BOUNDARY OAK SCHOOL FAREHAM

Anti-Bullying Policy

Policy History

Person responsible for latest revision: James Polansky Nov 19

Date reviewed by Owners: Nov 2019

Proposed review date: Nov 2020

Introduction

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2019 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

There are several 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):
- o   The Education and Inspection Act 2006, 2011
- o   The Equality Act 2010
- o   The Children Act 1989
- o   The Education (Independent School Standards) Regulations 2015
- o   Protection from Harassment Act 1997
- o   The Malicious Communications Act 1988
- o   Public Order Act 1986

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

Definition of Bullying

- Bullying can be defined as "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)
- 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.
- 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.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
    - Bullying related to physical appearance
    - Bullying of young carers, children in care or otherwise related to home circumstances
    - Bullying related to physical/mental health conditions
    - Physical bullying
    - Emotional bullying
    - Sexual bullying
    - Bullying via technology, known as online or cyberbullying

- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

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 bulling 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)**

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- 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.
- 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:

- Support 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.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

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.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy

- o   Seeks to learn from good anti-bullying practice elsewhere.
- o   Utilises support from the Local Authority and other relevant organisations when appropriate.

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 discipline record in iSAMS for the relevant pupils.
3. This incident must also be recorded on the server in the Serious Incident log 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
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 DSL will be informed of all bullying issues where there are safeguarding concerns.
15. 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
16. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

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

PREVENTING BULLYING

Environment

- The whole school community will:
  - o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - o Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
  - o Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring

responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.

o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

o Actively create "safe spaces" for vulnerable children and young people.

o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
  o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

  o Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

  o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.

  o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

  o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
  o 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.

  o 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, etc.

  o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

  o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

  o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

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

Supporting pupils

- *Pupils who have been bullied will be supported by:*
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

- *Pupils who have perpetrated bullying will be helped by:*
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - 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, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- *Adults who have been bullied or affected will be supported by:*
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - 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 and discipline policy.
- o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- o Reassuring and offering appropriate support.
- o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- *Adults who have perpetrated the bullying will be helped by:*
  - o Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - o Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - o If online, requesting that content be removed.
  - o Instigating disciplinary, civil or legal action as appropriate or required.

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

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
- AUP
- Ant- Cyber bullying policy
- Behaviour Policy
- SEND

Help Organisations

Children's Legal Centre	0345 345 4345
KIDSCAPE Parents Helpline (Mon-Fri 10-4)	0845 1 205 204
Familyline Plus	0808 800 2222
Youth Access	020 8772 9900

Useful websites:

- 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: www.childnet.com
- 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

- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and-tackling-bullying

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

- Barnardo's 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
    - o   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: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- 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