



ANTI BULLYING POLICY

Aspire | Commit | Succeed

Date of Policy: Summer 2018

Next Review Date: Summer 2020

Staffing & Students Committee

The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Anti-Bullying Policy

At Alperton Community school we will continually aim to ensure that everyone in our school is treated with respect and dignity. Each member of our school community will be given fair and equal opportunities to develop their full potential, regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We believe that pupils and adults have the right to be in an environment where they feel safe from harassment and intimidation.

Alperton Community School Aims:

1. To have an anti-bullying policy and practice that makes bullying unacceptable.
2. To ensure that students, parents and carers, staff and governors are aware of the anti-bullying policy and follow it.
3. To ensure that those expressing concerns about bullying will have them taken seriously.
4. To fulfil the school's statutory obligations under the:
 - Education and Inspections Act, 2006, to have a behaviour policy including measures to prevent all forms of bullying among pupils
 - Equality Act, 2010, which places an Equality Duty on all public bodies to eliminate unlawful discrimination, harassment and victimisation.
 - Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Statutory Obligations:

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

There is not a specific criminal offence of bullying in the United Kingdom. However, some types of bullying, or harassment, threatening behaviour or threats by communication could be breaking the law. For example, under the Malicious Communication Act, 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. The school will refer the matter to the Police if it considers that an offence may have been committed.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race,

religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Bullying Outside School Premises:

At Alperton Community School, we will tackle bullying whether it takes place either in school or on the journey to and from school. Under Section 89(5) of the Education and Inspections Act, 2006 Headteachers have the authority to regulate pupil behaviour outside school and this includes bullying incidents. (See appendix 4). 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.

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.

Types of Bullying:

Cyber Bullying – mobile phones, the internet and cameras can all be used to bully students or staff (see appendix 1)

Emotional – social ostracism, malicious gossip, social exclusion, a 'look', theft of possessions e.g. mobile phone

Homophobic/Biphobic/Transphobic (HBT) – bullying targeting sexual orientation or gender identity as well as perceived orientation and/or gender identity or because pupil is looked after by LGBT+ parents/carers, APP 2

Physical abuse – intimidation, rude gestures, threats and extortion, assault

Race, religion and culture – racism, e.g. bullying based on ethnicity, refugee prejudice, Traveller prejudice, anti-Islamic feelings, or anti-Semitism.

SEN/disabilities – children with special educational needs or children with disabilities can be at greater risk of bullying APP 3

Sexual – sexually abusive comments and unwanted physical contact

Verbal – name-calling of pupils or staff, malicious gossip, teasing

Cyber bullying and Mobile phones:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is included in the Student Restraint and Search Policy.

At Alperton Community school we educate our students about the dangers of cyber bullying through our Acceptable Use of ICT Policy and through the curriculum. Any student found to be bullying through the use of technology will be dealt with through the school sanctions system. (See appendix 5)

Students Years 7 to 11 are not allowed to use mobile phones on school premises. Sixth Form students are permitted to use mobiles in prescribed areas. Mobile phones must be switched off and not visible, preferably in a school bag. We strongly discourage students from bringing mobile phones into school and it is entirely the student's responsibility if they do. If students bring them into school they will have to face the consequences if the phone is seen or heard by a member of staff (see Mobile Phone policy).

Procedures for reporting bullying:

We believe the whole school community has a responsibility for tackling bullying. All teaching and non-teaching staff have a duty of care to the students and an act of bullying could be reported to any member of staff. That member of staff should report the incident according to School protocol. All incidents will be documented on SIMS and in some serious cases, the Police may intervene.

Advice for students on how to deal with bullying: (see appendix 6)

Everyone has the right to live their lives without fear of feeling bullied, threatened or unsafe. Bullying is wrong and students should not have to live with it. At Alperton Community School, these are the key adults who will help students who are being bullied:

- Personal Tutor
- Pastoral Manager

- Senior member of staff

Advice for Staff on how to deal with incidents of bullying:

1. All bullying incidents **must be** treated seriously.
2. All incidents recorded on database kept confidentially by Pastoral Lead and shared at each FGB (Full Governing Body) Meeting.
3. The relevant Personal Tutor/ Pastoral Manager should be notified.
4. All staff have a responsibility to ensure that the incident is dealt and followed through.
5. Parents/carers will be informed, where appropriate.
6. Support will be given to the person who has been bullied.
7. The person who has bullied will be given an appropriate sanction but might also be given support to try and ensure they do not bully again.
8. The staff have a legal responsibility to report any racist incidents to the appropriate member of SLT as soon as it is encountered or witnessed.

