ANTI-BULLYING POLICY

Committee Responsible:	**Curriculum and Achievement**
Reviewed by:	Francis O'Sullivan (AHT)
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BENTLEY WOOD HIGH SCHOOL
ANTI-BULLYING POLICY

Following the development of the Behaviour Policy for Bentley Wood which defines the basic entitlement and expectations of students and staff, work has been done to tackle the specific issue of bullying. The programme shows the attempt to involve all parties involved with Bentley Wood High School.

DEFINITION OF BULLYING

There is no legal definition for bullying, however it is usually defined as **behaviour that is a willful, repeated, conscious attempt or desire to hurt someone either physically or emotionally**. Bullying may be overt by verbal or physical means, or covert by use of body language. It also includes cyberbullying - bullying via mobile phone or online (e.g. email, social networks, instant messenger, WhatsApp, Instagram and so forth).

Any needless action, repeated over time, which is intended to cause anxiety or distress will be considered bullying.

Some forms of bullying are illegal and should be reported to the police, these include:
- violence or assault;
- theft;
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages;
- hate crimes - any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their sex, race, religion, sexual orientation, disability, or because they are transsexual. (Please refer to the Equality information and Objectives Policy).

Aims

- To work towards the elimination of bullying at Bentley Wood;
- To enhance the Behaviour Policy which confirms the school expectations;
- To involve all members of the school community in countering bullying;
- To enable students, staff, parents and governors to understand what constitutes bullying;
- To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures for investigating allegations in line with guidance by the Child Exploitation Protection Centre (CEOP) and the DfE's "searching screening and confiscation" advice. (*issued Jan 2018*)
- To enable parents to feel confident that bullying will be firmly dealt with by the school;
- To inform all members of the school community that bullying behaviour will not be tolerated.

Objectives

- To remind students regularly via the Pastoral Programme and assemblies that bullying will not be tolerated inside or outside of school premises;
- To continue to cover bullying via established parts of the PSCHE Programme which has much appropriate material on forming and establishing good relationships and

strategies to counter bullying. New materials which become available will be added as appropriate;

- To issue students with the Anti-Bullying code which will be printed in Link Books and displayed in the tutor rooms;
- To ensure that areas of the school building are supervised at break and lunch times, between lessons and at the end of the day;
- To reinforce with students the need to report bullying;
- To support students who feel vulnerable;
- To work with and educate bullies to change their behaviour;
- To train staff and students in elements of the Equality Act 2010 and the nine 'protected characteristics' and how they are salient to bullying.
- We will promote equality and 'British Values', through a number of mechanisms, including our curriculum, Wise Thoughts, Head of Year Assemblies, Senior Leadership Assemblies, Student Enrichment channel on Teams, and so forth.
- To issue all staff with information on how they can help to counteract bullying;
- To issue all staff with procedures for dealing with cases of bullying;
- To consult School Council Representatives as representatives of their tutor group, on their views on bullying and any further procedures which may help in its elimination and get members to support students who may have been bullied;
- To maintain a trained group of students, such as Human Rights Ambassadors, and Wellbeing Ambassadors, who are available to students who do not wish to discuss their problems with staff or their parents but who may feel comfortable talking to their peers in the first instance.
- To work to improve relationships between students and prevent incidents of bullying through training staff and students in the 'Girls on Board' approach (Spring term 2022)

'Protected characteristics':
Bullying and discrimination may arise from prejudicial treatment of certain characteristics.

The following characteristics are designated as protected characteristics under the Equality Act 2010:

1) age;
2) disability;
3) gender reassignment;
4) marriage and civil partnership;
5) pregnancy and maternity;
6) race;
7) religion or belief;
8) sex;
9) sexual orientation.

Racism

Racism is treating someone differently or unfairly, simply because they belong to a different race or culture. Racism is 'any incident which is perceived to be racist by the victim or any other person.' (Stephen Lawrence Inquiry Report 1999).
People can also experience prejudice because of their religion or nationality.

It is illegal to treat people differently or unfairly because of their race and no one has the right to make another feel bad or abuse them.

<u>Reporting Racist Incidents</u>

Under the Equality Act 2010, all state schools should deal with all types of prejudice related incidents including racist incidents seriously. The school must log all reported racist incidents.

<u>What is a racist incident?</u>

A racist incident is any incident which is perceived to be racist by the victim or any other person. Racist incidents in school (or on the way to and from school) may involve pupils, teachers, non-teaching staff, parents, governors, visitors or others.

