



Behaviour Policy

2020-2021

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governance	Managing Director of Education Services Leadership Support
Ratified by Governance	
Date first Approved	
Review Date	

Signed		MD of Education Services
Date		

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1.0 Statement of Intent

At Armley Grange School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness

Bullying of any kind is unacceptable be identified and thoughtfully dealt with at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We believe that:

-  All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
-  All bullying is unacceptable, irrespective of how it happens and/or what justification is given
-  We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
-  We must take of incidents of bullying seriously and consider the needs of those affected.
-  Children who bully must be held to account for their wrong doing but may need support to change their attitudes and behaviour.
-  Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and supporting repairing of harm done through a solution-based approach.

-  All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
-  Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
-  We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
-  All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
-  It is important to focus upon preventing bullying behaviours in school.

Developing a whole school approach

At Armley Grange School we work closely with members of the school's community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

2.0 Legal framework

This policy has due regard to legislation, including, but not limited to the following:

-  Education and Inspections Act 2006
-  Equality Act 2010
-  Children Act 1989
-  Protection from Harassment Act 1997
-  Malicious Communications Act 1988
-  Public Order Act 1986
-  Communications Act 2003
-  Human Rights Act 1998
-  Crime and Disorder Act 1998

This policy will be implemented in conjunction with the school's:

-  Behavioural Policy
-  Cyber Bullying Policy
-  Acceptable Use & E-safety Policy

3.0 Statutory Implications

-  Under the Equality Act 2010, the school understands that it has a responsibility to 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.
-  Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
-  The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
-  Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
-  Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or 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.
-  The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
-  Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
-  Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

4.0 Links with other policies

This Policy links to a range of policies/strategies, including:

-  Equalities and Diversity policy
-  Equality Act 2010
-  Behaviour Policy
-  PSHCE Policy
-  Complaints Policy
-  Safeguarding Policy
-  E-Safety and Acceptable Use Policy
-  Cyber Bullying Policy
-  School Prospectus
-  Restorative Approaches strategy
-  Anti-Bullying Quality Mark Action Plan

5.0 Definitions

At Armley Grange we define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Bullying is generally characterised by:

-  Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
-  Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
-  Targeting: Bullying is generally targeted at a specific individual or group.
-  Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

One-off problems and falling out with friends are not bullying.

Types of bullying

Bullying can take the following forms:

-  Non-verbal – staring, body language, gestures
-  Verbal bullying – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
-  Physical bullying – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
-  Emotional bullying – hurting someone’s feelings, leaving them out or bossing them about.
-  Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
-  Cyber bullying – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), , the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages
-  Parental incitement

Bullying can be based on any of the following:

-  Racist and faith-based bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
-  Homophobic and biphobia bullying: Bullying another person because of their actual or perceived sexual orientation. This can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc
-  Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
-  Appearance: based on weight, size, hair colour, unusual physical features.
-  Health: based on physical or mental conditions
-  Culture or class
-  Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
-  Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person (touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated). This is commonly underpinned by sexist attitudes or gender stereotypes.
-  Disablist bullying: Bullying someone because they have special educational needs or disabilities. This can take the form of name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
-  Discriminative bullying: Bullying someone because they are different in some other way, often related to home or personal situation e.g. they are in care or there's not much money at home to buy the latest trainers or they are a young carer.

No form of bullying will be accepted, and all incidents will be taken seriously.

-  We acknowledge that some acts of bullying will constitute a criminal offence, and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

Derogatory language

 Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed above. It will be challenged by staff and recorded and monitored via C3 incident slips and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff should challenge and record the casual use of derogatory language (use which is not aimed at any specific individual) using incident slips (staff should use their professional judgement in deciding if it should be considered a C2 or C3 incident and if in any doubt discuss with the Behaviour Team).

Prejudice-based incidents

 A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and should be recorded on C3 incident slips. They will be monitored in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

6.0 Staff Principles

-  Prevention is at the forefront of the school's Anti-Bullying Policy.
-  Staff treat reports of bullying very seriously.
-  Staff do not ignore signs of suspected bullying.
-  Unpleasantness from one pupil towards another is always challenged and never ignored.
-  Staff take action immediately; this applies to all staff, not solely teaching staff.
-  Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with other pupils, unless it is in a setting that the victim has given consent to. Information will of course be shared with the Designated Safeguarding Lead as necessary.
-  Follow-up support is given to both the victim and bully in the weeks following any incidents, to ensure all bullying has stopped.

