



## Anti-Bullying Policy and Procedures

### Our Definition of Bullying

Bullying is any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/MSN/technology to spread unpleasant rumours (cyber bullying)

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school.

**We are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe. Nobody has the right to make anyone unhappy.**

### Our Policy and the Law

#### The Education and Inspections Act 2006 section 89:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

#### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims.

- 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.

## **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the Children Protection Policy and Procedures.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## **Bullying Outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

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 actions 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.

## **Aims and Objectives of our Policy**

- To ensure that **all** students, parents and staff are aware of the definition of bullying and the distressing effect it has on it's victims.
- To outline Driffield School's Anti-bullying strategy using trained anti-bullying peer mentors, 'the Chat n Chill Room' (a designated, fully staffed room for vulnerable students to access during lunchtimes) and trained, experienced House Tutors.
- To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
- To establish a climate in which students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the full

knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.

- To create a school community where bullying is recognised as unacceptable and where all students can feel valued, secure and happy.

### **Our stated commitment is that when a young person speaks out about bullying:**

- **They will be listened to.**
- **Their concerns will be taken seriously.**
- **The matters will be investigated.**
- **Together we will find a way to tackle it.**
- **Someone will be there to help and support the young person.**

### **Anti-bullying Procedures**

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to trained personnel and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be referred to the appropriate House Team as quickly as possible. House Tutors have training, experience and the capacity to respond swiftly and effectively to incidents as they occur.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant house leader as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

House Leaders will investigate all reported incidents of bullying using the following procedure:

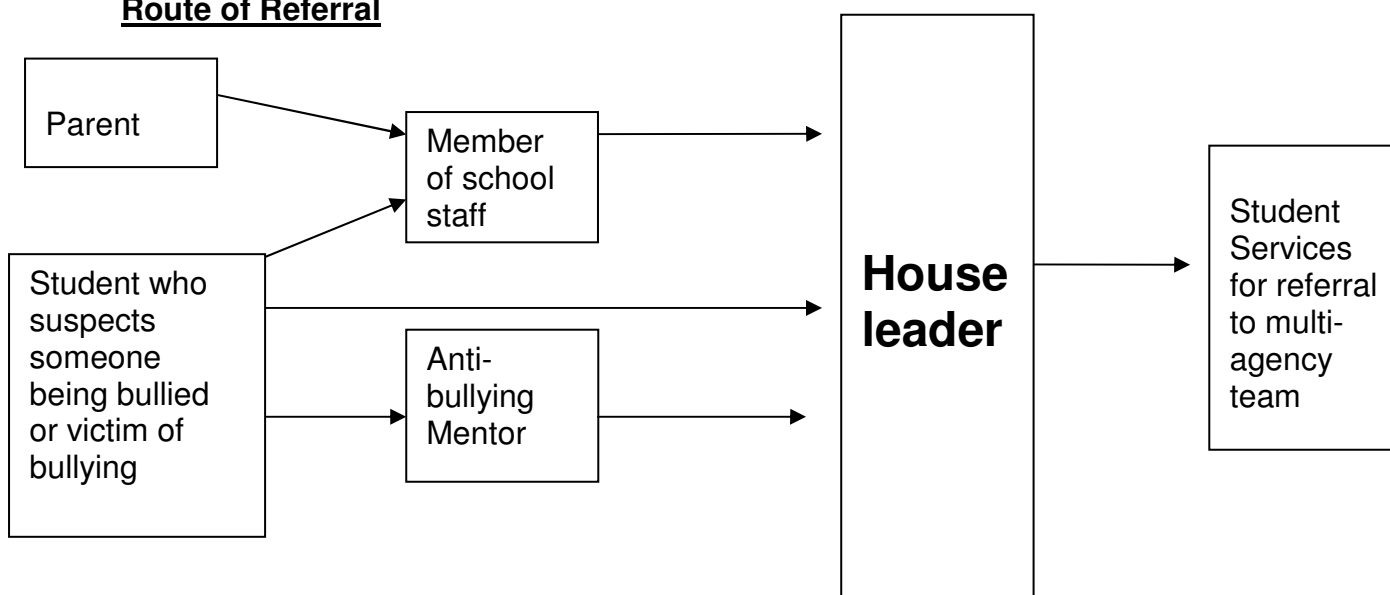
- Appropriate students will be interviewed by the relevant house leader and statements taken.
- If the investigation confirms a bullying incident has taken place the house leader will complete a 'Reported Bullying Incident' form (Appendix 1) outlining details of the event, evidence and clearly outlining the response. The response will include support for the victim, details of contact with parents and support and sanctions for the perpetrator.
- The incident will be recorded on the electronic recording system as Sanction 4 and tagged as a bullying incident.
- The 'Reported Bullying Incident' form will be stored centrally, both as a paper copy and e-version by the Student Services Admin Assistant. A copy is also stored in the victim's file, along with the witness statements and referenced in the perpetrator's file.

