

CONTENTS	Page
1.0 INTRODUCTION.....	1
2.0 AWARENESS: PROMOTING APPROPRIATE & GOOD BEHAVIOUR.....	1
3.0 IMPLEMENTATION PROCEDURES FOR DEALING WITH ACTUAL/ALLEGED BULLYING.....	3
4.0 MONITORING.....	4
5.0 EVALUATION.....	5

## 1.0 INTRODUCTION

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Bullying in any form is unacceptable to the whole school community and will not be tolerated. Every school must have measures in place to prevent all forms of bullying. The Independent Schools Standards regulations 2019 provide that we are required to ensure that an effective anti-bullying strategy is drawn up and implemented. This policy sets out how we will achieve this practically.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions. It is appropriate that all members of the school are aware of bullying and demonstrate awareness that it will not be tolerated in any form.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

The Equality Act 2010 replaces previous anti-discrimination laws. A key provision is a new public sector Equality Duty, which came into force April 2011. (For more information, please see Options Barton Equality Policy)

The Duty has three aims. It requires public bodies (including schools) 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; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for a school to discriminate against, harass or victimise a student or potential student in relation to admissions, education, or access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

## 2.0 AWARENESS: PROMOTING APPROPRIATE & GOOD BEHAVIOUR

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To actively raise awareness of bullying and oppose it in all its forms it is appropriate to promote 'Good Behaviour' from all staff, learners and visitors. This is achieved through: -

- Consistent good behaviour from staff demonstrating; acceptance of peers, students and visitors and listening to their points of view; courteousness; sharing and turn taking.
- Celebrating all achievements however small, taking into account that achievements are not only academic but can be an act of kindness or good behaviour.
- Staff demonstrating mutual support and understanding.

- Zero tolerance of taunts or negative behaviours relating to race, sex and gender, sexuality and age.
- Clearly defined rules relating to the schools aims in relation to behaviour, positive reinforcement of appropriate behaviour.
- Refocusing/distraction from inappropriate behaviours. (See Policy for Positive Behaviour)

## What is Bullying?

According to Tattum and Lane (1989) Bullying is;

'A wilful, conscious desire to hurt another or put him/her under stress'.

'Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies', DfE 2017 defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts some other 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; teachers and schools have to make their own judgements about each specific case 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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; teachers and schools have to make their own judgements about each specific case."

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is a 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case Options Barton Safeguarding Policy and Procedures must be followed.

## Forms of Bullying

- a) Physical e.g. hitting, kicking taking belongings.
- b) Verbal e.g. verbal taunts and name calling, insulting and making offensive remarks and suggestions
- c) Indirect e.g. malicious gossip, excluding from social groups, being made the subject of ridicule, for example through invention of untrue stories.
- d) Cyber-bullying
- e) Prejudice-based bullying

Specifically, bullies commonly take opportunities to distress and harm individuals through the following forms of bullying classifications, which includes bullying by race, gender, sexual orientation and/or identity, age or disability. (These categories are neither exhaustive nor definitive)

**Cyber-bullying:** Technological advances have provided a new medium for 'virtual' or 'cyber-bullying' using email, online games, social media, mobile phone, MSM and the internet. See Online Safety Policy.

**Racist Bullying:** The person/child is targeted for being a member of group within society. Racist bullying can consist of verbal abuse e.g. name calling, racist comments, jokes, offensive mimicry and physical attacks.

**Sexual Bullying:** This form of bullying can affect males and females and can include which abusive name calling, comments about appearance, obscene gestures, upskirting, inappropriate and uninvited touching or suggestions.

**Prejudice-based Bullying:** Prejudice-based bullying is when bullying behaviours motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

**Disability Bullying:** People with a variety of disabilities can find themselves bullied because of the nature of their disability. Bullying within this category can present itself as mimicry, name calling and inappropriate joking. It is important that staff give clear messages that such behaviour will not be tolerated

**Bullying and Students with Autism:** As a school we need to differentiate between students' behaviours that result from, or are associated with, autism, and those that can be described as bullying. Individual learners' behaviour patterns and needs will be detailed in their Behaviour Support Plan (BSP). In order to be classified as bullying the behaviour should have the following characteristics: directed, intentional, wilful and be aimed at causing hurt or putting the person /child under stress.

Although bullying 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 (eg under Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003, Public Order Act 1986). If Barton staff feel that an offence may have been committed they should seek assistance from the police.