7.0 Roles and Responsibilities

Governance Team

- ✎ Evaluates and reviews this policy to ensure that it is non-discriminatory.

Senior Leadership

- ✎ The Senior Leadership Team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
- ✎ The deputy headteacher oversees the review and amendment of this policy annually, taking account of new legislation and government guidance, and using our data on actual incidents and staff experience of dealing with bullying in the previous year to improve procedures.
- ✎ The deputy headteacher arranges appropriate training for staff and ensures that new staff, trainees and volunteers are familiar with this policy.

Staff

- ✎ All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.
- ✎ Form teachers and/or the Behaviour/Inclusion Team advise parents when bullying issues arise. They also provide a point of contact when more serious bullying incidents occur.
- ✎ Form teachers should be alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- ✎ Teachers and teaching assistants should ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form teacher and/or the Behaviour/Inclusion Team of such observations.
- ✎ All staff avoid gender stereotyping when dealing with bullying.

- ✔ Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying. This is co-ordinated by the SENCOs.
- ✔ The Behaviour/Inclusion Team keep a record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.
- ✔ The Behaviour/Inclusion Team and the senior leadership analyse the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

Parents and Carers

- ✔ Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- ✔ Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.
- ✔ Parents and carers should inform school if they are concerned that their child may be bullied or be involved in bullying. We find that it is much more effective to speak to the school direct when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.
- ✔ Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff (form teacher or the Behaviour/Inclusion Team are the best contacts initially).
- ✔ Parents and Carers must also give due regard to and follow the principles of our respect ethos on school premises towards pupils, staff and other parents

Pupils

- ✔ Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.
- ✔ Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- ✔ Pupils are taught not to make counter-threats if they are victims of bullying.

- ✔ Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- ✔ Pupils are advised to retain all evidence of cyber bullying.

Volunteers and visitors

- ✔ Non-school staff, volunteers and outside organisation (Sports Coaches, etc) also need to be made aware of the school's policy and the reporting of incidents

8.0 School initiative to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

-  Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
-  The school's ethos of 'Respect & Achieve' underpins everything that we do.
-  The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school. (Statement of Intent above)
-  A child-friendly anti-bullying policy displayed in all classrooms and on the school website ensures all pupils understand and uphold this anti-bullying policy.
-  A parent-friendly anti-bullying policy, which is included in the school prospectus and is on the school website, ensures all parents understand and uphold this anti-bullying policy.
-  Useful resources and websites are signposted for parents and pupils on the school's website.
-  Difference and diversity are celebrated across the school through diverse displays, books and images.
-  The whole school participates in events including Anti-Bullying Week.
-  Stereotypes are challenged by staff and pupils across the school.
-  Break and lunchtime buddies and pupil Restorative Ambassadors offer support for the harmed and harmer plus any other affected parties involved in any bullying incident.
-  Restorative Approaches provide support to victims of bullying and those who show bullying behaviour.
-  Pupils are involved in developing school-wide anti-bullying initiatives through pupil voice consultations, through our restorative ambassadors.
-  All reported or witnessed instances of bullying in the school are challenged by staff.
-  Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
-  All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons (specifically PHSE), form-time activities and assemblies.

- ✔ Organising seating arrangements in class can help to prevent instances of bullying.
- ✔ Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- ✔ Opportunities to extend friendship groups and interactive skills are provided through participation in special events e.g. sporting activities and extra-curricular clubs.
- ✔ All members of the school community are made aware of the school's anti-bullying policy.
- ✔ Pupil Voice initiatives focus on pupils' perceptions of bullying.
- ✔ Pupils are told explicitly who they can talk to about bullying and there is also a Concerns Box in reception which is checked daily.
- ✔ There is a high ratio of staff to pupils on break and lunch duties with supervision in all areas and staff being especially vigilant in potential bullying hotspots e.g. toilets. Pupils always have a choice of where to spend break/lunch and structured activities, e.g. football, are offered.
- ✔ There is a consistent, school-wide response to specific forms of bullying e.g. zero tolerance of the use of racist, sexist, sexual, disablist, discriminatory or homophobic language (whether directed at another pupil or used in routine conversation).
- ✔ All staff are familiar with this policy and the procedures and mechanisms for its implementation. New staff are made aware of the policy as part of their induction.
- ✔ Parents and carers are asked to sign our Home School Agreement as a declaration of intent with regards preventing bullying
- ✔ Parents and carers are encouraged to contact school if they feel that their child is being bullied.