Racist incidents include:
- physical assault against a person or group because of their colour, ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- bringing racist material into school;
- verbal abuse and threats;
- incitement of others to behave in a racist way;
- racist comments in the course of discussion;
- attempts to recruit others to racist organisations and groups;
- ridicule of an individual for cultural difference eg food, music, religion, dress etc.;
- refusal to co-operate with other people because of their colour, ethnic origin or nationality;
- written derogatory remarks.

Other incidents of discrimination may include: sexism, discrimination due to a disability, homophobia. These incidents include:

- physical assault against a person or group because of their sex / sexuality/ disability
- use of derogatory names, insults and jokes that target the person because of their sex/ sexuality / disability
- discriminatory graffiti
- bringing discriminatory material into school;
- verbal abuse and threats
- incitement of others to behave in a discriminatory way;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual because of their sexual orientation/ sex / disability;
- refusal to co-operate with other people because of their sexual orientation/ sex / disability;
- written derogatory remarks.

Allegations of abuse made against other children and peer on peer abuse, including 'Sexting':

Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be of a physical, sexual or emotional nature. We take this abuse as seriously as that perpetrated by an adult. Incidents of bullying, abuse and harmful behaviour or exploitation will not be tolerated and sanctions will be enforced if any member of the school community breaches any of our policies. Our response will be

proportionate to the context of each incident but we will involve the police when actions are considered illegal and harmful.

Peer on peer abuse can manifest itself in many ways and will often include harmful sexual behaviour and use of technology and social media, for example, sexting, on-line shaming and trolling.

What is 'sexting'?

"In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police." **

Creating or sharing indecent images and pseudo-photographs of a child is illegal, even if the person doing it is a child. A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph. A young person under the age of 18 is breaking the law if they:

- ✓ take an explicit photo or video of themselves or a friend;
- ✓ share an explicit image or video of a child, even if it's shared between children of the same age;
- ✓ possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created.

Types of examples covered by the relevant laws (Protection of Children Act 1978, Criminal Justice Act 1988) could include the following:
- ✓ a person under the age of 18 who creates, possesses and/or shares sexual imagery of themselves with a peer under the age of 18 or adult over 18
- ✓ a person under the age of 18 who possesses and/or shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult over 18
- ✓ a person over the age of 18 who creates, possesses and/or shares sexual imagery of a person under the age of 18

Please be aware this list is not exhaustive and other situations could also be covered by these offences.

If a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. "All reports of youth produced sexual imagery require a police response. This response needs to be balanced to the circumstances of each individual case with the immediate focus always being on safeguarding children."* (This is in accordance with outcome 21).

Young people often do not anticipate the implications of sharing intimate or sexually explicit images or other content online, but the consequences can be devastating. In

extreme cases it can result in suicide, isolation, vulnerability. Young people are not always aware that their actions are illegal but can end up with a criminal record.

The same signs and symptoms of physical and sexual abuse that pertain to the abuse of children by adults are applicable to the abuse of children by other children.

When any member of staff or volunteer has a suspicion that a child or young person has been sexually abused by another pupil, is likely to be involved in sexually harmful behaviour, or is bullying another child or student, these suspicions must be reported to the designated safeguarding lead.

If a student is disclosing that they have received, sent or shared an illegal image, staff should adhere to the procedures for managing and reporting a disclosure.   The designated safeguarding lead's response will include:

- carrying out a risk assessment of the pupil or student;
- possible search for, confiscation and safe storage of a mobile device by the Headteacher (observed by a member of the safeguarding team) if there is clear evidence to suggest that there is an immediate problem;
- blocking the network and isolating the image;
- as relevant, making a referral in line with the Harrow LSCB thresholds and contacting the local police or referring the incident to CEOP;
- putting necessary safeguards and support in place for the child or young person, such as informing parents, providing counselling and advice for child/young person and parents;
- managing the reaction of other students through tutor groups, assemblies, PSHE, and visiting speakers.

The revised Education Act 2011 gives schools and teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The technical solutions we employ to protect students and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies.

INCIDENT MANAGEMENT

"Management of a bullying incident is of necessity crisis management and therefore subject to limitations of time and planning for the most appropriate intervention to take place"
'C.M.J. Arora'

If any incident is reported to you, listen first and then refer the matter to the Head of Year (*see procedure below in Appendix 1*).

Procedures for Form Tutor / Head Of Department / Head Of Year / Deputy Head Of Year / Assistant Headteacher / Deputy Headteacher

Be available to:
- Provide a secure environment in which students can report incidents confidently;
- Assure the student that the matter will be taken seriously;
- Reassure the students that the school will protect and support all parties whilst the issues are resolved.

Investigate:
- Interview individually all parties to produce an accurate report.

