

Dronfield Henry Fanshawe School 	Policy No:S29	Author:	NMC/SLT
		Committee:	Statutory
Anti-Bullying		Review Cycle:	Every two years
		Initial Date Adopted:	November 2017
		Latest Date Adopted:	November 2019
		Minute No:	19/54
		Review Date:	September 2021

Purpose

At Dronfield Henry Fanshawe School we want our students to:

- Be resilient, reflective and to take responsibility for what they do,
- Be motivated and enjoy learning.
- Feel confident, happy and safe.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

In a school that:

- Fosters individual talents and abilities in every child.
- Has the highest expectations for itself, its staff and students.
- Celebrates success and achievement in all its forms.
- Values the role parents and carers play.
- Is continually striving to improve.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Ownership

This anti-bullying policy has been created with the contributions of students, staff, parents/carers and police, with advice and guidance provided by Derbyshire's 'STOP' anti-bullying campaign and the anti-bullying charities.

Targets

It is our goal to create a school where our students and staff say they find Dronfield Henry Fanshawe School a safe place to be, where they know what is meant by "bullying", what to do if they are a target of bullying and they know the consequences if they get involved in bullying others.

Policy

Bullying is "Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include persistently: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Statutory implications

The school understands that, under the Equality Act 2010, 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, 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 headteacher will ensure that this 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 in a way which conveys a message which is indecent or grossly offensive, a threat, or contains 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 the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Forms of bullying covered by this Policy

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Indirect (e.g. Emotionally)
- Online (Cyber)

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – “cyberbullying”

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop Students' social and emotional skills, including their resilience.
- Provide a range of approaches for Students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

Linked Policies and documents

Attendance Policy and Procedures

Behaviour and Discipline Policy and Procedures

Complaints Policy and Procedures

Home School Agreement

Anti-bullying booklet

Accountability

School procedures will be constantly monitored by the Assistant Headteacher (Behaviour, Personal Development and Welfare) and reported as requested by governors. This anti-bullying policy and its procedures will be reviewed and updated every 2 years as part of the policy review schedule.

Procedures

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a member of staff who witnessed the incident.



Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved.

Form 1 should be completed and a sequential report number recorded on it. This report number must be recorded on all forms used in relation to this incident. **Form 1b** should be used to investigate the incident which will also provide a log of the evidence identified.



Staff should look for evidence that the behaviour:

- has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident.
 - was deliberately intended to cause distress and/or harm.
- has created a sense of powerlessness on the part of the individual being targeted.

and consider

- whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed.



Hurtful behaviour has occurred but it was not identified as bullying

Further action staff should take:

- Ensure **Form 1** has been completed fully.
- Identify any harm caused with **Form 2b**.
- Provide support if required to all involved and record on **Form 3a & 3b**.
- Inform parents/carers of the students involved.
- Decide if any sanction needs to be applied in line with the school behaviour and discipline policy.
- Engage and inform external agencies if necessary.
- Consider the appropriateness of informing the police.



Evidence of bullying is found

Further action staff should take:

- Complete **Form 2**.
- Identify any harm caused with **Form 2b**.
- Provide support to those involved and record on **Form 3a** for targeted child & **Form 3b** for the **child that engaged in bullying behaviour**.
- Inform parents/carers of those involved.
- Decide if any sanction needs to be applied in line with the school behaviour and discipline policy.
- Engage and inform external agencies if necessary and complete **Form 4** to inform the LA.
- Consider the appropriateness of informing the police.

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded by the House pastoral team, an 'Initial Investigation into allegation of bullying' form will be completed and given to the Headteacher and/or designated lead.
- If evidence of bullying has been found the Headteacher/ designated lead will interview all concerned and will record the incident.
- Teachers/Mentors will be kept informed.
- When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

Parents/carers

It is the responsibility of all parents/carers with children attending Dronfield Henry Fanshawe School to honour the home-school agreement including

- a) Making school aware of any concerns that might affect their child's behaviour.
- b) Monitoring their child's use of the internet at home, especially the use of social network sites like Facebook, Instagram, TikTok, Twitter and SnapChat and intervene when appropriate.
- c) Supporting the school's policies and guidelines for behaviour.

Parents/Carers will be reminded at least annually that school does not tolerate threatening or abusive language or behaviour towards its staff and the Headteacher will ban parents/carers from the school site that persistently behave in a threatening or abusive way towards others.

School systems

Where possible school systems to help reduce and deal effectively with bullying will be simple, low in maintenance but accessible and effective to a wide range of children and adults who may need to use them. This is in order that any system set up is child-centred, sustainable and reliable.

- Preventing bullying type behaviour
 - An Anti-bullying booklet for all families, students and staff.
 - Annual anti-bullying assemblies and frequent reminders of policy and procedures in assembly and mentor time through the Focus of the Week (FOTW).
 - Active engagement from the school community in the Anti-Bullying Alliance's National Anti-Bullying Week.
 - Positive role modelling by adults and leaders in school.
 - Positive role modelling and celebrations of diversity in assemblies, mentor time and across the curriculum (e.g. black history month, LGBT month, Performing Arts Africa project).
 - Posters and displays around school and in every classroom, including student Anti-bullying (Responsibility) Pledges.
 - Anti-bullying student ambassadors; a team of students who promote the anti-bullying message in the school community, creating a positive, safe and happy environment to work

in. Students are able to speak to the ambassadors if they feel they are being bullied or are concerned of any bullying that is taking place.

Reporting bullying:

- Students will be able to report bullying direct to any adult who works in school, a trained peer mentor (student volunteer) or online via a dedicated e-mail address: **bullying@dronfield.derbyshire.sch.uk**, direct to a telephone hotline **01246 581134** or via a written note to student services.
- Parents/carers will be able to report the bullying of their child via the same dedicated e-mail address, hotline number or to staff.
- Staff will be able to report bullying to any member of SLT, Chair of Governors or their union/professional association rep.

Supporting Students

Students who have been the target of bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the student and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Students who have engaged in bullying behaviour will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents/carers) who have been the target of bullying behaviour or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/Headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

The school has produced a supplementary guidance document on bullying that can be found [here](#).

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

The named Governor with lead responsibility for this policy is: Suzanne Clark (linked Governor)

The named member of staff with lead responsibility for this policy is: Nathan McGuinness (Assistant Headteacher)

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational