

Bhaktivedanta Manor Primary School



Anti-Bullying Policy

Version	Date	Author/Role	Ratified by	Review Date
1	Sept 2016	Wendy Harrison: Headteacher	Governing Body	Sept 2018
2	Jan 2019	Shelpa Patel: Interim Headteacher	Curriculum	Jan 2020

Anti-Bullying Policy

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2018 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”

Policy objectives:

- This policy outlines what Bhaktivedanta Manor Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Bhaktivedanta Manor Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

This policy links with other school policies and practices including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and Child protection policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE,
- Mobile phone and social media policies

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988 o Public Order Act 1986

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

What is Bullying?

Whilst we regard bullying as particularly serious and we will always take firm action against it, we believe that it is not helpful to regard bullying as abnormal or evil. Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos

Bullying is often motivated by prejudice against race, gender, sexual orientation, because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Protecting the physical safety of all pupils is a first priority but emotional bullying can be more damaging than physical and staff must make their own judgements about each specific case.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development

Forms and types of bullying covered by this policy

Bullying can happen to anyone. It can be physical, verbal or emotional and can be by a single person or by a group.

This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Incidents of bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts which the victim does not wish to do
- Violence and assault
- Pinching and kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment

Bullying is not random “one off” occurrences of this behaviour. It is the certainty that the behaviour will be repeated that makes it so traumatic.

School Ethos

Bhaktivedanta Manor Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. We are a caring school that encourages respect for all in line with our Vaishnava principles and the ethos of the school. We aim to eliminate any unlawful discrimination, harassment or victimisation based on age, gender, disability, race, religion or belief, sex and sexual orientation.

“Many of us will remember standing back and at least colluding with, if not participating in, some hurtful behaviour towards another person because it increased our own sense of belonging or identity that we were not the one being rejected. A willingness to step outside a peer group and stand alongside someone who is rejected and hated takes strength and courage. It puts the “rescuer” at risk of rejection himself/herself and the success of his/her stand is likely to depend upon his/her social or physical status. We are likely to take this risk only when we identify with the distress of the victim and when we feel that our intervention is likely to bring about some change; when we feel involved and powerful” – Maines & Robinson, The No Blame Approach, 1991

When a group of children interact, the dynamics of the group strive to produce a leader. The establishment of power within the group may lead to behaviour patterns which we recognise as bullying.

Bhaktivedanta Manor is a “telling” school and we encourage children to report any incidents of bullying.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate

Early signs of distress include:

- Withdrawal
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival
- Bed wetting

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. All complaints are to be passed to the class teacher
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate. The approach we take is advocated by Barbara Maines and George Robinson in their publication, **The No Blame Approach, (Lame Duch Publishing)**. Please see appendix 1

- The headteacher/Designated Safeguarding Lead (DSL) will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- All incidents and subsequent discussion with children are to be recorded. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

We will ensure staff have access to Childnet's Cyberbullying guidance. When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. We will ensure we access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

a) Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS)

b) Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, 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 regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access

when encountering cyberbullying concerns).When pupils do not respond to preventative strategies sanctions which may be applied at our school include

- Withdrawal of break and lunchtime privileges
- Withholding participation in any school trip or sports event
- If the “bully” is considered to be seriously disturbed or is a persistent offender, support or specialist help will be sought. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or the Children and Young People’s Mental Health Service (CYPMHS).

In addition to the above the principle approach we adopt for supporting pupils affected by incidents of bullying is that advocated by Barbara Maines and George Robinson in their publication, *The No Blame Approach*, (Lame Duch Publishing). See appendix 1..