Record:
- Ask the students to write down what has happened or is happening;
- Inform the student that records will be kept on file;
- Keep records on file for all students involved.

Respond:
- Respond to the student who has been bullied; tell them what you will do. Make sure they are comfortable with your actions. Respond to student/students who are bullying. Initial counselling may be sufficient to stop the bullying at this stage. Make sure there is agreement that the person who has been bullied can now feel safe. Inform the parents of bullied and bullies of the outcomes of the investigation.
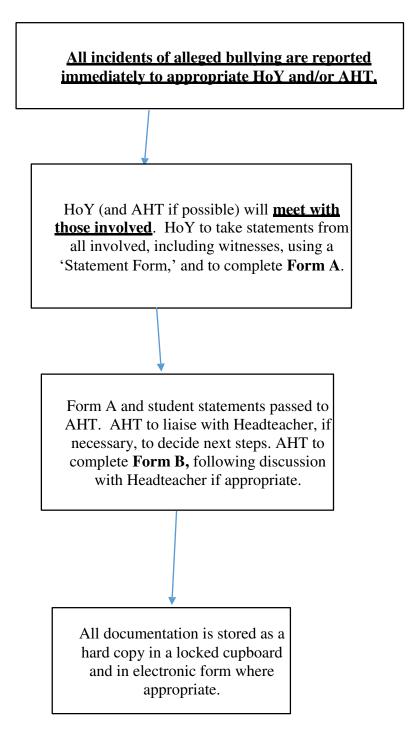
Follow up:
- Agree to meet at a set time to check that all is well, to show school support for student who has been bullied and encourage positive behaviour in others.
- Set up a time for the 'Restorative Justice' to take place as soon as possible. Restorative Justice is the process where both parties get an opportunity to achieve closure through mediation by trained staff and students.

** **"Sexting: how to respond to an incident: An overview for all teaching and non-teaching staff in schools and colleges" – UK Council for Child Internet Safety**

APPENDIX 1

Reporting process for Discrimination or suspected Bullying

All incidents of alleged bullying are reported immediately to appropriate HoY and/or AHT.

HoY (and AHT if possible) will **meet with those involved**. HoY to take statements from all involved, including witnesses, using a 'Statement Form,' and to complete **Form A**.

Form A and student statements passed to AHT. AHT to liaise with Headteacher, if necessary, to decide next steps. AHT to complete **Form B,** following discussion with Headteacher if appropriate.

All documentation is stored as a hard copy in a locked cupboard and in electronic form where appropriate.

Documentation to be completed:

1. Student/ staff statements
2. Form A;
3. Form B

Incidents of bullying and/or discrimination: Form A

To be completed by HoY following discussion with AHT

Incident reported by		Role in school	
Incident reported to		Role in school	
Date of incident		Date of report	
Nature of incident	Racist, Sexist, Homophobic, Disability discrimination Other (please give details below)		

Section 1 – Details of those involved in the incident (continue on a separate sheet if necessary)

Victim:	Alleged Perpetrator:	Alleged Perpetrator:
If student at school please complete the following: Year group: Form group: Ethnicity (**if reporting a racist incident**):	If student at school please complete the following: Year group: Form group: Ethnicity (**if reporting a racist incident**): n/a	If student at school please complete the following: Year group: Form group: Ethnicity (**if reporting a racist incident**): n/a
If member of staff at school, please indicate position:	If member of staff at school, please indicate position:	If member of staff at school, please indicate position:
If visitor at school please indicate for what reason:	If visitor at school please indicate for what reason:	If visitor at school please indicate for what reason:

Incidents of bullying and/or discrimination: Form B

To be completed by AHT following meetings with those involved

Section 1

Location of incident:

What type of incident occurred? Please highlight.

Name calling	Abuse by electronic means (texting, online etc)
Threatened assault	Refusal to cooperate with victim due victim's cultural, religious or ethnic background or because of their sexuality
Verbal abuse	Socially isolated
Attacks on property	Graffiti
Physical abuse	Other (please specify)

Section 2

Action taken and support offered

To be completed following consultation with the Head teacher.

What action(s) was / were taken to deal with the incident? Please highlight.

Warning to the perpetrator
Discussion with the victim's parent(s) / guardian / carer
Discussion with the perpetrator
Discussion with the perpetrator's parent(s) / guardian / carer (please see attached summary following meeting with mum).
Restorative Justice
Mediation
Mentoring or Counselling
Curriculum change or addition
Exclusion (internal) and duration
Exclusion (external) and duration
Managed move
Permanent exclusion
Referral to another body
Other (please specify)
No action (please give details)