



# THE CORBET SCHOOL

## Anti-Bullying Policy

### Associated Policies

Behaviour and Discipline Policy

Child Protection Policy

Confidentiality Policy?

Equal opportunities Policy?

PSHE policy

**Review Period:- Annual**

**Review Completed:- Sept 18**

**Next Review Due:- Sept 19**

**Policy Manager:- AH - Pastoral**

**Approval Authority:- SLT**

# ANTI-BULLYING POLICY

This policy takes into account the following documents:

Preventing and Tackling Bullying Advice for Head teachers, Staff and Governing Bodies DFE – 00062-2011

Working Together to Safe guard Children

Keeping Children Safe in education 2018

Shropshire Children's Trust (SCT and Shropshire safeguarding Children's Board (SSCB) Anti-Bullying Charter 2014

## **Context**

Bullying takes place in schools as it does in other work places. This policy has been drawn up because although bullying is not seen as a major problem in the life of The Corbet School it is naïve to imagine that it does not exist. Therefore, we wish to maintain a policy so that all staff, parents and pupils can co-operate to prevent it from becoming a major issue, because bullying is completely unacceptable behaviour. This policy, like the Behaviour and Discipline Policy, recognises that bullying can occur both in school and when pupils are not on the premises under the terms of Section 89(5) Education and Inspections Act (2006).

Bullying is defined as:

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise home related circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups).
- Radicalisation and Extremism

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading Images by phone or via the internet
- producing offensive graffiti

- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours
- threatening another person with a weapon.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Bullying can be a single incident or may take place several times a day or week. In the worst cases it can continue for years. It damages the victim, can further encourage the bully, and corrupts other people who witness it. The basic weapons of the bully are threat and fear. Bullying can be carried out by individuals or by groups of people. Bullies often try to involve other people in their behaviour. Onlookers who do nothing are often part of the bullying, especially if they go to places secretly because they know something will happen. If bullies are allowed to continue, no-one is safe from being threatened.

**Physical Bullying:** involves hitting or punching someone or using a weapon. This sort of violent behaviour is against the law, as well as being against school rules. It can be minor or severe, persistent or a one-off. It can also involve theft of or damage to property. The motive – or a large part of it – is to demonstrate power, create fear and demoralise the victim.

**Verbal Bullying:** involves name calling, taunting and sometimes teasing someone and can be just as harmful as physical abuse. Name calling can sometimes include racial or sexual harassment. It can nowadays often happen through messages by mobile phone or email out of school hours.

**Cyber Bullying:** involves the misuse of mobile, internet and wireless technologies which can have an impact in school even though they occur in the home. The school cannot investigate domestic issues, but does have to respond at times to the consequences of such actions taking place outside school. There are several categories of cyber-bullying – texting, picture/video clips, phone calls, emailing, instant messaging and using social networking websites.

**Other Forms of Bullying:** can include rude gestures, isolation, intimidation and extortion. Such incidents can sometimes appear to be consented because of a victim's apparent willingness to comply. Examples include:-

- taking someone's crisps or drink
- taking pocket money or lunch money
- damaging someone's property
- forcing someone to steal money or other property
- intimidation, i.e. using your size or strength, or the threat of it, to scare other people
- indirect comments, spreading rumours
- making malicious accusations
- breaking up friendship groups

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual

absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school by the use of good Pastoral Support procedures. These are developed by pupils, through discussions in the curriculum/through Healthy Schools/Safer Schools work, as well as via Year Council work. Pupils have a good record of reporting issues to their Form Tutors, Pastoral Assistant or the Learning Manager or directly to members of the Leadership Team.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the new intake evening, curriculum based activities, the pupil handbook, the Safer Schools work and the school's pastoral newsletter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (the Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff).

## **Aims**

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

The Corbet School's anti-bullying strategies and intervention systems are to:  
Prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy, react to bullying incidents in a reasonable, proportionate and consistent way, safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

## **SCHOOL PROCEDURES FOR ADDRESSING BULLYING**

As a school we must respond promptly and effectively to any bullying which occurs.

### **THE ROLE OF THE GOVERNING BODY**

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually.

The Governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

The governing body must make and from time to time review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Governors are informed of, and monitor the numbers of incidents and steps the head teacher and staff have taken to deal with these.

