



## **BOUNDARY OAK SCHOOL FAREHAM**

### **Anti-Bullying Policy**

#### **Policy History**

**Person responsible for latest revision:**

James Polansky Nov 18

**Date reviewed by Owners:**

Nov 2018

**Proposed review date:**

Nov 2019



## Introduction

This Policy has been written in line with the contents of the following: The Department for Education Paper, Preventing and Tackling Bullying 2014; Section 89 of The Education and Inspections Act 2006; The Equality Act 2010; The Equality Duty 2011; The Children Act 1989. The policy also reflects the guidance in 'Keeping Children Safe in Education 2018' and 'Working together to safeguard Children, 2015.' It also takes into account the non- statutory guidance offered in, 'Preventing and tackling bullying.' (2017) Other information from external sources and organisations have also been consulted in formation of this document.

Parents are able to obtain a hard copy from the school office.

This policy should be read in conjunction with the Boundary Oak School E-safety policies and Behaviour and Rewards and Sanctions Policies.

The Proprietors have oversight of this policy and its implementation and will review the anti-bullying policy and its implementation annually or more frequently if required and/or any issues arise.

### **Boundary Oak School is a TELLING and LISTENING School.**

We are committed to providing a caring, nurturing, friendly and safe environment for all our pupils and staff so that they can learn and work in a secure atmosphere. Bullying of any kind is unacceptable in our school. We have a well-developed pastoral system within the school which ensures that all staff convey concerns to the pastoral team who meet weekly to discuss any pupil concerns and put strategies in place to deal with emerging issues.

Any pupil who feels he/she is being bullied will be given guidance, counselling and support from staff and from other pupils. If bullying does occur, all pupils should be able to TELL and know that someone will LISTEN and that incidents will be dealt with promptly and effectively. This achieved through the 'Circle of Care' chart which is on display in every classroom and in all pupils' Contact Diaries/planners. It is referred to at the beginning of each term to ensure pupils are clear on the availability of people to listen.

Any pupil who makes life intolerable for another will be dealt with swiftly and severely. Parents will be made aware of the consequences. Pupils who engage in bullying will be given support to overcome their difficulties. If, however, the bully does not heed the warning and advice, she/he may be required to sign a written contract. In extreme cases, suspension and finally, expulsion will be considered.

Everybody must recognise that a bully thrives on threats and on fear. For the sake of the victim and of the bully, we take positive measures at Boundary Oak School to ban bullying. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

At Boundary Oak School In-service Training is provided for all staff to heighten awareness of bullying and to ensure that all staff are aware of how to deal with incidences of bullying in the school. New staff induction covers the anti-bullying policy. All staff need to read his and sign to say they have understood on an annual basis. All staff complete annual Educare training on bullying and Equality & Diversity. Form Tutors/Class Teachers tackle the issue of bullying with pupils using educational elements such as personal, social, health and economic education (PSHE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language during PSHE lessons and form time. Assemblies are also frequently used to address the issue of bullying and posters are displayed around the school to re-enforce positive behaviour.



The school aims to work with parents to prevent and tackle bullying through information provided regarding the school's culture, ethos, practices and procedures, and through relevant talks and meetings with parents.

As a school with boarding pupils we are aware that incidents of bullying can occur outside the academic day. The pupils have access to house staff for support as well as independent agencies. This policy applies to all aspects of life at Boundary Oak School.

### **Aims of this Policy**

- To ensure that proprietors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- To ensure that proprietors, teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **What is Bullying?**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying results in pain and distress to the victim.

#### *Types of Bullying:*

##### Emotional

For example: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

##### Verbal

For example: name-calling, sarcasm, spreading rumours, teasing

##### Physical

For example: pushing, kicking, hitting, punching or any use of violence

##### Race, religion or culture

For example racial taunts, graffiti, gestures, pressure to radicalise or partake in extreme views/actions.

##### Special educational needs (SEN) or disability

Bullying related to disability

##### Sexist or Sexual

For example: unwanted physical contact or sexually abusive comments

##### Homophobia

Bullying related to sexual orientation

##### Gender

Bullying related to gender

##### Carer/LAC

Bullying related to different home life situations

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.

### **Intentions**

Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of behaviour are equally unacceptable but may not be malicious and can often be



corrected quickly with advice and without disciplinary sanctions. It is important that this type of behaviour is viewed seriously and discussed with those pupils involved. For other pupils, their intention may be deliberately to hurt others.

**Cyber bullying** is a 'method' of bullying rather than a 'type' of bullying. It includes bullying via text messages; via instant messenger services and social networking sites; via emails and via images or videos posted on the Internet or spread via mobile phones. It can take the form of any of the types of bullying listed above. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass the target **(Please refer to E-Safety policy and Anti-Cyber Bullying policy)**

### **Why is it Important to Respond to Bullying?**

Bullying hurts – physically, emotionally and psychologically (and may cause psychological damage). No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying may be suffering themselves and need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

### **Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.



## Bullying outside the school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Procedures

1. Report all bullying and cyber-bullying incidents, both in and outside school, to a member of staff, a Buddy or an Independent Listener.
2. The incident must be recorded by a member of staff on the Incident Report Form.
3. This form must be retained on the server in the Bullying folder in the Incident Report folder and in the relevant Pupils’ folders for the purpose of tracking repeat offenders.
4. Information must next be passed to the pupil’s class teacher or form tutor who will follow up the allegation in conjunction with the Deputy Head responsible for Pastoral Care.
5. Serious concerns should then be passed immediately to the Deputy Head or Headteacher, following the Behaviour Management Policy procedures.
6. Bullying behaviour or threats of bullying will be investigated, and action taken to stop the bullying quickly.
7. In serious cases parents will be informed and will be asked to come in to school to discuss the problem.
8. All attempts will be made to help the bully (bullies) change their behaviour.
9. In conjunction with the Behaviour policy review, if not sooner, records will be used to evaluate the effectiveness of the school’s approach and/or to enable patterns to be identified.
10. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. [See Safeguarding Policy \(update this link\)](#)
11. Pupils who have been the victims of bullying will be supported.
12. If necessary and appropriate, the police will be consulted.
13. Call 999 if you or someone else is in immediate danger.
14. The threshold for statutory reporting to the police is where bullying involves are crime. These include:
  - Violence or assault
  - Theft
  - Repeated harassment or intimidation (threats, abusive phone calls, emails or text messages)
  - Hate crimes

## Strategies

1. Create opportunities right across the curriculum for groups to discuss bullying and cyber-bullying in role-play situations such as: PSHE, Assemblies, projects, drama and stories in literature.
2. Pupils learn how to handle bullies better
3. Bullies learn how things feel from the victim’s point of view
4. Everybody learns that such behaviour is unacceptable



5. Ensure that risk areas are supervised and patrolled during break times; at the beginning and at the end of the day
6. Encourage pupils who witness bullying and tell an adult immediately
7. Staff and pupils must be extra vigilant with shy pupils/new pupils
8. Mentoring or befriending schemes across the Year groups
9. Using the School Council to raise awareness
10. Raising self-esteem through activities (PSHCE lessons) designed to improve social skills and to discuss the differences between people and the importance of avoiding prejudice-based language.
11. Help the pupil to recruit friends
12. Staff must be made aware of “charges” brought, by whom and against whom so that they can be aware of the subtler forms of bullying in the classroom and keep an eye out for victim/offenders
13. Adopt a “no blame” strategy/technique
14. Raise awareness of staff, and parents through training so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
15. When and where appropriate the school may invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

In the Early Years Foundation Stage (EYFS) we believe that children and adults flourish in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. In order to achieve this all staff in the EYFS ensure that rules are applied consistently, all adults provide a positive model for the children. All staff reflect the ethos of the EYFS and government legislation (Children Act 2004).

### **Outcomes**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences and sanctions (as detailed in our Rewards and Sanctions policy) may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. Support will be provided for both the victim and the bully.
4. If possible, the pupils will be reconciled.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **School Action**

When bullying has been identified the following will occur

- Victim to make a written statement and supported/interviewed
- Bully interviewed for their views
- Bully to write a statement
- If appropriate bully and victim to discuss incident(s) together
- Parents of both pupils to be informed and in some cases invited into school to discuss should the severity of the incident deem it necessary and/or the parent wish to discuss the incident further.
- Pastoral form completed and logged in Incident log for bullying and electronic files

### **Help Organisations**



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KIDSCAPE Parents Helpline (Mon-Fri 10-4)	0845 1 205 204
Familyline Plus	0808 800 2222
Youth Access	020 8772 9900

**Useful websites:**

1. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
2. [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
3. [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)
4. [www.bullying.co.uk](http://www.bullying.co.uk)
5. [www.bullyingonline.org](http://www.bullyingonline.org)
6. [www.childline.org.uk](http://www.childline.org.uk)
7. [www.kidscape.org.uk](http://www.kidscape.org.uk)

- [Family Online Safety Guide.](#)
- [Childnet International SMART rules](#)
- [Internet Watch Foundation](#)
- [Preventing Homophobic Bullying Among Children](#)
- [Department for Education Preventing Bullying Advice](#)
- [Ofsted Strategies for Tackling Bullying](#)
- [Embedding Anti-bullying Work in Schools](#)
- [Cyberbullying: Advice for Headteachers and School Staff](#)
- ['Thinkyouknow' Online Safety Advice](#)
- [BullyingUK Advice for Schools](#)

