

# Blackfen School for Girls



## Anti-Bullying Policy

Head Teacher: Mr M Brown  
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	July 2020		
Review Date	July 2021		
Review Period	Annually		
Lead Person	Deputy Head Teacher	Sarah Cascarino	
Prepared by	Deputy Head Teacher	Sarah Cascarino	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

The Governing Body of Blackfen School for Girls adopted this Policy on Anti-Bullying on 9<sup>th</sup> July 2020.

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## Statutory Statement

The Head Teacher has a legal duty under the Education and Inspections Act 2006 to ensure that there are measures in the school to encourage good behaviour and to prevent all forms of bullying amongst students. The Equality Act 2010 includes a public sector Equality Duty (April 2011) with nine protected characteristics which covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. (Appendix 7).

## Statement of intent

Bullying is not tolerated at Blackfen School (see behaviour charter).

## Rationale

This policy is put in place to deal with bullying and poor behaviour. The policy is to make clear – to parents, students and staff - that when incidents do occur they are dealt with quickly. The school has a positive and caring ethos, which values all members of the school's multi-cultural community, and where anti-social and bullying behaviours are not accepted or tolerated. This policy outlines what the school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

## Outcomes

Students feel safe to learn. Students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

There is a common acceptance and understanding of the definition of bullying (Appendix 1).

Students know what action to take if they are being bullied and who to speak to (Appendix 2) via displays and effective communication.

Students, teaching and support staff, parents, carers and governors are all actively involved in preventing bullying (Appendix 3).

The school has an ethos of good behaviour where students treat one another and school staff with respect. (Appendix 4).

The school provides opportunities to train staff to deal with suspicions or incidents of bullying.

Students who are bullied are supported using a variety of strategies including the use of the Student Support Officers and through mediation. (Appendix 5).

Disciplinary measures are applied to any students who bully in order to show clearly that their behaviour is wrong. This includes any bullying incident outside of school. (Appendix 5a).

Parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. There is a standard operating procedure. (Appendix 6).

The curriculum, especially Citizenship, RS, Community Time and assemblies, raises awareness of bullying. Students are encouraged to openly discuss differences between people that could motivate bullying such as religion, ethnicity, disability, gender, sexuality and those with different family situations. Students are told that any prejudice-based language is unacceptable.

Help is given to bullies to change and make amends for their behaviour.

School staff are protected from incidents of bullying, including cyber bullying.

## Key Roles:

It is the responsibility of **all staff** at Blackfen:

- To take all reports of bullying seriously,
- To share their concerns with the Student Welfare Team.

**Student Support Officer** investigates and records incidents of bullying and then work with the DHT/AHT Personal Development, Behaviour and Welfare to take appropriate action (**Appendix 6**).

**Students** have a responsibility to abide by the anti-bullying policy.

**Parents/ carers** have a responsibility to report bullying incidents to the school and work with the school to uphold the anti-bullying policy.

**Governors** monitor and evaluate the effectiveness of the anti-bullying policy and procedures.

## Procedures

- Staff refer incidents of bullying to the Student Welfare Team who will apply support measures and sanctions following consultation with SSO's and/or Leadership Team. (**Appendices 2 and 6**).
- Parent/carers' concerns about bullying are dealt with promptly.

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- Every incident is investigated as soon as possible.
- All parties are encouraged to record the incident in writing.
- The school records all bullying incidents on the bullying log. These are reported to Governors at every Full Governors meeting.

## Monitoring and Evaluation

- This policy is monitored and evaluated by the Governors' curriculum committee annually.
- The policy is reviewed by the Student Leadership Team.
- The school listens to and incorporate students' suggestions and strategies for improvements.
- The school celebrates good practice.

## Appendix 1

**Bullying is:** behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim. A bully is a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

It is agreed that bullying can take many forms:

<b>Emotional</b>	Being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures).
<b>Physical</b>	Pushing, kicking, hitting, punching or any use of violence.
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours and teasing.
<b>Racist</b>	Racial taunts, graffiti and gestures.
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments.
<b>Homophobic</b>	Teasing people for being gay or for being perceived as gay. Calling them anti-gay names, even in jest. Spreading rumours about people's sexual orientation for the purpose of making fun of them. Hitting, intimidating and isolating people who are believed to be gay.
<b>Cyber</b>	Sending malicious letters, e-mails, text messages and e-mailing photographs. Taking photographs or videos of students without their consent. Posting malicious or hurtful comments or information on Social networking sites, e.g., Facebook, Instagram, Snapchat and Twitter etc
<b>Faith based</b>	Bullying because of religious faith.
<b>Disablist</b>	Bullying because of a disability.
<b>Gender</b>	Bullying because of a person's sex or if they are transgender.
<b>Wealth</b>	Bullying someone because of their financial situation – poor or rich.
<b>Ageism</b>	Bullying someone because of their age – too young or too old.