Governors will ensure there is a Senior designated Lead for Child Protection leading on bullying related to radicalisation and extremism.

### **The role of the head teacher and staff**

There is a senior member of staff who leads on anti-bullying:

Name : Alison Millward (Assistant Head Teacher)

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively
- A clear account of the incident, actions taken and review date will be recorded, given to the Assistant Head/Learning Manager and kept so incidents can be monitored and triangulated
- Relevant staff will be kept informed and if the bullying persists they will record this and inform the Assistant Head/Learning Manager, and appropriate further action is taken
- Parents/carers will be kept informed appropriately
- Appropriate rewards and sanctions in line with The Corbet School's Behaviour Policy will be used to support the improvement of pupils' behaviour
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative: a report form is available through the Shropshire Learning Gateway

### **PUPIL SUPPORT:**

- Pupils who have been bullied will be supported as appropriate by:
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff.
  - being reassured
  - being offered support
  - raising their self-esteem and confidence
  - being encouraged to report further issues
  - arranging a review date/time to discuss outcomes and appropriate follow-up.
- Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy). This might include the need for appropriate and proportionate sanctions.
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up.

## **CURRICULUM:**

- Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, as well as on occasions other subject areas, and through assemblies and other school activities.
- The policy will be promoted and implemented throughout the school.
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## **Monitoring, evaluation and review**

- The school will review this policy annually and assess its implementation and effectiveness regularly.

## Appendix 1

### LEGAL FRAMEWORK

#### **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: provides that every school 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; gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

**The Equality Act 2010** replaces previous anti-discrimination law as with a single Act. A key provision is a new Public Sector equality Duty (PSED), which came into force on 5 April 2011 and which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy, and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to school's dealings with its pupils but would be part of their duties as an employer.

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.

Schools are now required to comply with the new equality Duty and additional specific duties require them:

To publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

#### **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 team. 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 doing the bullying.

## **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. Under the equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. 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”.



## APPENDIX 2

### RESPONDING TO NOTIFICATION OF BULLYING: PROCEDURES

An adult encountering bullying or notified of bullying by a child, on behalf of a child or by another adult should ensure the following steps are taken:

1. IMMEDIATELY CALM AND REASSURE THE "VICTIM"
  - establish a safe haven if needed
  - identify and action First Aid needs if physical
2. INFORM FORM TUTOR, PASTORAL ASSISTANT, LEARNING MANAGER OR AN ASSISTANT HEAD (THE MOST ACCESSIBLE) AS SOON AS POSSIBLE
  - Pastoral Assistant, Learning Manager and Assistant Head through discussion to establish the most suitable person to investigate (= assigned person). Should in exceptional circumstances that person be someone other than PA, LM or AH, then all findings should be channelled through the LM/AH who has responsibility for ensuring appropriate action is taken at each stage. This might include the use of the Pastoral Assistant and outside agencies.
  - First response should be same day to prevent problems magnifying and to ensure pupil welfare is safeguarded. If necessary cover should be sought through the Deputy Head to enable this to happen.
3. ASSIGNED PERSON LISTENS TO THE COMPLAINANTS:
  - Provide a safe and private environment. Listen carefully and attempt to elicit the facts objectively. Avoid judgmental responses. Be sensitive to the child's distress. If appropriate, help the child to see events as described in perspective - this may be more appropriate later. Produce a written account of the events via SIMS.
4. ASSIGNED PERSON CONSULTS WITH LEARNING MANAGER/ASSISTANT HEAD.
  - agree action plan for further investigation (who sees whom),
  - clarify continuing support and necessary action to diffuse situation while investigation continues,
  - decide whether Parents need to be contacted immediately before investigation is completed.
5. ALL PUPILS INVOLVED ARE SEEN BY ASSIGNED PERSON AND A RECORD MADE OF THEIR ACCOUNTS:-
  - seek objectivity by using the same form and avoiding judgmental responses,
  - pass records to the assigned person to enable a full picture to be seen,
  - advise all pupils involved as to their conduct to maintain the status quo,
  - diffuse the situation while the next stage is considered.
6. FOLLOWING INFORMATION GATHERING LEARNING MANAGER/ASSISTANT HEAD DETERMINES ACTION PLAN

(having considered information gathered by assigned person)

