Libra School

Anti-Bullying Policy			

Date	Review Date	Coordinator	Directors
05.03.18	04.03.19	Kirsty Crosby	Joan Wilkes

We believe this policy relates to the following legislation and guidance

- Children Act 1989/2004
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, Feb 2013
- Education Act 2011
- The Equality Act 2010 and schools, May 2014
- Children's Homes (England) Regulations 2015 including Quality Standards
- CEOP Child Exploitation On line Protection – National Crime Agency
- Education (Independent School Standards) (England) Regulations 2014

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies, Department for Education March 2014
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- The use and effectiveness of anti-bullying strategies in schools, April 2011
- Schools 'duty to promote good behaviour' (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behavior outside school - 'to such an extent that is reasonable' (Education and Inspections Act 2006 Section 89(5)
- DfE Behaviour and Discipline in Schools Guidance, Feb 2014
- ttp://www.education.gov.uk/schools/childrenupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline
- Make Them Go Away (SEND DVD)
- Let's Fight it Together (Cyber-bullying DVD)
- Cyber-bullying, A Whole School Community Issue
- Cyber-bullying, Department for Children, Schools and Families
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) September 2016
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)

- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)

Specialist Organisations:
- *The Anti-Bullying Alliance (ABA):* Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- *Beatbullying:* A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents.
- *Beatbullying* have developed the Cybermentors peer support programme for young people affected by cyber-bullying.
- *Kidscape:* Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- *Restorative Justice Council:* Includes best practice guidance for practitioners 2011.
- *Anti - Bullying Ambassadors: A part of the Diana Award.* This organisation provides accessible information and a number of web links for those experiencing cyber bullying.

We acknowledge the School Standards and Framework Act 1998 that clearly states that all schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among children.

We will ensure all school personnel are aware of this policy and that it is a working document referred to when dealing with incidents of bullying.

We have a duty of care to protect the children and staff who make up our school community from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding Policy and Procedures are in line with current legislation and advice and that we promote the welfare of all children in our care.

Definition of Bullying:

Libra school takes the view that bullying is: "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally". We acknowledge that if bullying is left unaddressed it 'can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health' not only in childhood but also into adulthood.

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'. (DfE)

We believe it is our moral and legal duty to protect lesbian, gay, bisexual, and transgender. pupils and school personnel from all forms of bullying and to educate all pupils about the important role

that [lesbian](#), [gay](#), [bisexual](#), and [transgender](#) people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the school premises such as on school or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We work hard to eliminate all forms of bullying, and to demonstrate the effectiveness of this policy by ensuring all incidents of bullying are investigated, are dealt with and the outcome of each incident.

We believe it is our moral and legal duty to protect lesbian, gay, bisexual, and transgender pupils and school personnel from all forms of bullying and to educate all pupils about the important role that lesbian, gay, bisexual, and transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We are aware that bullying can cause anxiety, depression, hyperactivity and behavioural problems but the results from recent research show that anxiety and depression caused by childhood bullying decreases over a period of time. Bullying does cause suffering but the impact on mental health decreases over time, so that children are able to recover in the medium term. Research results also show the potential for resilience in children exposed to bullying.

We work hard to prevent bullying from happening and to support children who have been bullied by having in place resilience processes in order to help their recovery.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Forms of bullying covered by this Policy:

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.

- Bullying related to appearance or health conditions. We know that children and young people can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, glasses and clothes) and bullying related to health conditions and allergies.
- Bullying related to sexual orientation including homophobic and transgender bullying.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying. Sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. For example this could include sexual comments and name-calling, spreading of sexual rumours, use of technology to spread sexual gossip, comments or images, exposing body parts and non-consensual touch (e.g. touching body parts, pulling bra straps, raising skirts, pulling down trousers).
- Cyber bullying (see separate policy on cyber bullying). The development of internet and mobile phone technology has provided different tools and methods for bullying others that we call cyber bullying. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. Cyber bullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion from social networking and impersonating of others to cause harm.
- Bullying and crime. There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal. Some examples of bullying behaviour that could be considered criminal include:
  - threatening or actual physical assault
  - threatening or actual sexual assault
  - the use of technology to bully and harass
  - theft
  - coercing others to commit a crime, hate crime (e.g. racism)

We believe by creating a safe, secure and caring school environment we will encourage all children to report any incident of bullying to a member of the school staff.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all children.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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Aims & Objectives
- To develop a school environment that is both safe and secure for our school community..

- To have in place established systems that will deal with incidents of bullying in school, outside of school or within the residential homes.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

Responsibility for the Policy and Procedure
Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among children.

Therefore, the Headteacher will:
- implement this policy;
- ensure that all school staff are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for the school community;
- ensure school staff have a clear understanding of the extent and nature of bullying that may take place in school;
- work hard with school staff to create an ethos of good behaviour;
- encourage school staff to 'proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place';
- support staff to feel confident in their own ability in dealing with conflict; understanding that such support will encourage more effective pupil / staff interaction.
- support staff in identifying bullying (both verbal and non - verbal examples), documenting and reporting it appropriately and implementing successful forms of resolution.
- understand that there are many reasons behind why a young person might resort to bullying and, whereas it is important to be mindful of this, all instances will be dealt with.
- train all staff to identify bullying and follow school policy and procedures on how to deal with an incident effectively. We understand that some instances of bullying are hard to detect and that the perpetrator may be acting in such a way in order to communicate past emotional incidents that have caused them pain or distress. Staff are aware of pupil backgrounds and the importance of sharing appropriate methods of action in a bullying aftermath.
- ensure that staff aim to prevent any harmful behaviour (including both physical and emotional harm) and de-escalate any situations that do occur. Only in extreme situations will staff resort to physical intervention to remove an immediate and serious threat.
- ensure staff react to bullying incidents in a reasonable, proportionate and consistent way.
- ensure the pupil who has experienced bullying is safeguarded and will ensure access to sources of support for him or her. In addition, the perpetrator will also be supported in reflecting on their actions and thinking about how to build on their social skills.
- hold regular staff meetings with *all* staff to discuss the behavioural patterns of the children.
- ensure that the personal and social education curriculum and the religious education curriculum helps to support anti-bullying education;
- investigate all reported incidents of bullying;
- ensure that all children understand that bullying is wrong;