(This list is not exhaustive)

**Bullying is NOT** when young people of similar age and size find themselves in conflict. Examples of this could include:

- Disagreeing.
- friendship issues.
- name calling between two friends.
- play fighting.

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- having an argument or even fighting, without imbalance of power or use of intimidation.

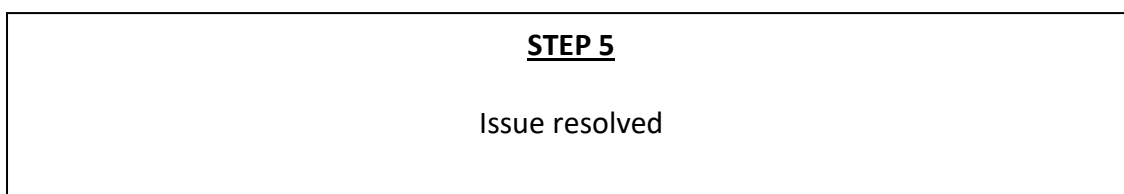
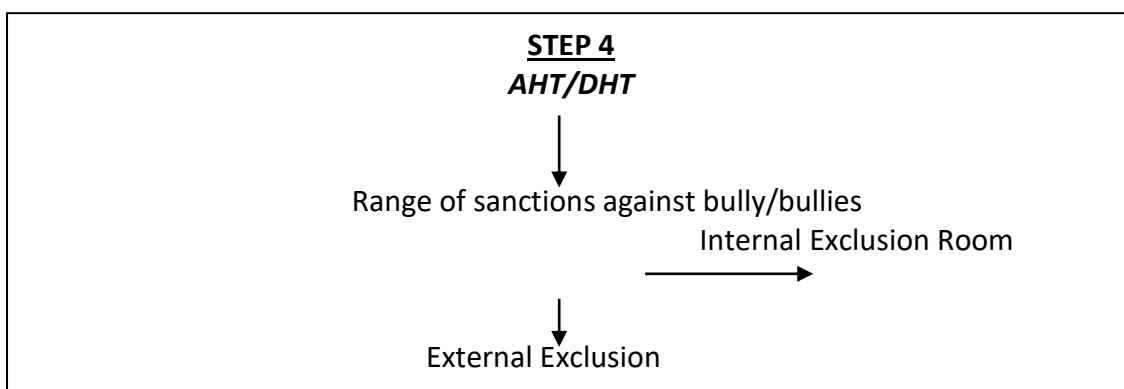
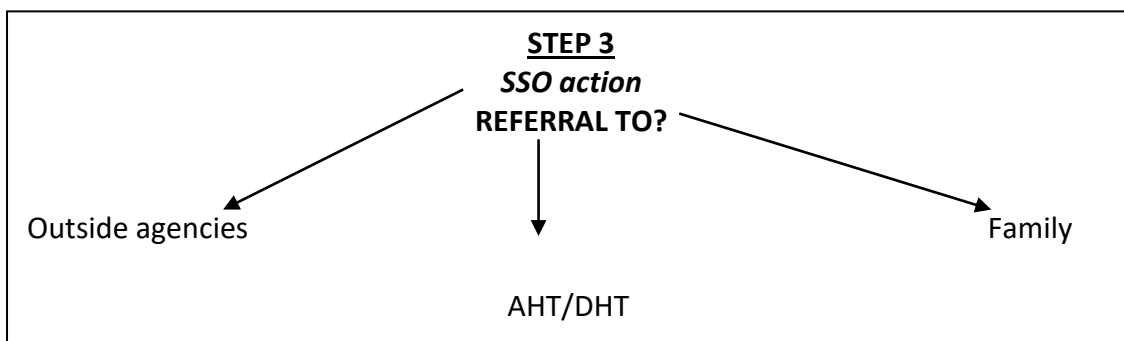
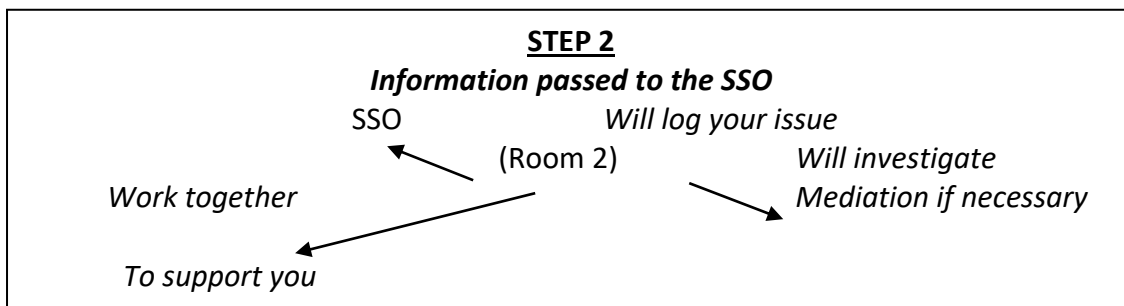
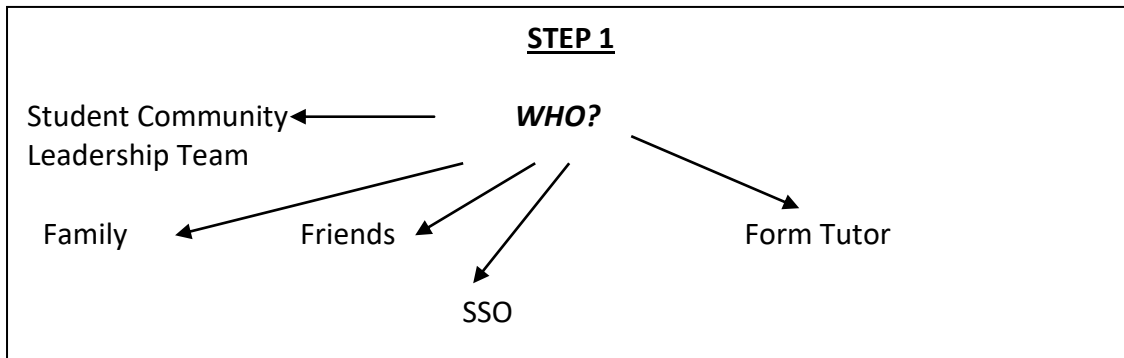
The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However unresolved disagreements can escalate when a person retaliates by constantly picking on another. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

Students and parents/ carers are encouraged to report all incidents and to keep evidence where possible such as keeping written records or copies of texts/ emails and printouts of postings on social networking sites. Bullying on social networking sites can also become a matter for the police.

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## Appendix 2

### What to do if you think you are being bullied 5 steps of support



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## **Appendix 3**

School staff are encouraged to proactively gather intelligence about issues between students which might provoke conflict and to develop strategies to prevent bullying occurring in the first place. This involves talking to students about issues of difference and through dedicated events or projects, or through assemblies.

## **Appendix 4**

The school has an ethos of good behaviour (supported by the school behaviour charter) where students treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other students and a clear understanding of how actions can affect others are reinforced by staff and older students who set a good example to the rest.

## **Appendix 5**

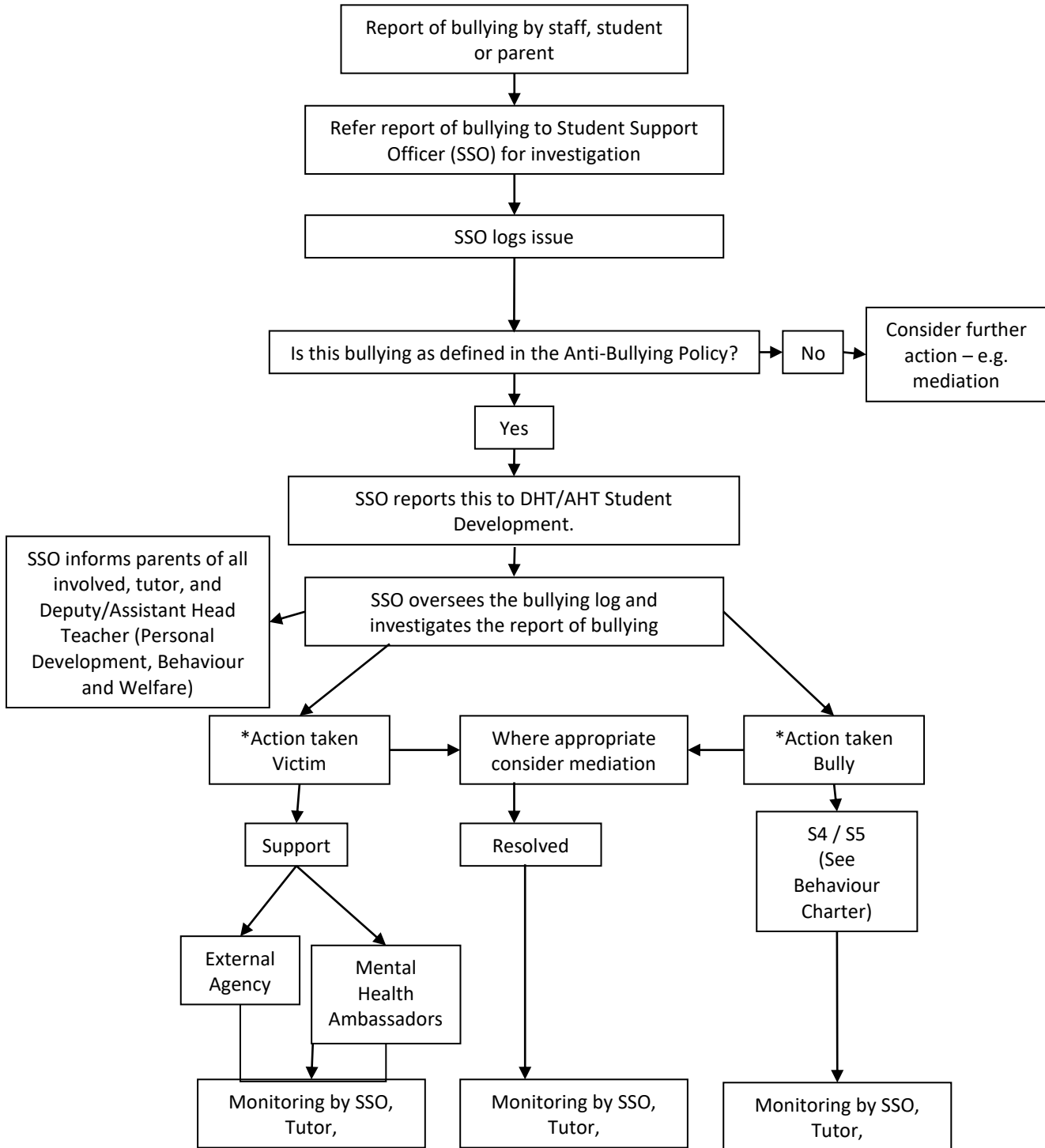
It is important that any student who is bullied is supported. The situation with the student is monitored over time and there is regular contact by the Student Welfare Team with home. Mediation is used, as appropriate.