9.0 Signs of bullying

The following behaviours may suggest someone is being bullied or is bullying, however this list is not exhaustive.

- ✂️ Disturbed sleep
- ✂️ Bed-wetting
- ✂️ Head and stomach aches
- ✂️ Problems with concentration
- ✂️ Changes in behaviour and attitude
- ✂️ Unwilling to attend school and truanting
- ✂️ Bullying other children
- ✂️ Damaged or missing clothes / money / property
- ✂️ Asking for more money than usual or stealing money
- ✂️ Withdrawn or changes in their usual behaviour patterns or attitude
- ✂️ Distressed or emotional and finds it hard to articulate their feelings
- ✂️ Changes in eating patterns
- ✂️ Changes in online activity
- ✂️ Shows evidence of self-harming or even for extreme cases potential suicide
- ✂️ Is unusually tired without a reasonable explanation
- ✂️ Has unexplained bruises or marks on their body, (some may refuse to change for PE)
- ✂️ Repeatedly comes to school without dinner money or a packed lunch
- ✂️ Seems afraid to be alone and requires more adult interaction.
- ✂️ Being frightened to travel to or from school
- ✂️ Asking to be driven to school
- ✂️ Becoming anxious or lacking confidence
- ✂️ Saying that they feel ill in the morning
- ✂️ Decreased involvement in school work
- ✂️ Unwillingness to use the internet or mobile devices
- ✂️ Becoming agitated when receiving calls or text messages
- ✂️ Lack of eye contact
- ✂️ Becoming short tempered
- ✂️ Change in behaviour and attitude at home
- ✂️ Change in behaviour and attitude at school
- ✂️ Isolation from friendship groups

- ✎ Trying to avoid lessons

- ✎ Avoiding certain areas of school e.g. not wanting to go on the school yard at break

- ✎ Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

- ✎ Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

10.0 Dealing with incidents of bullying

Minor incidents are often first reported to the pupil's form teacher via a C2 incident report. The form teacher will investigate and decide if the incident is indeed bullying, if not then they will explain to the pupil what bullying actually is and deal with the incident appropriately. If it is deemed to be bullying, then it will be referred to the Behaviour Team.

Bullying incidents are referred to the Behaviour Team using C3 incident sheets. This triggers the following procedures:

- ✔ The victim, alleged bully and witnesses are all interviewed separately
- ✔ Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
- ✔ If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries
- ✔ A room is used that allows for privacy during interviews
- ✔ A witness will sit in on interviews relating to serious incidents
- ✔ If appropriate, all parties (bully, victim, witnesses) are asked to write down, or dictate, details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- ✔ Premature assumptions are not made, as it is important not to be judgemental at this stage
- ✔ Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- ✔ All concerned pupils are informed that they must not discuss the interview with other pupils
- ✔ Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.
- ✔ The Headteacher and/or Designated Safeguarding Lead will be involved if the seriousness of the incidents warrants this.
- ✔ Form teachers will be kept informed and if appropriate the whole staff will be informed.
- ✔ All cases of bullying will be reported to the parents of both victim and perpetrator and they will be kept informed of the action taken by the

school. Parents will be encouraged to help school make sure that bullying does not reoccur.

- ✎ Disciplinary steps will be taken as appropriate and in consultation with all parties concerned in line with school's Behaviour Policy. These include:
 - ✎ Warnings to stop bullying behaviour
 - ✎ Detention
 - ✎ Exclusion from certain areas of the school premises
 - ✎ Withdrawal of privileges eg. lunchtime clubs
 - ✎ Internal exclusion
 - ✎ Fixed-term exclusion
 - ✎ Permanent exclusion

- ✎ There will be instances when a pupil perceives bullying to have occurred but on investigation the incident is in fact less serious. This is especially true where the nature of a pupil's special need makes it difficult for them to read situations and/or communicate their feelings effectively. If this is found to be the case then time will be spent explaining the situation to the pupil and if deemed necessary some remedial action put in place via the form teacher, Inclusion Team, Behaviour Team, etc.
- ✎ Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school
- ✎ Safeguarding procedures must be followed when child protection concerns arise.