At Alperton Community School, we use a combination of preventative and other strategies to address bullying:

The curriculum:

Bullying is prevented through the curriculum, through PSHEE and in assemblies and through displays that foster the schools ethos of inclusion and equality. Our school also focuses on bullying and how to tackle it each year during Anti-Bullying week or other relevant national campaigns.

Strategies, rewards and sanctions:

Praise or rewards are given to pupils involved with anti-bullying work especially throughout National Anti-Bullying Month each year. The school uses a variety of sanctions for those shown to have been bullying. All forms of bullying will be dealt with seriously and following the school's consequences system. Parents will be informed, they may be asked to come to school and students can be excluded internally or externally for serious incidents of bullying.

Parents/Carers:

Advice is offered to parents/carers of students who have been bullied, or to any parent/carer who may be concerned that their child could be a victim of bullying. Useful websites and 'What to look for' guidelines are available on the school website.
Appendix 7

Monitoring:

All incidents of bullying are monitored by reason, ethnicity, gender, year group, Looked after Children and Special Education Need. This informs our anti-bullying work and the school self-evaluation. All incidents are logged under each protected characteristic within database held by Pastoral lead. Anonymous surveys conducted throughout the year to continuously monitor bullying attitudes.

Training for staff:

The issue of how to prevent and tackle bullying is raised and explored at a whole school level. As part of the NQT Induction programme, staff receive training on how best to prevent and tackle bullying and oppressive language and how to address diversity through the curriculum. This is also open to any other staff as appropriate. In addition, some staff are trained on the use of circle time, which can be used to tackle bullying. (APP 8)

Reviewing and monitoring the Policy:

This policy will be checked by the PSHEE Co-ordinator annually to ensure it remains accurate. The policy will be submitted to SLT every two years to approve any relevant changes. The outcome of the review will be reported to the Governors Personnel Committee and used to update the school's self evaluation.

Success criteria:

- The criteria for the success of this policy will be:
- Incidents of bullying are being recorded appropriately to observe the trends.
- An openness to discuss the issue of bullying in the school so that students know who they can turn to if they are being bullied or are aware of bullying behaviour.
- Willingness on the part of the students to report bullying behaviour.
- Incidents of bullying are being followed up to make sure there is no retaliation or revictimisation of the person who reported or have been a victim on bullying.
- That students report that incidents of bullying are tackled effectively and they feel safe.
- That staff know and understand the policy on bullying including their role within it.
- That parents/carers know and understand the policy on bullying and feel that they have the opportunity to discuss its implementation
- The impact of this policy is regularly reviewed and adapted.
- School conducts data analysis to track any behaviour patterns and adopts its approach to issues identified accordingly and appropriate intervention put in place.

Useful sources

DfE:

Preventing and tackling bullying: advice for School Leaders, staff and Governing Bodies, DfE, 2013

Let's fight it together www.digizen.co.uk (cyberbullying DVD) 'Safe to Learn' series: guidance on tackling bullying based on race, religion and culture; cyberbullying, homophobic bullying and special educational needs

Specialist organisations

Anti-Bullying Alliance - www.anti-bullyingalliance.org.uk

Beatbullying - www.beatbullying.org.uk

Childline - www.childline.org.uk

Kidscape- www.kidscape.org.uk

Mencap - www.brentmencap.org.uk

Restorative Justice Council - www.restorativejustice.org.uk

Cyberbullying

Childnet International - www.childnet.org.uk; www.digizen.org.uk

LGBT:

Mosaic LGBT Youth Centre www.mosaicyouth.org.uk

Stonewall - www.stonewall.org.uk

NSPCC - www.stopspeaksupport.com/

Alperton Student Voice

'We are the Experts.. It is our school ... '

We believe that all teachers should be informed if bullying is present. Teachers should never ignore it, even if it doesn't seem serious. Every case of bullying, big or small is a potentially dangerous and damaging.

Teachers should take action immediately and respect the privacy and feelings of the victim.

Students at Alperton will strive to be brave enough to talk about bullying and report incidents whether it is directed at them or their peers.

Students would like a named person who they can report incidents to and they want to trust that all matters will be dealt with.

Staff Information: Preventing and Tackling Cyberbullying

Ways of preventing cyberbullying.