### **3.0 IMPLEMENTATION PROCEDURES FOR DEALING WITH ACTUAL/ALLEGED BULLYING**

#### **General Principles for managing incidents of Bullying:**

- Always act on suspected bullying, ignoring could lead to unnecessary distress and harm.
- Be objective when dealing with any evidence, don't make premature assumptions.
- Listen carefully to all accounts – try to get as full a picture as possible before making any judgement. However, delays can cause distress and can give an impression that such behaviour is acceptable. Accounts from a number of people saying the same thing does not assure accuracy.
- Adopt a problem-solving approach, taking objective evidence and working towards a resolve
- Monitor and review the situation ensuring that the instance of bullying has not reoccurred.
- Reporting Bullying
- Suspected or actual bullying should be reported as soon as possible to senior staff/line managers using the Bullying tab on SLEUTH. If the bullying is being committed by a member of staff then this should be reported to their line manager, unless the concerns involve the line manager. In this case the reporting should be directed to the next appropriate person in the line management structure. Strategies for dealing informally with the bully should be identified and put into practice (see strategies below).

If there are very serious concerns or the strategies above are not successful staff can make contact with Karen Ayres (responsible person). A formal meeting may need to take place to identify actions required.

Any discussions with staff, students, visitors, or parents should be recorded and kept on file.

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## Approaches to Bullying

### Curriculum Approaches

Issues around bullying can be highlighted and taught through a variety of planned opportunities in the school year, incorporating into the PSHE, Citizenship and Sex and Relationships curriculums and key dates within the year linked to Online Safety Day and Anti-Bullying Week.

Issues that need addressing include: -

- Identifying what bullying is and the existence of the anti-bullying policy.
- Identifying the rights of a victim and what to do if bullying takes place.
- Teaching about forming and maintaining relationships.
- Why people become bullies.
- How bullying affects others.
- How to prevent bullying.

### Key Strategies for counteracting bullying

The DfES document, 'Bullying: Don't Suffer in Silence' outlines key strategies for counteracting bullying. A copy of this document is in the staff library in the Learning and Development Office and can be accessed on the internet. The document includes the use of:

Group work, 'Circle-time', Circle of Friends, Befriending, Mediation by adults, Mediation by peers, Active listening and Counselling based practice.

Further sources of information can be found in 'Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies', DfE, October 2017 and 'Cyberbullying: Advice for headteachers and school staff', DfE.

Childnet Cyber bullying: guidance

[Cyberbullying Guidance | Childnet](#)

### Persistent Bullying

Where bullying carries on after measures and strategies have been applied without success, or it is felt that alternative approaches are needed, the education and care staff together with the support of the Professional Clinical Multi-Disciplinary Team will need to meet to consider the most appropriate course of action, in line with appropriate DfE guidance.

### Supporting the Victim of Bullying

It is imperative that the victim is supported throughout any instance of bullying, this may consist of: -

- Active listening
- Advice
- Assertive training
- Having a named individual for personal support

## 4.0 MONITORING

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Monitoring after any incident of bullying should be a systematic set of routines to establish that the problem has been conquered and that possibility of reoccurrence is minimalised. To ensure this the following actions should be taken;

- a) Identify a key member of staff to oversee monitoring of progression
- b) Revisit the incident after a period of 2 weeks to ensure there hasn't been a reoccurrence.
- c) Follow up again within half term of the original incident.
- d) Ensure that both the victim and the perpetrator of the bullying are aware that monitoring and review will be conducted, thus reducing reoccurrence.
- e) Ensure that documentation relating to individual incidents of bullying is kept in confidential student files until a time that is appropriate to the individual case. For example, if the bullying is an isolated case, with no reoccurrence with the same or other victim, it is acceptable to remove from the student's file prior to transition to any receiving service. However, should persistence or further incidents occur it would be appropriate to disclose the instances to any organisation assessing the student for a future placement, allowing for full and fair judgements to be made.

Regular training should be undertaken with staff to reinforce expectations and process and outline new documentation and or strategies

## 5.0 EVALUATION

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The effectiveness of the policy to combat bullying should be evaluated on an annual basis. This evaluation should inform updates and amendments of the policy.

Consultation with staff, students, their families and Options Group Board should be carried out to fully consider any incidents, its management, the outcomes and progression for the future.

By raising awareness, everyone involved in the immediate and wider communities of the school will understand and share knowledge relating to expectations and the school's intolerance of bullying. This will in turn increase students understanding and make them more likely to feel comfortable to report incidents.

Our Designated Link Governor for Anti-Bullying is Ann Henderson. As link governor, Ann monitors bullying at our termly Governance Meetings.

### Links with other Policies

Child-on-Child Abuse Policy  
Equality Policy  
Online Safety Policy  
Positive Behaviour Policy  
Safeguarding Policy  
School Exclusions Policy  
Web-filtering Policy  
Whistleblowing Policy