

**ANTI BULLYING POLICY**

This Policy was updated June 2015 by Head Teacher and School Administrator

Review Date: Annually

Head Teacher: Mrs C Hill

School Administrator: Mr G Hill

*Bournemouth Christian-School-Anti Bullying Policy*

**Bournemouth Christian School**

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**Member of staff responsible: Head Teacher**

The school has a ‘duty of care’ towards its pupils with regard to bullying in that the Head teacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm of bullying.

**1. a) The National and Legal Context:**

 This policy takes full account of the school’s legal obligations under the Education Inspections Act

* promote the well-being of pupils in school
* develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
* establish procedures for dealing with complaints about bullying

This policy links to Every Child Matters Outcomes of Stay Safe, Be Healthy and

Make a Positive Contribution. It also links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, safeguarding children’s procedures and the current DCSF anti-bullying guidance, Safe to Learn.

**1. b) How this Policy was developed:**

 ***(Fill in details about who was involved in writing the policy and who was consulted. This should include staff, governors, parents and pupils. The table in section 12 of this policy can support with detailing this).***

**2. a) Definition of Bullying:**

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

***(All members of the school community should agree on a whole school definition for bullying. Schools should pay particular attention to ensuring that whichever definition is adopted it is age appropriate and understood by the pupils.)***

Bullying can be direct or indirect and includes.

**Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing

**Physical bullying** – kicking, hitting, punching, pushing and pinching,

**Emotional bullying** -producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.

**Cyber bullying** – offensive text messaging and e-mailing and sending degrading images by phone or the internet

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 bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

* race, religion or culture
* special educational needs or disability
* appearance or health conditions
* sexual orientation
* gender
* home circumstance including looked-after-children and young carers

 **b) Inclusion:**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

3. School Statement of Intent: *(with regard to its position on bullying)*

This school believes that:

* bullying is undesirable and unacceptable
* bullying is a problem to which solutions can be found
* seeking help and openness are regarded as signs of strength not weakness
* all members of the school community will be listened to and taken seriously
* bullying prevents pupils achieving their full potential and affects standards of achievement and aspirations
* everyone has the right to work and learn in an atmosphere that is free from fear
* all of us have a responsibility to ensure that we do not abuse or bully others
* young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
* young people should be involved in decision making about matters that concern them
* we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

***(You may wish to refer to other school documents/ policies relating to behaviour or bullying, and the school prospectus)***

4. Aims of the Policy:

* To assist in creating an ethos in which attending school is a positive experience for all members of the school community
* To make it clear that all forms of bullying are unacceptable at school
* To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
* To deal effectively with bullying
* To support and protect victims of bullying and ensure they are listened to
* To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
* To liaise with pupils, parents and other appropriate members of the school community
* To ensure all members of the school community feel responsible for combating bullying
* To ensure consistency in practice within the school community

5. Intended Outcomes:

* That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy
* That there are effective listening systems for pupils and staff within the school
* That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child
* That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
* That no child or young persons’ educational opportunities and achievement is disadvantaged due to the experience of bullying
* That all staff are equipped with the skills necessary to deal with bullying
* That the wider school community is involved in dealing effectively with, reporting, recording, monitoring and if necessary, referring bullying incidents
* That there is effective communication with parents and the wider school community on the subject of bullying through newsletters and parents.
* That all incidents of bullying are recorded, and appropriate use is made of the information and where appropriate shared with relevant organisations
1. Recording of Incidents:

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement, we:

* keep a record of individual incidents of bullying. *(An incident recording sheet can be found in the appendix to this policy)*
* ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.
1. Procedures and Dealing with Incidents – A Whole School Approach
2. Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At Bournemouth Christian

School we follow the school guide to reporting and dealing with bullying incidents. *(See Appendix 1 for Anti-Bullying Immediate Response Chart)*

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b) Guidance for pupils:

If you are being bullied:

* Remember it is not your fault
* Try to stay calm and look as confident as you can
* Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

* All bullying is wrong, and you do not have to stay silent about it
* Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
* If you are scared to tell a teacher or adult on your own, ask a friend to go with you
* Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying 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 you have done about it already

If you experience bullying by mobile phone, text messages or e-mail:

* Don’t retaliate or reply
* Save the evidence do not delete anything
* Make sure you tell an adult who you trust
* Contact your service provider or look at their website to see where to report incidents
* Be careful who you give your mobile phone number or e-mail address to
* Make a note of exactly when a threatening message was sent. #

1. Guidance for parents/carers

 If your child has been bullied:

* Calmly talk with your child about his/ her experiences
* Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
* Reassure your child that he/ she has done the right thing to tell you about the bullying
* Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
* Make an appointment to see your child’s class or form teacher
* Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

* Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
* Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
* Make a note of what action the school intends to take
* Ask if there is anything you can do to help your child or the school
* Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

* Check with the school anti-bullying policy to see if agreed procedures are being followed
* Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
* If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.

If your child is displaying bullying behaviour towards others:

* Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
* Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
* Show your child how he/ she can join in with other children without bullying.
* Make an appointment to see your child’s class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
* Regularly check with your child how things are going at school
* Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of cyber bullying:

* Ensure your child is careful whom they give their mobile phone number and e-mail address to
* Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
* If the bullying involves a pupil from school contact the school to report this.
* If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

d) Guidance for adults experiencing bullying:

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

* Seek advice and information from your union
* Share your concerns with a trusted colleague
* Make a record of all incidents and date them
* If you feel your situation is not being resolved, then you should follow the school’s formal procedures as adopted by the governing body

e) Sanctions:

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred.