- The victim and perpetrator will be monitored by the house team and a follow up meeting will take place as arranged by the house team (timing appropriate to individual situations).
- Appropriate staff (including external agencies) will be kept informed of the individual student needs and support mechanisms.

Students have been encouraged to self-refer to either their House Tutors or to one of the trained anti-bullying peer mentors that are on duty around the site or in the Chat n Chill Room during lunchtime.

The strategy is regularly reviewed by an anti-bullying strategy working party comprising House Tutors, key members of teaching staff, Child Protection Co-ordinator, SENCo and Assistant Headteacher Inclusion.

### **Route of Referral**



NB: It is recognised that in some cases a student may have a particularly good relationship with a member of staff other than their House Tutor who may be more appropriate to work with them. If that member of staff feels suitably trained and has the capacity to do that they should do so in conjunction with the Head of House or House Tutor.

### **The Role of House Tutors**

House Tutors are trained personnel who are available to respond to allegations of bullying and have the experience and capacity to investigate and respond quickly and appropriately. As part of their role they will:

- a) Be the first point of contact in school for parents who are concerned about bullying
- b) Provide advice, support and assistance to any student (and possibly their parents) who complains of bullying
- c) Accept referrals from members of school staff
- d) Report to the Form Tutors, Heads of House, AHT:Inclusion, Child Protection Co-ordinator and where appropriate Multi-Agency Team meetings to provide feedback

on individual students who are causing concern (both victims of bullying and bullies as well)

- e) Liaise with parents to ensure all parties are aware of any incidents that have occurred and the follow up strategies.
- f) Liaise with the House Team and the wider Student Services Team to continue to develop strategies to reduce bullying and deal effectively with incidents of bullying
- g) Where appropriate (if the student and victim are in agreement) the House Tutors may use restorative practice strategies (Appendix2) to allow the victim to explain the consequences of the bullies' actions to them face to face. This is conducted in a safe and supported environment with trained members of staff. Agreements would then hopefully be reached which would allow a new relationship to be established.
- h) Maintain written records (Appendix 1) of bullying related incidents within pupil files, both the victim and bully. A central paper and electronic record is also held to collate all bullying incidents.
- i) Refer vulnerable students to appropriate services, e.g. counselling via AHT:Inclusion
- j) Support, manage and mentor the anti-bullying Mentors
- k) Under the guidance of the AHT: Inclusion recruit and train new anti-bullying Mentors alongside a designated Anti-bullying mentor co-ordinator.
- l) Run discussion groups and work with students who have been identified as "bullies" to reduce the number of bullying incidents on the school site
- m) In collaboration with the AHT:Inclusion, Anti-bullying mentor Co-ordinator seek opportunities to promote the Anti-bullying strategy at Driffield School, e.g. via Assemblies, displays, promotion at Parent's Evenings.

## **The Role of the Anti-Bullying Mentors**

The trained Mentors will often be the first point of contact for students who are the victims of bullying. Mentors will be easily identified around the School site by wearing an Anti-bullying Mentor badge.

The Mentors will be able to:

- a) Listen to and provide support for fellow students
- b) Be available in the Chat n Chill Room on a rota basis to support vulnerable students
- c) Share concerns about vulnerable students with House Tutors (always with a commitment to maintaining confidentiality whenever possible)
- d) Signpost students to other support services available
- e) Show commitment to the anti-bullying Mentor scheme and recruit new students to the scheme
- f) Be involved in regular monitoring of the scheme
- g) Work together with House Tutors, staff and students in promoting good citizenship and inclusion throughout the school

The Mentors will meet as a group with the designated Anti-bullying Co-ordinator every half term to reinforce their training, share experiences, feedback on the programme and make suggestions for improvements. Anti-bullying mentors will be rewarded with a trip at the end of the year.

Recruitment and training of new mentors will take place annually in a programme Co-ordinated by the AHT:Inclusion and Anti-bullying mentor Co-ordinator.

## **The Role of the Wider Multi-Agency Team**

It is anticipated that House Tutors will have the relevant training and experience to deal with the majority of bullying issues. However, there may be some students who require additional support from our wider multi-agency team or some situations that are not able to be resolved swiftly and require the intervention of a senior member of staff.

## **Parental Support**

The Driffield School Anti-bullying Strategy will be communicated to parents. Methods for this will include:

- An information stand at all parents evenings throughout the year, including Year 6 open evening
- Regular updates and information to parents in newsletters, summarising the strategy and detailing contact numbers.
- Information about the programme and how to access anti-bullying services in the school prospectus
- This policy

## **Sanctions**

Bullying in any form will not be tolerated at Driffield School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- Lunchtime or after school detentions
- Restricting access to the school site or classrooms
- Isolation via The Seclusion Room
- Removal from school transport
- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group
- In serious cases the school will consider a fixed term exclusion
- Any other sanction deemed appropriate to the individual case, including permanent exclusion

Support for the perpetrator will be provided by the House Tutor or wider multi-agency team as appropriate.

