Behaviour Policy.
 - Consider restricting access to IT within the school day for parties involved until investigation is complete.
 - Advising parents to consider the restriction, confiscation and/ or monitoring of the use of IT and electronic devices in the home.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; as well as ensuring access to any additional help that they may need – for example for overuse of social media.
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - a. advising those targeted not to retaliate or reply;
 - b. providing advice on blocking or removing people from contact lists;
 - c. helping those involved to think carefully about what private information they may have in the public domain.

10. Supporting students

Students who have been bullied will be supported by:

- a. Reassuring the student and providing continuous support.
- b. Offering an immediate opportunity to discuss the experience with their Year Co-ordinator/Assistant Year Co-ordinator, Form Tutor, the Safeguarding Officer, CMD Staff or a member of staff of their choice.
- c. Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- d. Working towards restoring self-esteem and confidence.
- e. Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- f. 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).

Students who have perpetrated the bullying will be helped by:

- a. Discussing what happened, establishing the concern and the need to change.
- b. Informing parents/carers to help change the attitude and behaviour of the young person.
- c. Providing appropriate education and support regarding their behaviour or actions.
- d. If online, requesting that content be removed and reporting accounts/content to service provider.
- e. Sanctioning, in line with school Behaviour Policy; this may include verbal warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusion.
- f. 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.

Supporting adults

At Plashet we take seriously our commitment to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- a. Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head Teacher.
- b. Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- c. Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools Behaviour policy.
- d. Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- e. Reassuring and offering appropriate support.
- f. Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- g. Making any necessary adjustments to their working conditions or their relationship with the school.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- a. Discussing what happened with a senior member of staff and/or the Head Teacher to establish the concern.
- b. Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- c. If online, requesting that content be removed.
- d. Instigating disciplinary, civil or legal action as appropriate or required.

10) Preventing bullying

Environment

The whole school community will:

- a. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- b. Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- c. 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.
- d. Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- e. Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- f. Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- g. Actively create "safe spaces" for vulnerable children and young people within the school e.g. The Coaching and Mentoring Department, YC offices, Rooms G09 and G10
- h. Celebrate success and achievements to promote and build a positive school ethos.

11) Policy and Support

The whole school community will:

- a. Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- b. 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.
- c. 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 students, even when they are not on school premises; for example, when using local transport or online, etc.
- d. Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- e. Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

12) All-encompassing Educational Development & Training

The school will:

- a. 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).

- b. 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, student leaders etc.
- c. Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

13) Involvement of Students

We will:

- a. Involve students in decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- b. Regularly canvass children and young people's views on the extent and nature of bullying.
- c. Ensure that all students know how to express worries and anxieties about bullying.
- d. Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- e. Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- f. Publicise the details of internal support, as well as external helplines and websites.
- g. Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

14) Involvement and liaison with parents and carers

We will:

- a. Take steps to involve parents and carers, to ensure they are aware that the school does not tolerate any form of bullying.
- b. Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats for example the school website, Plashet Post, MySchoolApp.
- c. Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- d. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- e. Ensure that parents work with the school to demonstrate positive behaviour for students, both on and offline.

15) Monitoring and review: putting policy into practice

- a. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied we will do this by ensuring that Pastoral teams report termly to their line managers with details of any incidents that that this record is provided to the Head Teacher on a termly basis
- b. Any issues identified will be incorporated into the school's improvement planning processes annually as appropriate
- c. The Head Teacher will be informed of bullying concerns, as appropriate.
- d. The named Governor for safeguarding/bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

16) Useful links and supporting organisations

- Anti-Bullying Alliance: 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: www.bullyinginterventiongroup.co.uk/index.php
- 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: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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: 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- 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: www.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

- Barnardos LGBT Hub: 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) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: 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
- 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

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

Bullying Incident Report and Investigation Record – Form B1

Bullying Incident Report and Investigation Record – Form B1						
Student Name and form Class						
Date(s) of alleged incident						
Bullying related to race, religion, nationality or culture	Bullying related to SEND (Special Educational Needs and/or Disability seen or unseen)	Bullying related to Mental Health conditions	Bullying related to sexual orientation	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
What has happened						
Name(s) of alleged perpetrator and form class(es)						
Date of interview and outcome						
Statements taken and attached						
Yes	No					
Parent/carers informed and outcome of discussion and date						
Details of Sanction/Support given		Sanction/Support				
Student Name:						
Student Name:						
Student Name:						
Name of staff conducting investigation and date of conclusion of investigation						

Anti-Bullying Policy in practice – Outline of process and stages

