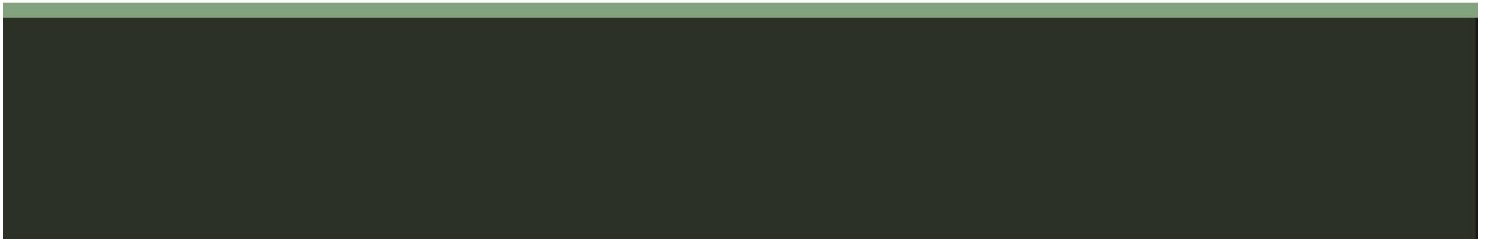




# ANTI-BULLYING POLICY

<b>Committee Responsible:</b>	<b>Curriculum and Achievement</b>
<b>Reviewed by:</b>	Francis O'Sullivan (AHT)
<b>Review Date:</b>	January 2023
<b>Approved by Committee:</b>	<b>10<sup>th</sup> January 2023</b>
<b>Next Review Date:</b>	<b>September 2024</b>



# 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 wilful, 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. It should not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

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 PSCHÉ 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, 'protected characteristics', 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. This is being implemented successively through KS3 with the aim of empowering the girls to navigate relationships with less friction, and before this escalate into more substantive disagreements.

#### **'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.

## **Discrimination and Racism**

Racism is treating someone differently or unfairly, simply because of their colour, nationality, ethnicity, or national origins. (Equality Act 2010)

### **Reporting Racist Incidents**

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.

### **What is a racist incident?**

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.

### **Discrimination and Other Protected Characteristics:**

Incidents of discrimination may include protected characteristics other than race, such as, 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.

## **Prevention:**

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Our 'CARE' values promoted regularly.
- Diversity and tolerance of difference is celebrated and promoted through our 'Wise Thoughts' programme, PSHE curriculum, and event weeks like Black History Month, International Women's Month, LGBT History Month.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week
- Whole school assemblies. (HoY / SLG)
- Pupil focus groups
- Poster campaigns.
- Student Enrichment and Extension channel on Teams used to promote and celebrate respect for difference through key figures and events.
- Distributing duty supervision in potential problem areas.
- Peer mentoring and Buddy Schemes where appropriate
- Student leadership groups to build character and develop assertiveness
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the attitudes of the anti-Bullying Policy, as well as our promotion of diversity, and our school's ethos of kindness and tolerance.

## **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 an incident of bullying is reported to a member of staff, they listen first, and then refer the matter to the Head of Year.

(Our system for reporting is outlined below in Appendix 1.)

## **Procedures and Guidelines:**

### **All Staff should 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.

### **Interview:**

- The Head of Year and/or Assistant headteacher's investigation will ensure that they individually interview 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:**