Counselling: - establish the background and motives

- explain the way forward, a) sanctions, b) programme, c) monitoring, d) review,
- aim to support victim and bully (ies)
- ensure all involved know what is to happen

- Support: -
- ensure there are opportunities to discuss worries in the short term
  - identify safe haven
  - encourage to re-refer with confidence (open arrangement)
  - use log
  - ensure all staff aware as appropriate
  - victim needs to be 'observed' to prevent recurrence

- Sanctions:
- decide most effective sanctions from available range depending on incident and previous knowledge
  - exclusion [from school lessons, breaks, lunchtime]
  - detention
  - withdrawal of privileges
  - report card for given period
  - persistent bullies will incur appropriate and proportional sanctions.

#### Parental Involvement:

- Decisions:-
- should parents be informed, if so how?
  - should parents be invited in to discuss incident?
  - should a pupil agreement or report card be used parents should be involved in signing it

#### Behaviour Modification Programme

To be undertaken by PA, LM, AH, supported by, as needed outside agencies via EHAF or Pupil Planning Meetings.

Monitoring: includes:

- informal – “watching brief”
- formal – report card
- regular interview/discussion
- review of b.m.p.
- overall view with aim to move forward positively

#### Case Review

All cases of bullying will be reviewed within 30 working days following the incident to ensure actions taken were effective.

#### Record Keeping

Records need to be kept of incidents copied as appropriate to Tutor of others involved. These records will be kept on pupil files during their school career and should include:-

- pupil statements
- summary statement by assigned person including action plan copies of letters to parents
- summaries of discussions with parents
- any other documentation regarding outcomes, e.g. pupil agreement/report card
- review outcomes
- incident record spreadsheet

## APPENDIX 3

### ADVICE ON RESPONDING TO/OR REPORTING BULLYING

This advice is to help support any individual who is the victim of bullying or anyone who becomes aware that bullying is happening to another individual. Whichever you are please react to any incident as quickly as you can.

1. If you are the VICTIM remember to:

- seek help immediately, you will be listened to.
- go to the Office if you need FIRST AID treatment.
- report the incident to a responsible adult, Tutor, Pastoral Assistant, Learning Manager, Assistant Head, Office Staff or other adult (the most accessible).
- remember incidents of bullying, although luckily quite rare, do happen and staff are well used to dealing with them sensitively and effectively, so you are not the only person ever to have suffered. Let others know and something can be done about it.
- be ready to give a full account of what has happened, who was involved and who else might be a witness to any incident.

2. If you are the WITNESS attempt to:

- immediately calm and reassure the victim.
- take them somewhere which could be a safe haven.
- make sure the "victim" receives First Aid if necessary.
- report the incident, as soon as possible, to a responsible adult, Tutor, Pastoral Assistant, Learning Manager, Assistant Head, Office Staff or other adult (the most accessible).
- be ready to give a full account of what you have seen when asked.

# Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

## Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race       Religion / culture       Sex       Disability  
 Sexual orientation       Gender identity/presentation       Age\*  
 Other (please define)

*\*age discrimination legislation does not apply to the treatment of pupils or provision of education.*

## Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time  Day  Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?  Yes (If 'yes' please give details below)  No

Frequency or duration of behaviour

- Once or twice       Persisting over one school term  
 Several times a week       Persisting for more than a year

## Section C: About the Victim

Is the victim  Pupil       Staff member       Other adult       Other child  
 (Name of victim is not needed in this context)      Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:  16-24       25-34       35-44       45-55       Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- Buddhist       Rastafarian       Don't know  
 Christian       Sikh  
 Hindu       Other   
 Jewish       No religion  
 Muslim       Prefer not to say

Sexual orientation

- Heterosexual  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

Ethnicity

- White British       White & Black Caribbean       Any other black background  
 White & Black African       Indian       Chinese  
 White Irish       Pakistani       Any other ethnic background  
 White & Asian       Bangladeshi       Prefer not to say  
 Other white background       Black Caribbean       Don't know  
 Any other mixed background       Black African  
 Eastern European

Is the victim from a Gypsy or Traveller background?

