

Anti-Bullying Policy and Procedures

Legal Status:

- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015
- Prepared with reference to: Advice for parents and carers on cyberbullying (DfE- November 2014), Cyberbullying: Advice for Headteacher's and school staff (DfE- November 2014), Preventing and tackling bullying: Advice for Headteacher's, staff and governing bodies (DfE- October 2014) and School support for children and young people who are bullied (DfE- March 2014)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty
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Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the afterschool clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours and away from the school site;
- to all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, The Proprietors and volunteers working in the school.

Related documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, 'What to do if you are Worried'
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy And Procedures including Child Protection
- e-Safety Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship.

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school is: Mrs Anne Burton the Headmistress, for the whole school and the Early Years Foundation Stage who has oversight of Pastoral Care at the school including Behaviour Management.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website www.orchardschool.org.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement, and audit by the Headmistress. The Headmistress/Proprietor will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: February 2017

Mrs A. R. Burton Headmistress and Proprietor

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Principles – Aims and Objectives

At Orchard School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school. Our school community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, physical threats, verbal taunts, violence, victimisation, and any form of harassment so that every one of our pupils can develop their full potential. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school.

We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other. Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Orchard School in maintaining high standards of behaviour. It is essential that school and home has consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective pupils on request and for perusal in the school office during the school day. It is also provided to staff prior to their commencing duties at Orchard School. . Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

Bullying in any form will not be tolerated. We are a 'TELLING SCHOOL'. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

Definition of Bullying

Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally humiliate, threaten, frighten, or hurt an individual or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the *Equality Act 2010*), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs, and email.

Bullying – Child Protection Related Issues

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Central Bedfordshire Children's Social Care by telephone on 03003008585 during office hours or the out of hours Duty Team (evenings and weekends) on 03003308123. Any kind of bullying is unacceptable.

Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.*
- *Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.*
- *Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy to be found in the e-Safety folder.*
- *Racist - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an*

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individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

- *Cultural* – focusing on and/or playing off perceived cultural differences and so on.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- *Written* – Spreading rumours, writing or printing unkind or malicious on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Orchard School are expected to treat each other with a professional level of respect.

The Risks of Bullying to the Victims: Why is it important to respond to bullying?

Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even lead to suicide. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Positive Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide.

Signs of Bullying and Staff Awareness

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

- Unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequently complaining of symptoms such as stomach pains, headaches and so on or a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;

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- missing property, being afraid to use the internet or mobile phone, nervousness and jumpy when a cyber-message is received
- starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away;
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. It should always be acknowledged that on rare occasions some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

Orchard School Anti-Bullying Policy is dove-tailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Orchard School, we implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. If necessary strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Orchard School to have clear policies which are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified.

Strategies

Prevention - Children

We use educational elements such as Personal, Social, Health, Economic Education (PSHEE) and citizenship alongside social, emotional aspects of learning, assemblies, projects, drama, literature, with discussions of differences between people and the importance of avoiding prejudice-based language. We also, within our curriculum, use social stories and drawings about bullying, role-play, historical events and current affairs, in order to highlight essential anti-bullying messages. We maintain awareness of potential problems, and strive to prevent any form of bullying, through education. Children are encouraged to share their concerns with the adults responsible for them. All children (including our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. Lessons will be planned to highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that should bullying to be unacceptable and by developing social skills. Using these educational elements, we discuss differences between people and the importance of avoiding prejudice-based language. At Orchard School we often work in mixed-age groups where older children are encouraged to offer advice and support to younger pupils.

Prevention - Staff

All staff are given guidance on the school's anti-bullying policy and in how to react to the allegations of bullying in their first week at Orchard School. They are required to read the school's policy a part of their induction. We aim to use appropriate assemblies to explain the school policy on bullying. Our Life Skills programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. Experienced staff give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held to highlight current initiatives and practices. Members of staff are always on duty at times when pupils are not in class and supervise the school site.

Staff Training

We raise staff awareness through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

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E-safety - Cyber-Bullying Preventative Measures Please refer to the E-safety policy

In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies).