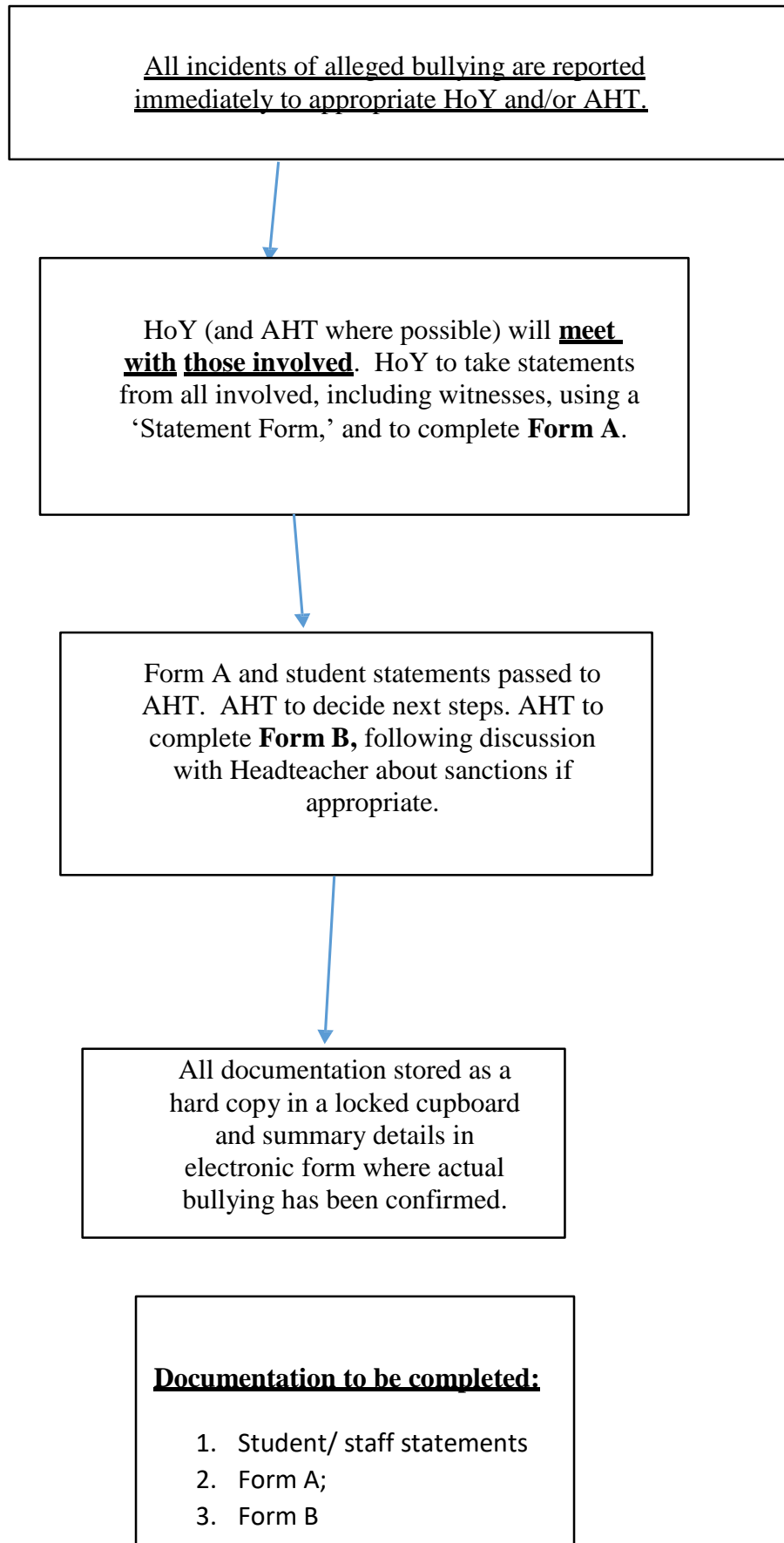
- Respond to the student who has been bullied; tell them what you will do. Make sure they are comfortable with your actions. Respond to student/students who are bullying. Initial counselling may be sufficient to stop the bullying at this stage. Make sure there is agreement that the person who has been bullied can now feel safe. Inform the parents of bullied and bullies of the outcomes of the investigation.

**Follow up:**

- Agree to meet and to check that all is well, to show school support for student who has been bullied, and to encourage positive behaviour in others.
- Arrange for a 'Restorative Justice' conversation to take place between both parties where appropriate, noting that some students do not want this an outcome. Restorative Justice is the process where both parties get an opportunity to achieve closure through mediation by staff.

## APPENDIX 1

### **Reporting process for Discrimination or suspected Bullying**



## Incidents of bullying and/or discrimination: Form A

*To be completed by HoY following discussion with AHT*

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

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

<u>Victim</u>	<u>Alleged Perpetrator</u>	<u>Alleged Perpetrator</u>
Name:	Name:	Name:
Form group:	Form group:	Form group:
Ethnicity (if reporting a racist incident):	Ethnicity (if reporting a racist incident): n/a	Ethnicity ( <b>if reporting a racist incident</b> ): 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 where appropriate.*

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)