**Bullying Information for Staff**

- Don't let the victim suffer in silence
- Do not ignore or play down the information/allegation
- Record the incident
- Inform Class teacher/Deputy Head/Headteacher
- Alert teachers at briefing
- Tell the victim that the school will support him/her
- Assure the victim that he/she is not a "super grass", and that he/she should not be feeling guilty
- Tell the bully that their conduct is unacceptable, use one or more of the recommended strategies – issue warning
- Monitor the situation

**Bullying Information for Pupils**

If you are being bullied

- Don't suffer in silence
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away
- If you think it will be repeated try to get some names of witnesses
- The School has an 'Independent Listener' who may act as an intermediary or support

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell a teacher or an adult on your own ask a friend to go with you



- Keep on speaking up until someone listens

When you are talking about bullying with an adult, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What have you done about it already

Some strategies you can try:

- Don't blame yourself, TELL yourself you are important
- Try to ignore comments made to you; nothing stops a bully quicker than if the one being bullied does not react
- TRY to laugh and make a joke about the bully's comments
- TRY to get support from your friends
- TRY not to look like a victim; WALK TALL!

If you are being bullied outside school:

- Try to avoid the trouble spot
- Always go with a friend
- Tell your parents or a member of staff

### **The Role of the Bystander**

A bystander is someone who sees or know about bullying or other forms of violence or abuse that is happening to someone else; they can either be part of the problem (hurtful bystander) or part of the solution (helpful bystander). It's easy to ignore incidents of bullying or walk away thinking 'at least it is not me'

Doing nothing contributes to the problem and gives the bully the message that it is alright to carry on with their behaviour. Research shows that the bystanders can effectively stop bullying within 10 seconds with intervention.

Therefore it is expected that bystanders will

- Step in and stop the bullying
- Report it to a member of staff
- Tell a senior pupil who will support you reporting the incident.

### **Bullying Information for Parents**

- Reassure your child that there is nothing wrong with them
- Advise your child not to buy the bully off or to retaliate
- Advise your child to inform their Form Tutor/Class Teacher or any member of staff whenever they are afraid
- Advise your child to inform their Form Tutor/Class Teacher immediately so that action may be taken
- Keep a record if the bullying persists
- Help your child to recruit friends
- Take positive steps to raise your child's self esteem





- Contact the Headteacher if you have any concern
- Attend E-Safety workshops and read emails about updates.

### **Bullying by a Member of Staff**

- Occasionally a parent, a pupil, member of staff, might bring a claim of bullying against a member of staff
- The complaint must be handled in the strictest confidence and the following procedures adopted
- The complaint must be investigated by the Headteacher
- Anyone bringing or passing on a complaint must be advised to keep material confidential
- The Headteacher must immediately question the child to establish the facts. The member of staff must be immediately advised of the situation. Depending on the degree and nature of the bullying, the child should be counselled and advised
- Where bullying by a member of staff has occurred, this may well be treated as a potential breach of the code of conduct and as a potential safeguarding issue with the serious ramifications thereof (see Staff Code of Conduct policy and the school's Safeguarding policy).

### **Bullying of a Member of staff by a Parent**

- This should be handled in the strictest confidence by the Headteacher.

### **Bullying of a Member of Staff by another Member of Staff**

This section should be read in conjunction with the main anti-bullying policy and definitions of bullying as set out there apply here also.

Reference should also be made to the 'Grievance Procedure' which forms part of the contract.

It is important that:

- Professional behaviour is observed at all times
- Individuals think before they speak or act
- Staff treat others as they would expect to be treated themselves
- In the first instance, matters should be resolved on a one to one basis as close to the incident's occurrence as possible
- The matter be kept confidential to protect all involved
- Use is made of the School's 'Independent Listener' who may act as an intermediary or support
- Formal complaints are made to the Line Manager or Headmistress according to the Grievance Procedure

### **Legislative links**

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school

Prevent and Tackling Bullying (Oct 2014)

The Equality Act 2010

Specialist organisations (which can be contacted when specialised skills are required to understand the needs of pupils)



- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

This policy should be read in conjunction with:

- Safeguarding policy
- Keeping children safe from radicalisation safeguarding policy
- E-Safety Policy
- Ant- Cyber bullying policy
- Behaviour Policy
- SEND



**APPENDIX**

**BOUNDARY OAK SCHOOL TEMPLATE FOR RECORDING BULLYING BEHAVIOUR**

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Source of bullying concern/report**

(tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents**

(tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
Games	
Boarding	
Dining Room	
Other	

**5. Name of person(s) who reported the bullying concern**

\_\_\_\_\_

**6. Type of Bullying Behaviour (tick relevant box(es)) \***

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Religious	Other (specify)



**8. Brief Description** of bullying behaviour and its impact. List previous history if known.

**9. Details of actions taken**

**Referral made to CP:**

**First Aid Given by First Aider:**

**Referral made to JP:**

**Recorded in Accident Book:**

(Please tick appropriate box)

**Referral made to other agency (Specify):**

**Signed by teacher:**

**Date:**

**Signed by SMT:**

**Date:**