Taking a whole-school approach, for example, including specific references to cyberbullying in the school's anti-bullying policy and home/school agreements

Co-ordinating responsibility- having a person from the senior leadership team to co-ordinate anti-bullying work, including cyberbullying

Understanding and talking about cyberbullying

Updating existing policies and practices, for example, recording all incidents of cyberbullying or reviewing Acceptable Use Policies

Making reporting cyberbullying easier, for example, publicising how students and staff report incidents

Promoting the positive use of technology, for example, highlighting the importance of password security

Evaluating the impact of prevention activities

Staff Information: Homophobic, Biphobic and Transphobic Bullying: 10 steps schools can take

1. Acknowledge and identify the problem of bullying.

The most important step is to recognise that all sorts of bullying takes place in schools, even if some forms are not immediately visible.

2. Develop policies which recognise the existence of HBT bullying.

Ensure that your anti bullying policy takes homophobic bullying into account. Take other appropriate action such as challenging use of the word 'gay' and ensuring fast removal of graffiti.

3. Promote a positive social environment.

The ethos of the entire school community, including all staff and parents and carers, should be to support all pupils, regardless of their differences and to ensure that they are happy and safe.

4. Address staff training needs.

Do not assume that only lesbian, gay and bisexual staff are able to deal with homophobic bullying, but ensure all staff are confident they know how to react to such situations.

5. Provide information and support for pupils.

Make age-appropriate information about services and support available to all pupils. Refer pupils to services including Childline for additional support.

6. Include LGBT+ identities in curriculum planning.

Include teaching about lesbian, gay, bisexual and transgender identities and role models within the curriculum in accordance with national Curriculum in order to prevent HBT bullying from occurring in the first place and to help LGBT+ pupils find role models.

Try to include teaching about bullying, including homophobic, biphobic and transphobic bullying, in the curriculum as a whole in an age-appropriate way and in accordance with National Curriculum subject frameworks and guidance so that pupils understand and appreciate diversity.

This can be done formally in lesson times, but also informally, e.g. by providing information about LGBT+ groups and organisations.

7. Feel able to use outside expertise.

People working in external agencies (such as lesbian and gay charities, youth workers or local telephone helplines) can offer support, both outside and inside the classroom, in addressing homophobic, biphobic and transphobic bullying.

8. Encourage role models.

Openly gay staff, governors, parents and carers and/or pupils can all be strong role models for the school.

9. Do not make assumptions.

Do not assume that all pupils in a class are, or will be, heterosexual. Do not assume that all staff in a school or college are heterosexual. And do not assume that all pupils experiencing homophobic bullying are gay

10. Celebrate achievements.

Make successes known, such as updating the school anti-bullying policy or reducing the incidents of bullying, through tutorial time, newsletters, notice-boards or websites etc.

(SAFE TO LEARN: HOMOPHOBIC BULLYING - page 7)

Staff Information: Advice on how to prevent bullying of children with Special Educational

Needs and disabilities

A whole-school approach, for example, reviewing the anti-bullying policy to ensure reference is made to children with SEN and disabilities. It should promote positive images of disability, provide easy pathways to reporting incidents of bullying and involve pupils with SEN and disabilities and their parents in the review.

Ensure there is an adult who children with SEN and disabilities know they can talk to.

Clarify with children with SEN and disabilities what we mean by bullying through the curriculum, for example, in drama, or music.

Listen to, and ensure meaningful participation of learners with SEN and disabilities, for example, in developing the school's anti-bullying policy. Disabled children and young people have highlighted the following as key in developing meaningful participation practice:

- Involve us from the start- *Don't guess what we want.*
- Respect us - *Trust us, we need to trust you.*
- Listen to us - *Listen to me, no one else, listen to me.*
- Be open and honest with us - *Frustrating when you _don't tell us stuff.*
- Make it fun - *We're teenagers, we're young, we want to learn.*
- Prove you're listening to us- *Tell us what's changed.*
- Involve all of us - *I may not have a speech but I have a voice.*
- Make sure we get something out of it - *Give us new skills.*
- Give us time - *Give me time to get my message ready.*
- Support us to make our own decisions - *I want more choice.*

Involve parents in delivering the Disability Equality Duty and the development of their Disability Equality Scheme by encouraging them to participate in supporting the school in this area of work.

Use specialist staff, for example the SENCO to provide specialist knowledge on specific pupils' SEN and disabilities, to all staff. For example, delivering training on pupils with ADHD.