Procedures for dealing with reported bullying:

The procedures we follow make it easy to report bullying, including cyber-bullying and bullying outside school and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. *Members of staff to whom disclosures are made or who first discovers the situation should initiate the following procedures themselves and/or consult with the relevant staff as appropriate.*

- Control the situation, reassure and support the pupils involved.
- Inform the Headmistress, Assistant Head or Head of Pastoral as soon as possible.
- explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and a verbatim account of events will be written down on a school incident form and signed and dated.
- The incident should be recorded before it is given to the Headmistress who is responsible for keeping all records of bullying and other serious disciplinary offences, securely locked;
- The Headmistress will inform the teachers of both the bully/bullies and the victim(s) as soon as possible.
- The victim(s) will be interviewed at a later stage by a member of staff separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of staff, separately from the victim, and it will be made clear why the child's behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying the pupils' behaviour, together with any appropriate disciplinary sanctions as set out in the schools; behaviour management policy.
- The parent/ guardians of all parties should be involved and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling should be agreed.
- The School Behaviour Policy is central to the school's stance against bullying.

In the event of bullying taking place among the staff, the Headmistress should be informed and appropriate decisions made with possible reference to the external visitor if necessary. Accusations of bullying of a child (children) by members of staff will also be thoroughly investigated.

The Procedures for Pupils

If you are being bullied, you should:

- Try not to show that you are upset (this is sometimes not easy).
- Try to ignore the bully and do not respond to any provocation.
- Try to be assertive, speak firmly to the bully without being aggressive.

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- Walk away quickly and confidently from troublesome situations – even if you don't feel that way inside.
- Try to get the support of your friends.
- Never think that you are to blame.
- Tell an adult that you can trust (teacher, parent, relation, etc.).

You can **help stop others** being bullied if you imagine how you would feel and:

- Don't stand by and watch but get help from an adult.
- Show that you and your friends disapprove of what is happening.
- Give sympathy and support to anyone who is being bullied.
- We are a 'telling' school – tell a trusted adult if you know of any serious bullying.
- It is not telling tales, the victim may be too scared or lonely to tell.
- Always treat others as you would wish to be treated yourself.

For children who are being bullied - Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a playground supervisor or at break.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset.
- Try to ignore it at the time of the incident - stay calm - walk away to safety.

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A bully doesn't have many true friends.
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

Involvement of Parents (including clear policies communicated to parents)

We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents, the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school;
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying;
- Contact the Headmistress if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem;
- Allow the school to resolve the problem with the bully/ies and their parents;
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour;
- Be aware that bullies have often been victims themselves;
- In the case of cyber bullying, e.g messages on all social media, chat rooms, emails and texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to the attention of the Headmistress.

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Action should then be taken about each of the following:

- Advice and support for the victim is in accordance with the school's behaviour management policy.
- Sanctions imposed will be relative to the age of the child. These are recorded in the School Incident File. The bully must understand what they have done and why the sanctions are being applied.
- Support for the bully is in accordance with the school's behaviour management policy.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated

Appreciating the Seriousness of Bullying

Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

Pupils' Response to Bullying

Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour
- passively support the bullying behaviour
- passively reject the bullying behaviour
- actively challenge the bullying behaviour

Classroom Management

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management

Staff on duty supervise the playground areas and constantly monitor the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to form teachers, who in turn will act in accordance with the agreed policy.

Sanctions

These may include withdrawal from favoured activities or loss of playtimes. If bullying persists, the parents of the perpetrator and victim are called to discuss the situation separately with the Headmistress. In rare cases, children who consistently bully may be excluded.

Threshold for Reporting Bullying to an External Agency

In all cases of bullying, cyber-bullying and bullying outside of school staff must follow the school's reporting procedures and ensure the Headmistress (the DSL) and Deputy Head (deputy DSL) are aware of such incidents. In any extreme cases, the Headmistress and Deputy Head will decide whether it is appropriate to take the matter further and report the incident to outside agencies such as the police or children's social care.

Anti-Bullying in the Early Years Foundation Stage

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Even the youngest children are encouraged to behave towards each other with kindness and consideration. They must learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The EYFS Co-ordinator is in day-to-day charge of the management of behaviour in Early Years.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. Pupils are encouraged to recognise that being a 'bystander' is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

We rarely need to impose sanctions. However, there are occasions when a child may be sent to see the Headmistress who will explain the inappropriateness of a particular action. Parents are always informed by form teacher when any action is required and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation. Behaviour expectations are clearly displayed and frequently discussed with the children. These are also included in our Welcome Pack for parents to discuss with their child.

Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

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