These sanctions are applied in appropriate proportion to the event.In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, (Section 17) states:

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“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)….the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

8. Strategies to Reduce Bullying:

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

* Co-operative group work
* Circle Time
* Circle of Friends
* Peer mediation
* Pupil comment box
* Peer counselling
* Buddy systems
* PSHE programme.
* Self-esteem workshops
* Restorative approaches
* Anti-bullying Week
* Bubble Time
* Training for all members of staff on anti-bullying policy and strategy.

9. Confidentiality:

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

* The seriousness of the situation and the degree of harm that the pupil may be experiencing.
* The pupil’s age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

10. Monitoring Arrangements:

This policy will be evaluated and updated where necessary bi-annually by the Head Teacher. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

The senior leadership team and governors will, on an annual basis, analyse the school’s anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies*.*

11. Whole School Approach/Dissemination of the Policy:

|  |  |  |  |
| --- | --- | --- | --- |
| Members of school community | Date consulted | Date disseminated | Signature of representative |
| Head teacher |  |  |  |
| Teaching staff |  |  |  |
| Classroom based support staff |  |  |  |
| Midday Supervisors |  |  |  |
| Non-classroom based support staff |  |  |  |
| Pupils |  |  |  |
| Governors |  |  |  |
| Parents |  |  |  |

**Appendices:**

Anti-Bullying Immediate Response Chart

School Bullying Incident Form

Organisations Offering Support

Bullying – A Charter for Action

Bibliography

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Anti-Bullying Immediate Response Chart:

Child being bullied

Incident observed by pupil

Report to class teacher/ form tutor/ head of year as soon as possible.

(Class teacher/ form tutor must be informed)

Inform SMT and Headteacher where the incident should be logged in the schools anti-bullying record

Adult seeks to establish witnesses and evidence to support the victims statement. All key details must be recorded in writing

Appropriate adult listens to details of the incident and records in writing

If not already occurred, the adult must meet with the child who has been bullied

Take the incident seriously and act quickly

Reassure the child that they have done the right thing

The school needs to support the perpetrator and keep them informed of all outcomes as well as issuing any sanctions and referring them to appropriate outside agencies

Victim must be consistently keep informed of outcomes of all witness statements, and any further action taken throughout the process. They must also be offered appropriate levels of support and time by a suitable member of staff as well as referring them to appropriate outside agencies

Interview alleged bully/ bullies and record outcomes of conversation. Invoke the schools behaviour policy and/ or anti-bullying policy procedures (Sanctions)

If there has been a misunderstanding and bullying has not occurred no further action will be taken

Write to parent/ carer informing them of the incident and school sanctions, also requesting an interview with them

Where bullying has implications with regard to the law inform the police or seek advice from relevant agencies

Class teacher / form tutor speak to year group where appropriate to discuss inappropriate behaviour if it has been reported in a number of different cases

School Bullying Incident Form:

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of incident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of incident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnic origin of victim\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ethnic origin of perpetrator\_\_\_\_\_\_\_\_\_\_

Male Female Male Female

Indicate type of incident – please tick

|  |  |  |  |
| --- | --- | --- | --- |
| Verbal  |  | Physical |  |
| Name-calling |  | Kicking |  |
| Taunting |  | Hitting |  |
| Mocking |  | Punching |  |
| Making offensive comments |  | Pushing |  |
| Teasing |  | Pinching |  |
| Other (please state) |  | Other (please state) |  |
| Emotional |  | Cyber |  |
| Offensive graffiti |  | Offensive text messages |  |
| Excluding from group |  | Offensive e-mails |  |
| Spreading rumours |  | Sending degrading images |  |
| Being forced to do something against own will |  | Other (please state) |  |
| Taking possessions/money |  |  |  |
| Other (please state) |  |  |  |

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance Disability Home circumstances

Gender Race/ethnic origin Medical condition

Religion Sexuality

 Brief description of incident

|  |
| --- |
|  |

 Action taken

|  |
| --- |
|  |

 CONTINUED OVER->

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim’s parent/carer? yes/no

Have you had contact with the perpetrator’s parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no

If ‘yes’ which agencies?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Designation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mrs Cheryl Hill)

Organisations That Can Offer Support

Bournemouth Christian School does not necessarily endorse all the views expressed by these organisations.

**National Organisations:**

**Anti –Bullying Alliance - ABA**

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel: 020 7843 1901

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**National Healthy Schools Programme**

A joint Department of Health - DH, and Department for Children, Schools and Families - DCSF, initiative. Part of the government’s drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme co-ordinator – their contact details are on the website.

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

**Ofsted**

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Act Against Bullying**

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel: 0845 230 2560

[www.actagainstbullying.com](http://www.actagainstbullying.com)

**Actionwork**

A multimedia organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel: 01934 815163

[www.actionwork.com](http://www.actionwork.com)

**Advisory Centre for Education**

Advice line for parents on all procedural matters concerning schools.

Tel: 0808 800 5793

[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

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**Bullying Online**

Provides an email service for children and young people as well as online help and information, for schools as well as pupils.

[www.bullying.co.uk](http://www.bullying.co.uk)

**ChildLine**

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

**A Charter For Action:**

**Schools can sign up to the Anti-bullying Charter to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices. For more information and a copy of the charter please use the link below.**

[**http://www.teachernet.gov.uk/docbank/index.cfm?id=11912**](http://www.teachernet.gov.uk/docbank/index.cfm?id=11912)

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* Cyber bullying: embedding anti-bullying work in schools (2007)
* Homophobic bullying: embedding anti-bullying work in schools (2007)
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* Healthy Schools - Anti-bullying guidance for schools (2008)

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