



ANTI – BULLYING STRATEGY

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1. Reference and Guidance

This policy has regard to the DfE advice, Preventing and Tackling Bullying 2017, Cyberbullying: advice for headteachers and school staff and to the Equality Act 2010. When using this policy consideration under the Equality Act 2010 should be made, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

This policy should be read in conjunction with the Primary Division Behaviour Policy and the Bolton School Foundation Safeguarding Policy.

2. Scope of policy

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road and to the wraparound care at Kidzone. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

3. Aims of policy

We aim as a school to provide a safe and secure environment where all can learn without anxiety. We believe that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

We aim to promote personal dignity and self-esteem, through providing a safe environment which welcomes diversity and encourages mutual respect. We encourage our children to be sensitive to the beliefs, values and practices of others.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

This policy aims to provide a consistent school response to any bullying incidents that occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

4. Introduction

The Schools work to support victims of bullying and adopts a robust approach to those who bully others. All cases of reported bullying are recorded and investigated including those where it is clear that bullying has not in fact occurred.

5. What is bullying?

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

Bullying can take many forms (for instance, directly or through cyber-technology). It is often motivated by prejudice against particular groups, for example on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. Whatever form the bullying takes or by whatever method the school takes such reports seriously.

Examples are:

- Emotional (persistently being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (persistent name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chat room misuse.)
- Mobile threats by text messaging and calls.
- Misuse of associated technology: camera and video facilities including those on mobile phones and iPads.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

Signs of bullying:

Changes in behaviour which may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Becomes withdrawn, anxious or lacking in confidence
- Frequent visits to the medical/welfare room
- Unexplained cuts and bruises
- Choosing the company of adults
- Difficulty in sleeping, experiences nightmares
- Threatens or attempts self-harm or running away
- Becomes aggressive, disruptive or unreasonable
- Has money continually 'lost' or asks for money more regularly

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying will, with the support of parents, be investigated.

We are committed to investigating and resolving bullying which occurs in school and out of school and will cooperate with partner agencies if a complaint of bullying is made about one of our pupils against a pupil who does not attend our school.

What causes bullying?

In addition to recognising the signs and symptoms of bullying, it is also important that those working with children recognise some of the reasons why a child may bully another and seek to address this at any available opportunity.

People bully for different reasons. The reasons could be:

- They are lacking in self-esteem
- to feel powerful
- jealousy
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves

6. Anti-Bullying awareness raising

Through the course of the pastoral curriculum, assemblies and other activities, such as the annual Anti-Bullying Week, pupils are made aware of the school's stance on bullying and what to do if they are being bullied or witness others being bullied. Staff are regularly made aware of their responsibility. Although bullying is more likely to take place in some parts of the school than others, the school recognises that bullying can take place anywhere at any time. Staff involved in investigating allegations of bullying have appropriate training and groups of pupils and staff in the Junior Schools take part in Diana Award training each year in order to further improve awareness and practice within those settings.

As children make their way through the Primary Division, they are constantly learning and developing their understanding of what constitutes unkind or bullying behaviour. As children develop at varying rates, their grasp of what bullying is, is not always a clear one. Often, children accuse others of bullying with little consideration for how bullying is defined. Such accusations are taken seriously, but often the reality is the incident has been an exchange of unkind words or a disagreement between two children. We actively promote kindness throughout the Primary Division Schools; however, children are at a key developmental stage in their understanding of managing relationships and, at times, they can find consistent application of kind behaviour challenging. When a child reports that another pupil has been unkind to them, form teachers will carefully look into the issue and discuss what has occurred with the relevant children involved and any others who may be able to offer further insight. They may also seek further guidance from the Deputy Head of School, but the majority of these issues are either one-off incidents or examples of thoughtlessness. The children are given guidance on how to work together to resolve any differences and parents may be informed, if necessary.

These incidents are logged on CPOMS which is monitored by the Heads of School and Head of Primary Division. As children's interpretation of incidents and behaviour can vary greatly between one another, ascertaining a clear and definitive picture of what has happened can be difficult. For parents, it can be equally challenging to grasp a full understanding of events when they only hear one perspective. In these instances, we encourage parents to seek further clarification from School before any judgements are made or conclusions drawn. We place significant emphasis on the need for honesty from all involved and look to draw out the learning opportunities that these incidents

can offer. When it is clear that a child has been subject to behaviour that has gone beyond unkindness or disagreement and can be defined as bullying, the matter is taken very seriously.