11.0 Support for victims

Victims of bullying will be supported by:

- ✔ Offering an immediate opportunity to discuss the experience
- ✔ Offering restorative approaches
- ✔ Reassuring the pupil
- ✔ Offering ongoing support
- ✔ Mediation/reparation with the perpetrator (if appropriate)
- ✔ Restoring self-esteem and confidence
- ✔ Informing parents to enable them to offer support at home
- ✔ Checking informally on a weekly basis for a month after the complaint of bullying.
- ✔ If necessary, breaking up the group dynamics by asking staff to assign places in classes and in the form room.
- ✔ Encouraging the victim to tell a trusted adult in school if bullying is repeated.
- ✔ Encouraging the victim to broaden their friendship groups, for example by joining lunchtime or after- school club or activity.

Those who may be involved in supporting pupils in school include:

- ✔ Behaviour/Inclusion Teams
- ✔ Teachers & teaching assistants
- ✔ Learning mentor
- ✔ Family & Multi-Agency Link Officer
- ✔ SENCOs
- ✔ Designated Safeguarding Lead
- ✔ SLT
- ✔ Pupil restorative ambassadors

12.0 Support for perpetrators

Pupils who have bullied will be helped by

- ✎ Discussing what happened
- ✎ Discovering why the pupil initiated the bullying
- ✎ Offering restorative approaches
- ✎ Explaining the distress, they are causing
- ✎ Establishing the wrong-doing and need to change
- ✎ Trying to reach agreement on reasonable long-term behaviour
- ✎ Preparing the pupil to face their peer group - discussing what they will say to others.
- ✎ Mediation/reparation with the victim (if appropriate).
- ✎ Informing parents to help change the attitude of the pupil.

If possible, school will try for restorative approaches and a genuine apology from the perpetrator. This can be in writing to the victim, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims must never feel pressured into a face-to-face meeting with the bully. Restorative meetings **MUST** be held for any incident, which is deemed to be Race or Hate related including homophobic and transphobic incidents.

13.0 Recording incidents

All incidents of bullying will initially be recorded in writing using the school's C3 incident slips. Full details are then recorded on the Bullying Record such that the following can be analysed:

- ✔ Number of incidents of bullying
- ✔ Patterns of recurring behaviour for specific pupils
- ✔ Incidents of individuals becoming 'serial-victims'
- ✔ Patterns in the location of incidents of bullying
- ✔ Patterns in the time of incidents (in or out of lessons, before school, break time etc)
- ✔ Incidents of bullying which are perceived to be racist
- ✔ Incidents of bullying which are perceived to be homophobic, sexist, racist etc
- ✔ The Behaviour/Inclusion Team and members of the senior leadership team will monitor incident reporting forms and information recorded on SIMS and other school reporting systems, analysing and evaluating the results.
- ✔ The Behaviour/Inclusion Team produce termly reports summarising the information, which the headteacher can report to the governing body.
- ✔ Such information is also considered when producing the School Development Plan and anti-bullying audit & action plan.
- ✔ Less serious behaviour incidents, which have not been judged to be bullying and have been dealt with by staff without needing to involve the Behaviour Team, are recorded as C2 incidents on the relevant spreadsheet. Form teachers and the Behaviour/Inclusion Team should periodically look through this record to check that no low-level behaviours are being repeated in a way which could lead to bullying.

14.0 Liaison with parents and carers

-  Key information about bullying, including a parent version of this policy and named points of contact, is available to parents via the school prospectus and the school website.
-  Parents are asked to sign our Home-School Agreement.
-  Parents/carers are informed of complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
-  There is ongoing liaison with form teachers and the Behaviour/Inclusion Teams (phone calls, text messages, home visits, meetings in school)
-  There are numerous opportunities to discuss non-urgent issues throughout the year e.g. parents' evenings, open morning and review meetings.
-  Our annual parent survey provides opportunities for parents to feedback.
-  Independent advice about bullying is signposted on the school website.
-  School strives to work with all parents/carers and the local community to address issues outside school that give rise to bullying.
-  Parents are encouraged to work with the school to role model positive behaviour for pupils, both on and offline.
-  Parents are represented on the Anti-Bullying Steering Group
-  Our Parent Group is a forum in which parents can share and discuss issues including bullying.