- ensure that children are aware that *all* bullying concerns will be dealt with sensitively and effectively; that children feel safe to learn; and that children abide by the anti-bullying policy.
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with children, parents, school staff and others involved with the school on the grounds of protected characteristics;
- consult with children and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure staff report and record incidents of bullying;
- ensure records of all incidents of bullying are:

  ➢ stored in a secure place;
  ➢ kept for a specific period of time;
  ➢ kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
  ➢ kept in a uniform and systematic way
  ➢ kept as well as specific types of bullying and their outcomes;
  ➢ are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;
  ➢ used to effectively track pupils through school;

- ensure counselling and support mechanisms are in place to help those who have been bullied;
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;
- use records of incidents effectively to track children through school;
- keep records in a central log in order to build up a picture of concerns of individual children and in identifying patterns of behaviour;
- discuss with the school council:

  ➢ A definition for bullying.
  ➢ Are children aware of this policy?
  ➢ How can bullying be effectively dealt with?
  ➢ How good are school staff in dealing with incidents of bullying?
  ➢ How good are school staff in identifying the symptoms of bullying amongst children?

- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support children who experience bullying;
- work with anti-bullying organisations when dealing with certain forms of bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions where appropriate;
- work closely with the coordinator;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:

Role of the Coordinator

The coordinator will:
- lead the development of this policy and all linked polices throughout the school;
- work closely with the Headteacher;
- provide guidance and support to all school staff to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good supervision at playtime and lunchtime to reduce the risk of bullying;
- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build children's resilience to bullying;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- work closely with external agencies to support children who experience bullying;
- display posters of national and local help lines and where help is available in school if suitable;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;

Role of School Staff

School staff will:
- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all children know what to do if they are bullied;
- encourage children to report any incidents of bullying to any member of the school staff;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- Consider all opportunities for addressing bullying including: through the curriculum, through PSHE focused assemblies, celebrating Anti Bullying Week annually, through displays, and through peer support.
- use preventative strategies such as circle time and reward programmes such as Golden Time to promote respectful behavior towards the whole school community;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

- report any concerns they have on any aspect of the school community
- regularly speak with children to identify any situations of bullying.
- ensure students know how to express worries and anxieties about bullying.
- ensure *all* students are aware of the range of sanctions which may be applied against those engaging in bullying, for example (but not limited to):

  1) Removal of appropriate social privileges until suitable reparation work is carried out.
  2) Removal of Golden Time
  3) Making amends to the victim in a manor appropriate to the age of the young people involved.
  4) Official Warnings
  5) Positive and constructive sanction in the form of a meeting with the Head Teacher to talk and learn about other ways of handling situations that result in bullying.
  6) Face to face meeting between all involved (if appropriate to the nature of bullying)

- Involve students in anti-bullying campaigns in schools.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Encourage all students to use appropriate language for example avoiding the use of homophobic, racist, sexist and any remarks relating to appearance, disabilities, religion or culture.

Role of Children

Children must:
- be aware of and comply with this policy;
- know that they should report any bullying behavior that happens to them;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- engage with the Golden Time Reward programme for respectful behavior.

Role of the School Council

The School Council will be involved in:
- determining this policy with the Senior Leadership team;
- agreeing a definition for bullying with parents and school staff;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Senior Leadership team.

Role of Parents

Parents must:
- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;

- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Training for School Staff

All school staff:
- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:

  ➢ What is bullying?
  ➢ How to identify, prevent and manage bullying.
  ➢ Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
  ➢ Recognising bullying.
  ➢ Anti-bullying strategies.
  ➢ How to deal with a bullying incident.
  ➢ Counselling the bullied and the bullies.
  ➢ Anti-bullying week.
  ➢ Tackling Homophobia
  ➢ Building children resilience to bullying.
  ➢ Working and co-operating with parents and carers

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Records

- Records will be kept in a uniform and systematic way.
- All reported incidents of bullying are investigated, dealt with and recorded.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes.
- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track children through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual children and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:
- the School Handbook/Prospectus
- the school website
- the Staff Handbook

- meetings with parents such as introductory, transition, parent-teacher consultations, IEP and PEP meetings
- school events
- meetings with school staff
- communications with home such as newsletters

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies

Promoting Positive Behaviour Management	Safeguarding Policy and Procedures
Anti-Cyber Bullying Procedures	School Curriculum Policy
Confidentiality Policy	Complaints Policy
Whistleblowing Policy	

Director:	Joan Wilkes	**Date:**	05.03.18
Head Teacher:	Kirsty Crosby	**Date:**	05.03.18

Libra School
Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti Bullying Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question / Equality Groups / Conclusion

Does or could this policy have a negative impact on any of the following? — Conclusion: Undertake a full EIA if the answer is 'yes' or 'not sure'

	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓			✓			✓			✓			✓			✓			✓			✓			✓

Does or could this policy help promote equality for any of the following? — Conclusion: Undertake a full EIA if the answer is 'no' or 'not sure'

	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Does data collected from the equality groups have a positive impact on this policy? — Conclusion: Undertake a full EIA if the answer is 'no' or 'not sure'

	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	**05.03.18**	**Joan Wilkes**	**05.03.18**

Libra School

Policy Evaluation				

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				