7. How we deal with bullying

a) Advice for pupils who are experiencing or witnessing bullying

If you are being bullied, or if you are aware of someone else being bullied, then you should tell your class teacher as soon as possible. If you feel unable to tell your teacher, then you should tell the Deputy Head of School or any other member of staff, you should also tell your parents. You will need to give details of who the bullies are, when and where the bullying takes place and if there are any other victims.

b) Advice for parents

We encourage parents to contact school if they have any concerns regarding bullying. We recognise that bullying incidents can be extremely upsetting for parents and you can expect your concern to be taken seriously and dealt with in a professional manner. If your child discloses to you that they are being bullied then you should try to get as much detailed information from them as possible. You should then contact your child's class teacher as soon as possible. The school will investigate the allegation and will keep you informed of the progress of the investigation. Even after the problem has been resolved your child's teachers will continue to monitor the situation to ensure that there are no recurrences. If bullying is substantiated, you can expect the investigation to result in reasonable and proportionate sanctions. If at any time you are unhappy with the way in which the school has handled the investigation then you should discuss this with the relevant Designated Safeguarding Lead/Head of School.

c) Procedure in a case of reported bullying: advice to staff

The way that we deal with bullying will have an impact on the confidence of pupils and their parents to report bullying. It is important that we demonstrate that the bullying of any member of the school community will be taken seriously and dealt with effectively. Pupils may be reluctant to report bullying for fear of harm or because they feel that nothing can be done. We must show that we can support pupils to prevent harm, that bullying is not tolerated and that there are solutions that work.

- i) Any actual or suspected incidences of bullying must be referred to the appropriate Deputy Head, who will in turn inform the DSL that they are dealing with the incident. Depending on the severity of the bullying, the parents of both victim and offender may be informed. If there is reasonable cause to suspect, that as a result of bullying, a pupil is suffering, or is likely to suffer, significant harm, the school will refer its concerns to Bolton Safeguarding Children Partnership (BSCP).

If the allegation is of sibling bullying the Designated Safeguarding Lead must be informed and the matter will be dealt with in line with the School's Safeguarding Policy.

- ii) When an allegation of bullying is made, it must always be treated seriously. Even if bullying is not substantiated, there will often be other issues which need to be addressed.
- iii) We must ensure that when dealing with victims we take careful note of their fears, allegations and complaints; victims should be encouraged to talk about their difficulties. Pupils who are bullied at school will not always be prepared to tell those in authority. Clearly trust is very important. It is perhaps not appropriate to have a rigid structure whereby a child must speak to a particular member of staff. Pupils should be encouraged to confide in whichever person they feel most comfortable with.
- iv) When investigating an allegation of bullying, staff should be aware of any SEND needs of either the reporting or reported pupil(s). This should include discussion with the Learning Support Coordinator to agree suitable adaptations which would support the child during an investigation and any subsequent sanctions which may result.
- v) All investigations into bullying incidents should be thorough and involve the bully/bullies and the victim(s). Bullies and victims must be interviewed separately.
- vi) Hearsay accounts should be taken seriously but they cannot subsequently be used as evidence. Evidence must be gathered. Witness statements should be obtained from individuals who actually saw or heard the events although these may be needed to be scribed for younger pupils.
- vii) Incidents of cyber-bullying should be discussed with a member of IT Services to ensure that evidence is not lost through lack of familiarity with electronic means of communication
- viii) When dealing with bullies we must ensure that we do not exacerbate the problem. Bullies should be helped to recognise their unkind behaviour and offered support to modify it. They should accept responsibility for the harm caused to their victim(s). They should be encouraged to take actions to begin to repair the harm caused and these should be monitored for an agreed period of time afterwards. A restorative justice approach in cases of minor bullying is recommended if all parties agree and as an alternative to further sanctions (see Appendix D).

Where restorative justice for minor bullying has not worked or in cases of more severe bullying, the bully will be dealt with robustly. It is probably unhelpful to specify specific punishments for specific types of bullying because circumstances differ from case to case; but where pupils do not respond to strategies to combat bullying the School will apply harsher sanctions, fairly and consistently to deal with persistent and/or violent bullying, usually at Stage 3 of the Sanctions chart. Prior to such sanctions being applied the Head of School will review the case with the Head of Primary Division.

