



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Anti-Bullying	
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Name of Originator: ASt/KH	Designation: TA Co-ord/Wellbeing Lead

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

Introduction

At Dawn House School we are committed to the elimination of all forms of bullying and harassment. We believe that every member of our school community irrespective of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation has the right to work or study without fear of bullying, harassment or victimisation.

- 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
- 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, the school staff should report their concerns to their local authority children's social care. 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 engaging in bullying.

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

We aim to provide a safe, caring and friendly environment for learning for all our pupils, to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act responsibly and feel safe in school. They should understand the issues relating to bullying and feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school, college and in the care setting. They should feel that incidents, when they do arise, are dealt with promptly and according to this policy.

Bullying is not confined to the school premises. It may also occur outside school, in the local community, on the journey to and from school, in further education settings and online (cyberbullying).

All staff have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to 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 and online.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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 school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”

The increasing use of digital technology and the Internet has also opened up new and particularly intrusive ways for bullies to reach their victims.

Bullying can take place between:

- young people (peer on peer)
- young people and staff
- staff
- Individuals or groups.

The school is aware of its legal obligations and role within the local community. It supports parents and works with other agencies outside the school where appropriate.

Our commitment to this principle is demonstrated through:

- Our school Code of Conduct and safe guarding policy and practice.

- Safe and responsible use of ICT (see the E-safety and Acceptable Use policy)
- Our Equal Opportunities and Behaviour Management policies, and the management practices and processes that support them
- Our commitment to the delivery of a broad and balanced curriculum (including the National Curriculum)
- Independent, unannounced Standard 20 inspections.

Policy Development

This policy is a working document which has on-going input from:

- The behaviour for learning group,
- Members of staff - through consultation documents, surveys and staff meetings,
- Governors – through discussions at governors’ meetings and training events,
- Parents/carers – through the parents’ guide, written consultations, parents’ meetings, and parent focus groups,
- Students - through the school council and class discussions (using the student-friendly version of the policy),
- Other partners, e.g. LA partners, external providers both in school and off-site, and representatives from the local community such as the Police.

This policy has been revised following new guidance published July 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

This policy is available:

- online on the school website
- in the school prospectus
- from the school office.

Student-friendly versions are on display around school and are included in welcome packs for new pupils.

Roles and responsibilities

The Principal has overall responsibility for the policy and its implementation. She liaises with the governing body, parents/carers, LA and outside agencies, and also appoints an Anti-bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The responsibilities of the Principal are:

- policy development and review involving pupils, staff, governors and parents/carers,

- Implementing the policy and monitoring and assessing its effectiveness in practice,
- ensuring evaluation takes place and that this informs policy review,
- managing bullying incidents,
- managing the reporting and recording of bullying incidents,
- assessing and coordinating training and support for staff and parents/carers where appropriate,
- Co-ordinating strategies for preventing bullying behaviour.

The Anti-bullying Coordinator in our school is Amanda Stringfellow. The coordinator will:

- Receive and record notification of incidents of actual or perceived bullying/harassment,
- Check and record the response to the incident to ensure that this is in line with policy,
- Act as first point of contact with staff who have concerns about bullying in school.

The coordinator will also have input, with SLG, into staff and pupil awareness across the school.

The nominated Governor with the responsibility for anti-bullying (Behaviour) is the Chair of Governors.

Any associated safe guarding concerns or issues will be reported to Jenny McConnell, Kathy Horton, Philip Chandler or Rebecca Baxter (or a member of SLG in their absence), who will decide on the appropriate course of action.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Bullying differs from teasing, falling out between friends and other types of aggressive behaviour in that:

- There is a deliberate intention to hurt or humiliate,
- There is a power imbalance that makes it hard for the victim to defend themselves,
- It is usually persistent.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, provided it fulfils the other descriptions of bullying. This possibility should be considered, particularly in cases of hate-crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Bullying can include:

- name-calling
- threatening
- homophobia or other prejudices connected to the recipient's identity or protected characteristics (as defined in the Equality Act 2010)
- taunting
- mocking
- making offensive comments
- physical assault or threat
- physical or mental torment
- taking or damaging belongings or property
- cyberbullying - inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the Internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- repeated unfounded trivial complaints
- wearing or displaying offensive badges and insignia
- bringing defamatory materials into school
- excluding people from groups.
- refusing to cooperate or work with other pupils
- intrusion into personal space, spying or persistently following an individual.
- Up-skirting (this is an illegal act)
- LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

To prevent peer-on-peer abuse and address the wider societal factors that's can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PHSE lessons

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

In dealing with such behaviour it is important to consider the context in which the incident takes place and the victim's perception of the perpetrator's motivation. School staff should remember our role as educators in dealing with the behaviour and the underlying values of the perpetrators. Action should be taken to ensure the safety and welfare of the victim, as well as giving appropriate sanctions and advice to the perpetrator.