15.0 Involving pupils in anti-bullying strategies

Pupils are made aware of:

- ✔ What is and isn't bullying
- ✔ Why bullying is unacceptable
- ✔ How incidents should be reported and how they will be dealt with
- ✔ Who can support them, both in and outside school
- ✔ Strategies for coping with bullies
- ✔ The range of sanctions which may be applied against those engaging in bullying.

This is done via:

- ✔ A pupil version of this policy
- ✔ Anti-bullying leaflets produced by the pupils themselves
- ✔ The curriculum (especially PSHCE and computing)
- ✔ Form time discussion and activities
- ✔ Intervention sessions run by the Inclusion Team
- ✔ Review meetings
- ✔ School Council meetings and feedback to form groups
- ✔ School website
- ✔ Induction meetings
- ✔ Posters around school
- ✔ Assemblies
- ✔ High profile response to specific incidents of bullying (when appropriate)
- ✔ Pupils' views on the extent and nature of bullying are gathered through Pupil Voice initiatives e.g. annual pupil questionnaire, pupil focus groups.
- ✔ Restorative approaches are used with input from pupil restorative ambassadors as appropriate.
- ✔ Pupils engage in national anti-bullying campaigns.
- ✔ The details of help lines and websites are published on the school website and in the pupil version of this policy.
- ✔ Particular attention is given to sharing the school's anti-bullying message with more vulnerable pupils and those who struggle with communication.

16.0 Vulnerable groups

Staff are especially vigilant with potentially vulnerable individuals and groups of pupils.

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

At Armley Grange School the following groups have been identified as being at most risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through:

-  Have obvious medical conditions, disability or impairment
-  Are from minority ethnic minorities
-  Join us post-Year7
-  Are on the ASC spectrum
-  Have sensory impairments
-  Are from socially and/or economically disadvantaged backgrounds
-  Are new to independent travel to and from school
-  Have been known victims of bullying in their previous school
-  Are in foster care or residential homes (looked after children)
-  Are refugees or asylum seekers
-  Are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
-  Speak a first language other than English
-  Are young carers
-  Have suffered bereavement
-  Have suffered domestic violence
-  Have experienced physical or emotional trauma
-  Have a sibling or parent that was a victim of bullying.

- ✔ As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.
- ✔ These groups are borne in mind when analysing incidents of bullying recorded on our Bullying record.
- ✔ Conversely, as victims of bullying themselves, the same groups may be at increased risk of becoming perpetrators of bullying.

17.0 Cyber-bullying

Our E-Safety Policy explicitly covers cyber-bullying, mobile phone use and our Acceptable Use Agreements.

-  For the purpose of this policy, cyber-bullying is a form of bullying whereby an individual is the victim of harmful or offensive posting of information or images online.
-  The school recognises that both staff and pupils may experience cyber bullying and will commit to preventing any instances that should occur.
-  The school will regularly educate staff, pupils and parents on the importance of staying safe online, as well as being considerate to what they post online.
-  Pupils will be educated about online safety through teaching and learning opportunities as part of a broad and balanced curriculum; this includes covering relevant issues within PHSE lessons as well as sex and relationship education.
-  The school is committed to creating a learning and teaching environment which is free from harassment and bullying, ensuring the happiness of all members of staff and pupils.
-  The school has zero tolerance for cyber bullying, and any incidents will be treated with the upmost seriousness and will be dealt with in accordance with our Anti-Bullying Policy.
-  The Headteacher will decide whether it is appropriate to notify the police or anti-social behaviour coordinator in their LA of the action taken against a pupil.