Such sanctions might include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges

- Withholding participation in school trips or sports events
- Suspension from school for a specified period
- Permanent exclusion in serious cases of persistent bullying

Record keeping

It is extremely important that thorough investigations into bullying incidents are carried out and documented.

- A CPOMS log must be opened as soon as a report of bullying is made and before it has been substantiated or otherwise
- The incident should be fully investigated, usually by the Deputy Head or Head of School. An 'investigation pack' should be assembled including:
 - Pupil accounts
 - Any other evidence such as screen shots from computers or mobile phones etc.
- The investigation pack must be attached to the CPOMS log
- If bullying is substantiated then the investigation pack will then be held in the bullying file held by the DSL
- Each half term the relevant Deputy Head will review all allegations of bullying and update the CPOMS records accordingly
- A log of all bullying incidents must be kept and made available to the Independent Schools Inspectorate
- Where an allegation of bullying has occurred at Kidzone the manager will enter information into CPOMS and liaise with the relevant Head(s) of School regarding next steps.

8. Monitoring and Review

The Head of Primary Division will monitor the implementation of this policy and write an annual report on bullying.

This policy will be reviewed annually or owing to:

- Publication of new guidance from the DfE
- Publication of new ISI regulations
- Bullying annual report to governors
- Bullying audits
- Complaints/concerns from parents.

Appendix A Support Agencies

Anti-bullying Alliance

The alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues.

www.anti-bullyingalliance.org.uk

Childline

Advice and stories from children who have survived bullying **08000 1111**

Bullying on line

www.bullying.co.uk

Parentline Plus

Advice and links for parents

www.parentlineplus.org.uk **08088002222**

Parents Against Bullying **01928 576152**

Stonewall

The gay equality organisation founded in 1989.

www.stonewall.org.uk.

Cyberbullying.org

One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting.

www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools

www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement

www.childnet-int.org/kia/parents

Appendix B – Staff Pathways of Help



BULLYING

STAFF PATHWAYS

Step 1

If a pupil alleges bullying they should find someone to trust and talk to

- Ambassador (Junior Schools)
- Class Teacher
- Teaching Assistant
- Health and Wellbeing Assistant
- Write down their worries and concerns on a slip and place in the Listening Box.

Step 2

The class teacher will

- Meet with the pupil to discuss the problem.
- Discuss ways to move forward.
- Monitor and review the situation regularly with short review times.
- Inform the Deputy Head and provide regular updates and notes.

Step 3

The Deputy Head (In Beech House, the Headteacher) will

- Log the allegation on CPOMS attaching any relevant documents or notes.
Share relevant information with staff at weekly tracking meeting to ensure pupils are monitored closely and are safe and happy in school.
- Inform parents so that they are aware of the problem and can support at home.
- Meet with the pupil to review the situation regularly.
- Meet with the alleged bully to discuss their behaviour and inform their parents if necessary.

Step 4

The Deputy Head in conjunction with the class teacher will

- Direct to a variety of help strategies
- Update CPOMS with relevant information.
- Ask their circle of friends to support them.
- Ask our Ambassador team to support them.
- Restorative justice
- Mediation/counselling
- Anger management training & self help
- Update Head regularly.

Step 5

If the problem is not resolved the Head and Deputy meet with parents of both parties and inform Head of Primary Division.

Appendix B – Pupil Pathways of Help- Hesketh House



BULLYING

PUPIL PATHWAYS OF HELP

Step 1

If you think you are being bullied you should always try to find someone to trust and talk to

- Ambassador
- Class Teacher
- Teaching Assistant
- If you don't feel comfortable speaking to someone you could write down your worries and concerns on a slip and place in the Listening Box.

Step 2

You will then meet with the class teacher to:

- Discuss the problem.
- Discuss ways to move forward.
- The class teacher will meet with you to monitor and review the situation regularly and inform the Deputy Head.
- The Deputy Head will share relevant information with other staff to ensure you are safe and happy in school.

Step 3

You will meet the Deputy Head who will:

- Meet with you to review the situation regularly.
- Inform your parents so they are aware of the problem and can support you at home.
- Meet with the alleged bully to discuss their behaviour and inform their parents if necessary.
- Continue to monitor the situation to make sure you are safe and happy in school.