Work with staff in special schools and partner agencies to increase staff knowledge of particular conditions, such as those on the autistic spectrum. For example, pupils with ASD can be particularly vulnerable to being bullied because they might have difficulty in recognising they are being bullied.

Record and monitor incidents of bullying of children with SEN and disabilities.

Safe from Bullying: on journeys

- **Liaise regularly** with other local partners as part of the local safer travel policy. This might be best achieved by working through a Community Safety Partnership or Safer Schools Partnership where there is one.
- **Share intelligence** about bullying on journeys with local partners, such as LAs and police and consider asking for outside support, e.g. asking for a police presence outside or near the school, college or activity or on transport routes at key times.
- **Involve young people** in developing guidelines for safer travel. Make sure children, young people and their parents and carers **know how to report bullying** on the journey to or from school and where they can get help.
- Make sure that their **behaviour or anti-bullying policies** cover what behaviour is acceptable on journeys, developing this in consultation with children, young people and transport providers.
- Ensure bullying is addressed when agreeing **School Travel Plans**.
- Support any local systems for transport providers and others to **report bullying** involving children and young people, and **act** on these reports.
- Make **links with other agencies** and local voluntary sector provision to share good practice.
Liaise with residential care managers closely on anti-bullying initiatives for **looked after children** to ensure safe journeys.

In responding to bullying on journeys to and from school, schools should aim:

- to make the victim safe
- to stop the bullying and change the bully's behaviour
- to make clear to every other child that bullying is unacceptable
- to learn lessons from the experience that can be applied in future.

Appendix 5

Mobile Phones and the Internet: Advice to Students from Stop Speak Support

Take time out before getting involved, and don't share or like negative comments.

Try and get an overview of what's really going on.

It's easy to misinterpret things so don't jump straight in. Remember there are often several sides to a story so try and understand where everyone's coming from.

Check the community guidelines for the site you're on.

Every social media site platform has a set of rules about what is and isn't acceptable. These guidelines also have some handy pointers about what to do if you're not happy about stuff, so it's worth checking them out.

Advice to Pupils
(Advice by Childline)

Build your confidence

Practise being assertive

Block the bully

Tell someone

Advice to parents/carers (Adapted from advice by Childline)

How to help a bullied child:

If a child tells you she or he is being bullied, the first and most important step is to listen. Allow them time to tell their story in their words.

You may suspect your child is being bullied, but is afraid to say anything. Is there a way of raising the subject? Can you, perhaps, ask one of your child's friends if anything is wrong?

If your child refuses to talk to you, suggest that they talk to another adult, e.g. someone else in the family, or a teacher or mentor. They could contact Childline at www.Childline.org.uk/bullying

When your child has told you about bullying, do not rush into school. This may be the response your child fears. Talk to your child about the next steps. You could suggest they keep a diary of the bullying, to gather evidence.

Make an appointment to see the teacher who your child is most at ease with. Take your child with you to the meeting. If you are not happy with the teacher's response, don't give up. It is in the interest of the school for you to continue supporting your child and it may be that you need to talk to another teacher.

Do the obvious. Tell them you will always be there for them and try to make their lives outside school as much fun as possible. It will help them feel good about themselves.

/s your child bullying others?

It is very upsetting to be told that your child is bullying other children but children can be nasty to each other from time to time.

If your child has been bullying others, talk to them and try to find out what's been going on.

If the bullying is a one-off, you may not need to do anymore, but some children need help and guidance to change their behaviour. Your school may be able to provide support for your child. Measures like the no-blame approach can help children to change.

Teachers: signs to look for:

- Absence and lateness - perhaps the student is frightened to come to school.
- Pushing and shoving mark out the bully. Stop the pushing and shoving.
- Teasing and name-calling- this is cruel and hurtful and should always be stopped.
- The student who is last to leave the classroom – be alert and look to see if anyone is waiting in the corridor.
- Poor homework and classwork - the teacher should quietly ask questions to find out if anything is wrong.
- Frequent crying and signs of being upset - these can all be part of anxiety, fear and lack of support.
- Body language - a bullied student could look down, turn away, shuffle, look depressed - The teacher must be alert, sensitive and willing to support the student.
- The student who is constantly 'losing' things - are they being hidden or stolen?
- The unhappy student - the teacher should be sensitive.
- The student not picked for group work or teams - teachers should direct groups where appropriate and not always allow students to choose their own groups.