Staff development will cover the following issues in relation to bullying on a rolling programme:

1. Why are children and young people bullied?
2. Where does bullying take place?
3. Specific types of bullying, for example:
 - a. Hate-crime related bullying of children with special educational needs or disabilities, homophobic/LGBT bullying or bullying related to race, religion or culture.
 - b. Bullying related to appearance or health.
 - c. Bullying of young carers or looked-after children, or bullying otherwise related to home circumstances.
 - d. Sexist or sexualised bullying.

Definition of Harassment

Harassment occurs when, on the grounds of race, disability, sex, sexual orientation, belief or religion, a person engages in unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an interrogating, degrading, hostile offensive or humiliating environment. This is wide spectrum, and covers all types of harassment.

"A person must not pursue a course of conduct which amounts to harassment of another, and which he/she knows or ought to know amounts to harassment of the other." (Under the Protection from Harassment Act 1997)

Harassment can include:

- written harassment
- Sexual harassment
- verbal harassment
- Stalking

Reporting and responding to bullying and harassment

Our school has clear systems for reporting and responding to bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

As part of the PHSE curriculum, pupils are taught about the concept of bullying and harassment and its impact on themselves and others. They are encouraged to talk to a trusted adult (a member of staff or parent) if they have any concerns for themselves or others. Children will be reassured that whatever they say will be taken seriously, and advised that appropriate adults will need to be informed.

Parents and carers are made aware of the Anti-bullying and Anti-Harassment Policy on their child's admission to school. They are encouraged to contact school if their child raises any concerns, or if they have concerns of their own.

The Anti-bullying and Anti-Harassment Policy is in the staff handbook and on the school website, and is available to all staff. Staff should report any concerns immediately, by discussing them with the Anti-bullying Coordinator, Amanda Stringfellow or their line manager. If appropriate, they may raise concerns in school briefing or may consult SLG for advice on the best course of action.

Procedures

All reported incidents will be taken seriously and should be recorded on the appropriate safeguarding form (Cause for concern or Anti-Bullying cause for concern) and investigated by:

- Interviewing all parties.
- Informing parents.
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. Sanctions will be applied according to the seriousness of the incident and pupil's individual needs, but will send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Carrying out follow up, especially keeping in touch with the person who reported the situation, and parents or carers. There is a clear complaints procedure for pupils and parents who are not satisfied with the school's actions, which is available on the school website, and also on pupil "Worries & Complaints" poster and leaflets.
- Delivering a range of responses and support appropriate to the situation. Responses will be solution-focused, and will demonstrate a restorative approach such as 'circle of friends', individual work with the victim and perpetrator, or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises, e.g. in the case of cyberbullying or hate-crime.

Recording bullying and harassment and evaluating the policy

Details of bullying and harassment will be recorded using the appropriate form (incident form or Anti-bullying cause for concern form) as detailed in the Behaviour Policy. The anti-bullying coordinator will be made aware of all incidents of bullying and will ensure individual incidents are followed up and recorded.

Information recorded will be used to identify trends, inform preventative work and develop the policy. This information will be discussed by staff in appropriate forums and presented to the governors as part of the Principal's report.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Dawn House School use the following strategies to promote positive behaviour and discourage bullying behaviour:

- Star of the week

- Tutor award for the term
- Principles award
- Assemblies about anti-bullying, friendship etc.
- Displays of posters and leaflets
- Participation in Anti-Bullying week annually
- PSHE/Citizenship lessons and cross curriculum work
- Specific curriculum input on areas of concern such as Cyberbullying and Internet safety
- Student voice and school council
- Peer mentoring schemes and/or playground buddying
- Reactive programmes for vulnerable groups or groups involved in bullying, e.g. Restorative Justice
- Support for parents/carers, e.g. parent group, family liaison support, parent information and events
- Training, support and development for all staff.
- PC Nick Stenner the Early Intervention Police Officer to support students and offer advice where needed through 1:1 sessions, Assemblies, PHSE lessons and Workshops
- Part of the anti-bullying alliance group (Bronze award)

Links with other policies

Policy	Why
Behaviour Policy	Reporting and recording, rewards and sanctions
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyberbullying and e-safety
Equalities Policy	Hate-crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying

Further sources of information

Other departmental advice and guidance you may be interested in

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[DfE Behaviour and Discipline in schools guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Keeping Children Safe in Education\(KCSIE\)](#)

[Working together to safeguard children](#)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

[Supporting children and young people who are bullied: advice for schools](#)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2010](#)

[Power to tackle poor behaviour outside school](#)

[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.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing 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.

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. The website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world

[Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online this includes advice for schools and colleges on responding to incidents of "sexting"

LGBT

[EACH](#): (Educational Action Challenging Homophobia): provides a national Freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

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

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

[Barnardos](#): through its LGBTQ Hub, it offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources

SEND

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

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

[Mind Ed](#): provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about childrens and young peoples mental health prblems. It provides simple clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

Racism

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick it Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation