

Policies and Guidance – Anti Bullying

Policy Title:	Anti-bullying Policy
Why we write policies:	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
Why we wrote this one:	Bullying is not acceptable. The culture of the school is such that every student has the opportunity to learn in an environment where they feel safe. This policy provides guidance to maintaining an environment where bullying will not be tolerated.
Who wrote this? :	Julian Roberts, Director
Who reviewed this? :	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
How do we know this stuff? :	https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, West Heath School, Five Acre Wood School, Heath Farm School, Rowhill School, KELSI, Kent County Council Model Anti Bullying Policy for Schools (2014) accessed May 2018.
When did we write this? :	September 2019 version 2
When are we checking it? :	August 2020
Where else can I read this? :	theviewschool.org, The school office
Our approach:	In a school environment there is always going to be some form of disagreement or dispute between pupils or staff at some point. In our school this can be compounded by social communication difficulties, occasionally leading to conflict. We do not consider these aspects of human behavior to be bullying. It is the actions taken by individuals in these situations that are

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deemed to be acceptable or otherwise.

We aim to provide the support and guidance to enable our students to meet the challenges associated with social communication and behaving in a manner that is socially acceptable within our society.

There is a fine line between a ‘heated dispute’ between individuals and groups and ‘bullying’. How this is judged is subjective. We provide the opportunity for everyone’s voice to be heard and for all parties to understand the views of others. We follow up on instances where a student or adult feel that they are victims of bullying, with support and interventions put in place to enable development and resolution for all parties.

Our Policy:

We follow the Kent County Council (KCC) policy model for Antbullying. On reviewing the KCC policy, we assessed it to provide the guidance for best practice. Therefore our policy has been aligned with this accordingly.

We will:

Provide the opportunity for all individuals (students and staff), to raise concerns regarding incidents of bullying with a trusted individual.

Provide guidance on how to report and record information in order to provide effective resolution

Monitor and review our anti-bullying policy and practice on a regular basis.

Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.

Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

Report back to parents/carers and Local Authorities (where appropriate) regarding their concerns on bullying. The school deals promptly with complaints, complaints will be communicated with your child’s funding Local Authority. Parents/ carers and Local Authorities in turn work with the school to uphold the anti-bullying policy.

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Seek to learn from good anti-bullying practice elsewhere and utilises support from Local Authorities and other relevant organisations when appropriate.

Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.

Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, tutor meetings, peer support and the school/student council.

Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

We train all staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.

Actively creates “safe spaces” for vulnerable children and young people.

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

Work with other agencies and the wider school community to prevent and tackle concerns.

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

Encourage responsible social media use.

Publicise the details of help lines and websites.

Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Definition of bullying:

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014).

Bullying:

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 inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Student Voice:

Students views will be gathered via student council, tutor group meetings and via a drop box (located near the school entrance).

Ensure that all pupils know how to express worries and anxieties about bullying.

Students voice informs on approaches to sanctions arising from bullying. This is to support the whole school approach and to ensure that sanctions are meaningful and have a positive purpose.

Students will develop their anti-bullying campaign for the school; staff will have embedded this into the wider school curriculum.

Sharing information:

We ensure that key information about bullying is available online.

Your child’s tutor or Key worker will contact you at least once per week. This is a regular opportunity to raise any concerns.

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You can contact the school via email or by phone (during working hours), to discuss any concerns.

Ensure all parents/carers know about our complaints procedure

Ensure all parents/carers know where to access independent advice about bullying.

Work with all parents/carers to address bullying that arises beyond the school day.

We expect parents carers and Local Authorities to work proactively toward all aspects of bullying and conflict resolution.

Dealing with Incidents:

The school size, environment and approach are such that bullying and incidents of conflict are easily identified. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

A clear and precise account of the incidents will be recorded.

The Headteacher and the Assistant Head will review all recorded incidents of bullying and inform of the appropriate actions.

When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.

Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.

Parents/carers and Local Authorities will be kept informed.

Sanctions will be used as appropriate and in consultation with all parties concerned.

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If necessary and appropriate, the police or other local services will be consulted.

Support:

Any member of the school community can be subject to bullying. Students and staff have avenues they can follow to report bullying or to make a complaint. These are identified within school policy and are highlighted to staff and students during training and via information posted within the school.

All parties associated with any instances of bullying will be supported fully. Our aim is to understand the actions of bullying and support any learning required. We focus on the causes of bullying and not just the actions themselves. We scaffold learning and social development. Promoting positive reinforcement, we provide the opportunities to avoid or negate instances of bullying or victimisation.

Where possible, we mediate between parties to establish better understanding and to provide long term resolution.

We support parents / carers and other stakeholders in understanding the actions taken and their role in supporting the process.

The school will take the most appropriate action to keep students and staff safe. This may involve short term exclusion, education away from the school environment, the Police or other relevant services.

find out more:

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

The Computer Misuse Act 1990

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Additional guidance:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
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
Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
EACH: www.eachaction.org.uk
Pace: www.pacehealth.org.uk
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
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
Show Racism the Red Card: www.srtrc.org/educational

We are always learning:

Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix:

Appendices relating to this document:



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Appendix 19 Incident reporting sheet

Appendices can be found online theviewschool.org and in the school office