- Yes       No       Don't know

Disability – please describe

Don't know

Section D: **About the offender(s)**

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**  
(Name/s of offender/s not needed in this context)

**If adult - Age Group:**

- 16-24     25-34     35-44     45-55     Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

**Section E: What now?**

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

**Form Completed by:**

**Role:**

**Date**

**Date this incident was reported to the authority:**

**Police involvement:**

**Does the person reporting / victim/parents or carers / school want the Police to investigate?**

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only

Yes

No

Personal details

Yes

No

Signature

Date

.....  
**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

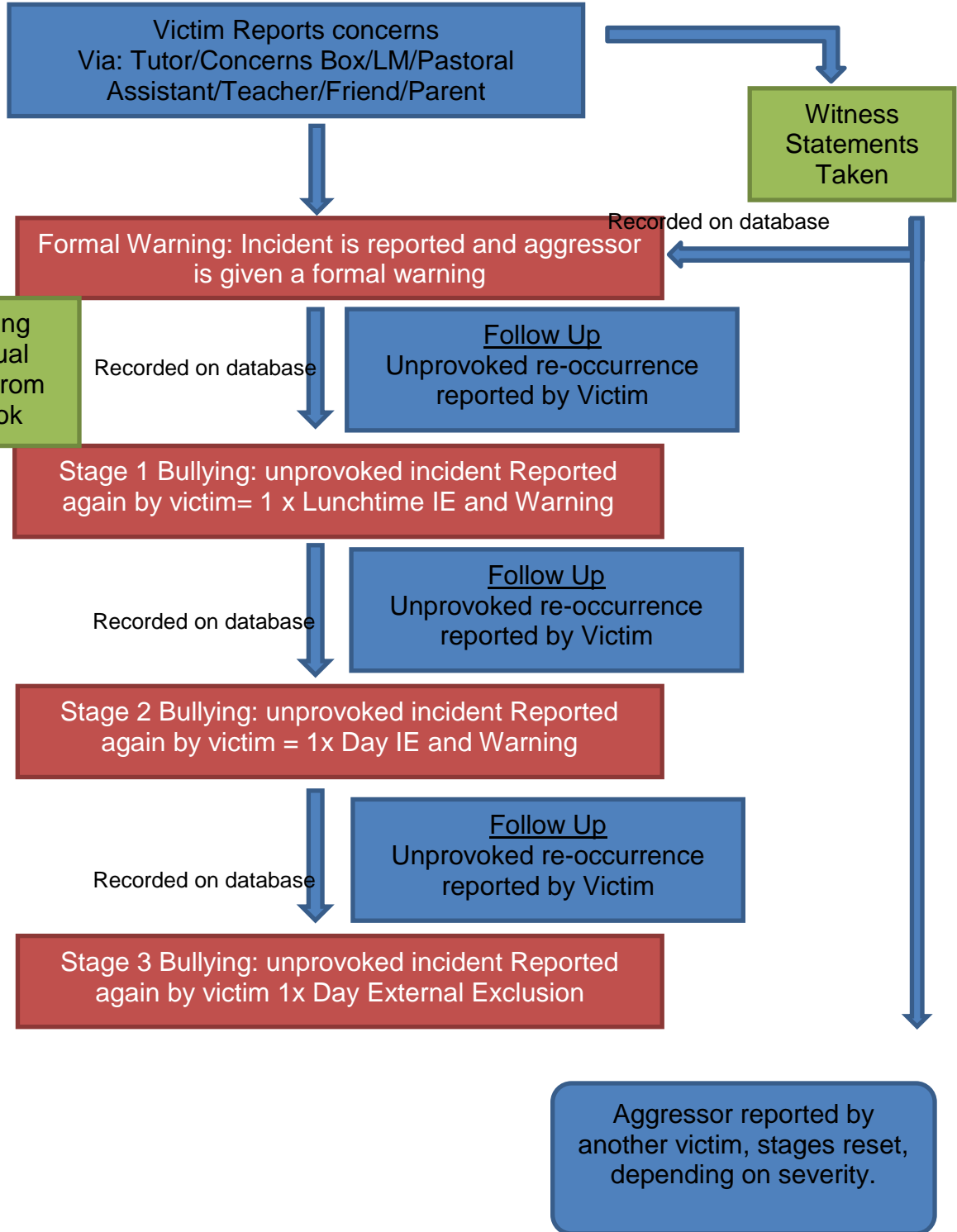
Victim:-

Perpetrator:-

## Appendix 5



# Stages of Bullying and Interventions





# RESPONSE FLOW CHART