18.0 Bullying outside of school

-  Bullying is unacceptable and will not be permitted, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, Parents and Carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.
-  School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community
-  Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 at the bus station.
-  Where bullying outside school is reported to school staff, it is investigated and acted on. In some instances this will involve referring on to a more appropriate body e.g. parents or the police. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
-  The headteacher has 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 the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.
-  If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.
-  The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.
-  Notwithstanding the above the behaviour of pupils outside school is primarily the responsibility of parents and there is a limit to what school can do in such instances. There may be occasions when parents are advised to contact the police or other agencies directly.

19.0 Training and Awareness

- ✎ The senior leadership team is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, outside agencies and volunteers, parents and governance team) receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

20.0 Policy Review

This policy has been developed in consultation with our Anti-Bullying Steering Group which includes representation by pupils and parents. Our pupil restorative ambassadors were also consulted on the pupil version of the policy.

- ✔ Staff are made aware of this policy and any updates via induction, meetings, and any relevant training. The policy is published on the staff shared area and on the school website.
- ✔ Pupils are made aware of the pupil version of this policy via form times, PSHCE lessons, and intervention sessions.
- ✔ Parents are made aware of this policy and the parent version via the school prospectus pack and the school newsletter. Both documents are available on the school website and a paper copy can be obtained from the school office.
- ✔ This policy is reviewed annually by Deputy Headteacher and the Governing Body.
- ✔ We will check, through a range of pupil voice activities, the experience our pupils have of our anti-bullying policy in relation to:
 - ✔ Being heard
 - ✔ Being able to report bullying and get help
 - ✔ Being confident in the school's ability to deal with the bullying
 - ✔ Being aware that steps are taken to help them feel safe again
 - ✔ Being helped to rebuild confidence and resilience
 - ✔ Being aware of how they can get support from others

This overview, together with the analysis of recorded incidents, will be the starting point of the policy review and change in practice

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Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should we investigate bullying incidents involving our pupils when they occur outside of school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated, and appropriate action is taken.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

Anti-bullying checklist for schools

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governance Team					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods e.g.: the school website, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					

We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governance Team in our school are aware of the scale of bullying via reports from HT					
Actions to challenge bullying behaviour are widely known by: Staff Children and young people Parents/Carers Governors					
Our school includes restorative approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the victim is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use Early Help/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					

<p>We specifically teach sessions around:</p> <p>Cyberbullying</p> <p>Homophobic bullying</p> <p>Racist bullying</p> <p>Faith based bullying</p> <p>Disability based bullying</p> <p>(consider the following as options)</p> <ul style="list-style-type: none"> • PHSE • Assemblies 					
Cross curricular opportunities are taken					
<p>Our commitment to the anti-bullying agenda is visible to our whole school community for example:</p> <ul style="list-style-type: none"> • The website • Posters displayed around school • References in newsletter • Anti-bullying charter 					
Participate in national programmes e.g.: Anti-Bullying week					
IMPACT					
As a school we have robust procedures on place to find out how safe our children feel when they are in school					
As a school we are clear that we know how safe children feel across our whole site (see anti-bullying audit provided by BSS)					
As a school we have robust procedures in place to ensure that we know the perceptions parents have about how safe we keep their children					
ONGOING SCHOOL IMPROVEMENT					
As a school we are confident that we act upon the perceptions of children and parents about how safe children feel in our school					
<p>We use information about trends in incidents of bullying to:</p> <ul style="list-style-type: none"> • Inform curriculum amendments 					

<ul style="list-style-type: none"> • Inform assembly structures • Inform staff training • Inform our School Improvement Plan 					
<p>Our school has everything in place to prepare us for signing Leeds's anti-bullying charter</p>					

Bullying Record – Record of Incidents

1 B. Year on Year Comparisons (actual incidents)

Type of Bullying	Current Year (to Date)	2015/16	2014/16
Total reported 'actual' incidents			
Total number of pupil perpetrators			
Physical			
Verbal			
Emotional (indirect)			
Cyber			
Racist			
Homophobic			
Disablist			
Faith related			
Sexist			

A self-review tool for challenging bullying in schools

A self-review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- ✎ Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- ✎ Teachers distribute one floor plan to each child.
- ✎ Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- ✎ Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- ✎ Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- ✎ In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Individual group - Anti-Bullying Audit

Group:

Teacher:

Date:

Area of Concern	Reasons given for concern

Whole school - Anti-Bullying Audit & Plan

School:

Antibullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

Useful organisations

NAME	DETAILS	CONTACT
Act Against Bullying	National charity highlighting new forms of bullying, esp. exclusion bullying. Organises Cool To Be Kind Day campaign in November, aimed at raising awareness of health risks carried by bullying.	0845 230 2560 9 Badgers Hill, Virginia Water, Surrey GU25 4SB www.actagainstbullying.com
Anti-Bullying Alliance	UK's leading organisation in the field of bullying. Lots of resources and information on the website.	0207 843 1165 National Children's Bureau, 8 Wakley Street, London EC1V 7QE www.antibullyingalliance.org
Beat Bullying	Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.	020 8768 1017 77-79 Church Road, London SE19 2YA www.beatbullying.org
BM Schools Out / LGBT History Month	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Bully Free Zone	Specialist anti-bullying charity offering help, support and information to children young people and families affected by bullying. Also work in partnership with schools and local authorities.	01204 454958 23 Palace Street, Bolton BL1 2DR www.bullyfreezone.co.uk

Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. “Policies” the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK’s free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk Helpline 0800 1111
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
EACH	Educational Action Challenging Homophobia. Provides the UK’s Freephone Helpline for young people affected by homophobia. Works in partnership with schools, LEA’s, children’s charities and other public and voluntary organisations.	0117 946 7606 Office 24, 14 Clifton Down Road, Bristol BS8 4BF www.eachaction.org.uk Helpline 0808 1000 143
Get Connected	Offer emotional support to young people, and help them explore the options available. Help young people access the support service they need. Free, confidential Helpline.	www.getconnected.org.uk Helpline 0808 808 4994
Internet Safety Zone	An on-line safety advice by the University of Central Lancashire	www.internetsafetyzone.co.uk

<p>Kidscape</p>	<p>National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them.</p> <p>Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.</p>	<p>0207 730 3300</p> <p>2 Grosvenor Gardens, London SW1W 0DH</p> <p>Helpline 08451 205 204</p>
<p>LEAP Confronting Conflict</p>	<p>Works with young people and the professionals who work with them. They believe that conflict is inevitable in the lives of young people, and what is important is to enable them to deal with it in constructive and creative ways.</p>	<p>0207 272 5630</p> <p>The LEAP Centre, 8 Lennox Road, Finsbury Park, London N4 3NW</p> <p>www.leaplinx.com</p>
<p>MENCAP</p>	<p>UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.</p>	<p>0207 696 6019</p> <p>123 Golden Lane, London EC1Y 0RT</p> <p>www.mencap.org.uk</p>
<p>National Children's Homes</p>	<p>One of UK's leading charities, supporting some of the country's most vulnerable and excluded children and young people. Leading UK provider of family and community centres, and children's services in rural areas.</p>	<p>0207 7704 7000</p> <p>85 Highbury Park, London N5 1UD</p> <p>www.nch.org.uk</p>

NSPCC	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk Helpline 0808 800 5000
PACE	London's leading charity promoting the mental health and wellbeing of the lesbian, gay, bisexual and transgender community. Offer a range of services, including counselling, family support and advocacy.	0207 700 1323 34, Hartham Road, London N7 9LJ www.pacehealth.org.uk
Parentline Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – 0800 783 6783	0207 824 5549 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL www.parentlineplus.org.uk Helpline 0808 800 2222
Teach Today	Provides information and advice for practitioners about the positive, responsible and safe use of new technologies	www.teachtoday.eu/en.aspx
Terence Higgins Trust	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very wide range of services, including support for young	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk Helpline 0845 1221 200

	people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	
Think U Know	This is a site from CEOP for children and young people and practitioners to focus on how to stay safe on line	www.thinkuknow.co.uk
Victim Support	National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.	0207 896 3769 Cranmer House, 39 Brixton Road, London SW9 6DZ www.are-you-ok.org.uk Helpline 0845 3030 900
Websafe Crackerz	A website for children and young people focussing on cyber-bullying and on-line safety	www.websafecrackerz.com/ih8u.aspx
Young Minds	National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.	0207 336 1458 48-50 St John Street, Clerkenwell, London EC1M 4DG www.youngminds.org.uk