Step 4

The Deputy Head will meet with you and the alleged bully to help in the following ways:

- Meet separately to discuss the problem.
- Meet together to discuss the problem.
- Look at ways to resolve the problem.
- Ask your circle of friends to support you
- Ask our Ambassador team to support you.

Step 5

If the problem is not resolved the Head and Deputy meet with parents of both parties and inform Head of Primary Division.

Appendix B – Pathways of Help- Junior Boys



BULLYING

PATHWAYS OF HELP

Step 1

Find someone you trust and talk it through. This can be anyone but might be:

- one of the Diana Anti-Bullying Ambassadors
- a friend
- your form teacher
- another adult who works in school

Step 2

Meet with your form teacher who will:

- discuss the facts with you
- suggest possible solutions
- give you a short review time
- track progress in regular meetings with you
- record the details as an alleged bullying incident on CPOMS
- share details with other staff members in the weekly staff meeting

Step 3

The incident will be discussed by the Deputy Head or Head Teacher who will:

- use suggested and agreed actions or strategies
- inform parents or guardians
- allow a short-term review

Step 4

The Junior Boys' Head will direct to a variety of help strategies which may include:

- restorative justice
- mediation or counselling
- behaviour management training or other forms of self-help
- friendship group support

Step 5

The Junior Boys' Head will inform the Head of Primary Division



Our school is a safe and happy school.

We are a kind and friendly school.

At Hesketh House everyone should feel respected.

We are a telling school. If someone is being mean we tell our teacher or an adult.

We believe in ourselves and do not worry what others think of us.

We put ourselves in other people's shoes.

At Hesketh House we think before we act and speak.

At Hesketh House we celebrate difference. We don't exclude people.

We all share the responsibility to ensure that bullying is not tolerated.

We do not tolerate unkind actions or words. We do not tolerate emotional abuse.

We do not tolerate cyber bullying.

Park Road Anti-Bullying Charter



Our school is a safe and happy school.

We are a kind and friendly school.

At Park Road everyone should feel respected.

We are a telling school. If someone is being mean we tell our teacher or an adult.

We believe in ourselves and do not worry what others think of us.

We put ourselves in other people's shoes.

At Park Road we think before we act and speak.

At Park Road we celebrate difference. We don't exclude people.

We all share the responsibility to ensure that bullying is not tolerated.

We do not tolerate unkind actions or words. We do not tolerate emotional abuse.

We do not tolerate cyber bullying.

Beech House Anti-Bullying Charter



How can we keep our school a safe and happy place?

Ask others to join in so they are not lonely.

Cheer others up if they get upset.

Use kind words, kind hands and kind feet.

Celebrate all our differences because everyone is important.

Make new children feel welcome.

Take responsibility for our own actions and words.

Talk to a teacher or an adult in school if we have a problem.

Tell any member of staff in school if we see someone being unkind.

Appendix D – Restorative justice suggested script for staff

STEP 1	Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (<i>Introduce participants if necessary</i>). I have spoken to all of you about the incident (<i>briefly outline what happened</i>) xxxx (<i>wrongdoer name</i>) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.
STEP 2	START WITH WRONGDOER(S) – I would like to start by asking • Can you tell us about what happened and how you became involved OR what happened? • What happened next OR what else? (<i>ask this until their story unfolds</i>) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What's been the hardest thing for you?
STEP 3	TURN TO HARMED PERSON(S) – I would like to start by asking • Can you tell us about what happened and how you became involved OR what happened? • What happened next OR what else? (<i>ask this until their story unfolds</i>) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What's been the hardest thing for you?
STEP 4	THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS (<i>if necessary theme in views of those not present</i>)
STEP 5	GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what you did • Do you all see that harm/upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to repair that harm/put it right?
STEP 6	GO BACK TO THE HARMED PERSON – What do you think needs to happen?
STEP 7	GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?
STEP 8	RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS – What do you think/feel about what has been said? – What would you like to see come out of today's meeting?
STEP 9	RETURN TO WRONGDOER – What do you think/feel about what has been said?
STEP 10	MAKE CONTRACT
STEP 11	OPTIONAL QUESTIONS – Would you do anything differently now?/What other choices could you have made?/What have you learned from the meeting?
STEP 12	FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?
STEP 13	CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.