## **Appendix 5a**

The school applies disciplinary measures to students who bully through our behaviour charter (sanctions). The sanctions are applied to show clearly that their behaviour is wrong. However, any disciplinary measure takes into account special educational needs or disabilities that a student may have. If there are concerns about the perpetrator, then support is provided. Any bullying incidents off the school premises e.g. on school or public transport, outside the local shops or in the town centre, will be investigated and the school will discipline students for poor behaviour outside of school.

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## ANTI-BULLYING POLICY – STANDARD OPERATING PROCEDURE



\*The SSO must inform Deputy Head Teacher (DHT) (Personal Development, Behaviour and Welfare) Assistant Head Teachers (AHT) (Personal Development, Behaviour and Welfare) and Tutor

\*The DHT or AHT must inform parent of the actions taken and must ensure that there is good communication with parents at all times

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## Appendix 7

### Legal Framework

This policy has been produced using – Preventing and tackling bullying – Advice for head teachers, staff and governing bodies (DfE – July 2017). This guidance replaced the previous advice – “Safe to Learn: embedding anti-bullying work in schools.” The policy has been amended following the recommendations and good practice outlined in the Ofsted report “No place for bullying – how schools create a positive culture and prevent and tackle bullying” (June 2012). Due attention has also been given to Approaches to preventing and tackling bullying- case studies- (DFE-June 2018).

### The Education and Inspections Act 2006

**Section 89 states:** Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school’s behaviour policy which must be communicated to all students, school staff and parents.

Head teachers have the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff.

### The Equality Act 2010

This replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty (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 3 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: and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

### The Children Act 1989

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.” Even where safeguarding is not considered an issue, schools may need to draw on a range of external services to support the student who is experience bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

### Education Act 2011

The wider search powers included in this Act 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.

### The Human Rights Act 1998

This act is based on the European Convention on Human Rights. It prohibits torture, inhuman and degrading treatment or punishment. Specifically, Article 14 states "the enjoyment of the rights and freedoms set forth in the convention shall be secured without discrimination on any ground such as sex, race, colour; language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status:'

### The United Nations Convention on the Rights of the Child 1991

The UK ratified this in 1991, committing itself to provide the Convention's minimum standards for all young people and children under the age of 18. Specifically, Article 19 stated the children's right to be protected from all physical or mental violence. Under Article 12, they have the right to participate and Article 37a highlights that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or



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punishment. Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding; hence it can be enforced in UK courts

## **Preventing and tackling bullying Advice for head teachers, staff and governing bodies- DfE-Bullying outside school premises. (July 2017)**

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, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head Teacher 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.

## **Our Equal opportunities policy states**

Every student has, in all interactions with others, the right to be seen, treated and valued on her/his individual merits, free of any prejudice based on assumptions about gender, race, class or disability

## **Our Race Equality policy states**

Blackfen is committed to protecting the rights of both students and staff to achieve their full potential in an environment which values diversity and is free from racial discrimination and harassment.

Links to other policies: Behaviour charter; Screening, searching and confiscation policy; Use of reasonable force policy.