## **Impact Assessment**

Information regarding bullying incidents are recorded and stored centrally for the House Team in collaboration with appropriate Senior Leaders to monitor. Strategies adopted and the outcomes (including long term success) are also recorded allowing the effectiveness of the strategies to be considered.

Whole School training opportunities may be required in response to emerging patterns of incidents, e.g. an increase in cyber bullying. This will co-ordinated by the AHT:Inclusion in collaboration with appropriate staff, e.g. E-Safety Co-ordinator.

This policy and procedure will be evaluated and reviewed annually.

### **Personnel**

|                |                                          |
|----------------|------------------------------------------|
| Mrs. Cage      | House Tutor for Johnson and Holtby       |
| Mr. Johnson    | House Tutor for Bronte and Fawcett       |
| Ms. Hazell     | House Tutor for Mortimer and Wilberforce |
| Miss. Woodcock | Anti-bullying Mentor Co-ordinator        |
| Mrs. Dalton    | Child Protection Co-ordinator & SENCo    |
| Mrs. Campbell  | E-Safety Co-ordinator                    |
| Mrs. Towse     | Assistant Headteacher:Inclusion          |

**IF ANY PARENT HAS A QUESTION ABOUT THE CONTENTS OF THIS POLICY  
PLEASE CONTACT MRS L TOWSE (AHT:INCLUSION).**

## Appendix 1 REPORTED BULLYING INCIDENT

|                                                                                       |                                    |                                  |                  |                     |
|---------------------------------------------------------------------------------------|------------------------------------|----------------------------------|------------------|---------------------|
| <b>STUDENT</b>                                                                        |                                    | <b>FORM</b>                      | <b>DATE</b>      |                     |
| <b>VICTIM</b>                                                                         |                                    | <b>FORM</b>                      |                  |                     |
| <b>REPORTED BY Name:</b> <i>please tick</i>                                           |                                    | <b>Staff</b>                     | <b>Student</b>   | <b>Parent/Carer</b> |
| <b>DETAILS OF EVENT</b> <i>please tick</i>                                            |                                    | <b>Physical</b>                  | <b>Verbal</b>    | <b>E-safety</b>     |
| <b>EVIDENCE GATHERED</b> <i>please tick</i>                                           |                                    | <b>Statements (central file)</b> | <b>Staff Obs</b> | <b>E-portal</b>     |
| <b>RESPONSE</b>                                                                       | <b>Sanction</b> <i>please tick</i> | <b>Seclusion</b>                 | <b>Exclusion</b> | <b>Other</b>        |
|                                                                                       | <b>Details:</b>                    |                                  |                  |                     |
|                                                                                       | <b>Support</b> <i>please tick</i>  | <b>Chill &amp; Chat</b>          | <b>Buddying</b>  | <b>Referral</b>     |
|                                                                                       | <b>Details:</b>                    |                                  |                  |                     |
| <b>SUITABLE FOR RESTORATIVE PRACTICE</b> <i>please tick</i><br>If yes, date group met |                                    |                                  | <b>Yes</b>       | <b>No</b>           |
| <b>ANY OTHER ACTION OR INFORMATION</b> <i>please tick</i>                             |                                    | <b>Staff</b>                     | <b>Student</b>   | <b>Parent/Carer</b> |

## Appendix 2

### Restorative Interventions – Practice Guide

## **Commitment**

Provide a teachable moment for those involved where:

- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

## **Process**

1. First ask the wrongdoer what happened, and to then identify who has been affected and how
2. Next ask the harmed person what happened, to express their feelings and needs
3. Finally ensure everyone understands the outcome and individual responsibilities

## **Avoid**

- Asking 'Why?'
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patience
- Leading interventions when you have been affected.

## **Find out**

- What happened?
- What were you thinking about when this happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

## **Acknowledge**

Who has been affected by what happened?  
How do you think ..... has been affected?  
How do you feel about what happened?  
What has been difficult about this for you?

## **Responsibility**

What do you need to happen to make things right?  
What do you need to happen next?  
What do you need to do to make things right?  
What do you think needs to happen next?

## **Further Sources of Information**

DfE Preventing and Tackling Bullying. Advice for School Leaders, Staff and Governing Bodies

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

[Make Them Go Away](#) (SEND DVD)

[Let's Fight it Together](#) (Cyberbullying DVD)

### **Legislative links:**

Schools' duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#))

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89\(5\)](#))

[The Equality Act 2010](#)

### **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 Cyber mentors 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.

### **Cyberbullying:**

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.

### **LGBT:**

[EACH](#): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

**SEN/D:**

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.