Preventing Bullying

See also appendix 2: Principles of Good Practice followed by the School to Combat Bullying

Environment

The whole 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
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable. If the behaviour continues, action in accordance with Bhaktivedanta Manor Primary School's Behaviour Policy will be taken. When pupils do not respond to preventative strategies sanctions which may be applied at our school include:
 - Withdrawal of break and lunchtime privileges
 - Withholding participation in any school trip or sports event
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied. See appendix 1 for our principle strategy;

The No Blame Approach

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support etc. Each year group will undertake a scheme of work designed to raise children's awareness, promote acceptable behaviour, recognise and develop strategies for dealing with bullying and promote the concept of a "telling" school. A Kidscape program will be held in the school once a year with representatives from ISKCON Child Protection team as well as other professional guest speakers. The activities include use of videos, role-play, poetry, novels and the development of a Charter of Children's Rights
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem. The PSHE Policy of the school will develop a caring, co-operative ethos and ensure that opportunities for sharing concerns and discussing issues arise within the secure and caring

environment of the classroom. These strategies will foster the good practice of Equal Opportunities.

Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
- Raising children's awareness through the curriculum particularly in PSHE and the use of Circle Time Encouraging the caring and nurturing side of children
- Working for a caring, co-operative ethos
- Discussing friendships
- Ensuring adequate supervision of playgrounds
- Positively encouraging caring and discouraging bullying
- A Kidscape week where we highlight bullying through dramas and workshops
- Educating the children about safe use of the internet and about Cyber-bullying

We use as guidance the publication "Bullying: don't suffer in silence" which is kept in the school office.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

- Some victims may behave in a way which seems to invite bullying. Any child who has poor social and friendship skills or who is very unassertive, will be offered help and support in order to learn appropriate social interaction. Circle time will be used to help pupils co-operate, support and discuss concerns.

Monitoring and review: putting policy into practice

We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied

Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate.

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This policy will be reviewed annually

Appendices

Appendix 1: The "No Blame Approach"

Appendix 2: Principles of Good Practice followed in the school to Combat Bullying

Appendix 3: Useful links and supporting organisations

Appendix 1: The “No Blame Approach”

The School’s Policy for dealing with incidents of bullying is advocated by Barbara Maines and George Robinson in their publication, *The No Blame Approach*, (Lame Duch Publishing). When bullying has been observed or reported the following steps are taken:

1. **Interview the Victim** – When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.
2. **Convene a Meeting with the people involved** – The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.
3. **Explain the Problem** – The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.
4. **Share Responsibility** – The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it
5. **Ask the group for their ideas** – Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.
6. **Leave it Up to them** – The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going
7. **Meet them again** – About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Appendix 2: Principles of Good Practice followed in the school to Combat Bullying

- **Involving parents** to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied
- **Involving pupils** - Promoting the self-esteem of the children (through praise for good behaviour, rewards, every child is valued for something during the year) as well as in celebration assembly. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying including when they find themselves a bystanders.
- **Regular evaluation** – updating policies and taking accounts of developments in technology etc
- **Openly discuss differences** between people that could motivate bullying
- **Use specific organisations** or resources for help with particular problems
- **Work with the wider community** – police and children's services if necessary to support the pupil who is experiencing bullying or to tackle any underlying issue which has contributed to a child doing the bullying.
- **Make it easy for pupils to report bullying** so they are assured that they will be listened to and incidents acted on
- **Celebrate Success – creating a positive ethos around the school**
- **Create an inclusive environment**
- **Confidentiality** is observed by all
- **Clear ground rules** are established for behaviour in the class and beyond
- **Mediation** by peers or older children who are neutral can sometimes be encouraged. Mediation training has been done by headteacher and she can be called upon to implement these skills
- **Counselling** is used and can be called upon to help resolve situations through
- **Group work and circle time**
- **Creative play therapy** weeks for groups of children to develop their confidence and self-esteem and sense of self-discovery and self-worth. This creative play therapy uses their imagination and teamwork and explores using a different language to express themselves. It is safe experiential learning using different modalities which enhances the children's communication skills and freedom of expression. These are conducted at least 2x in a year with a trained Creative Therapy practitioner (Sarva Mangala and Sri Kama)
- **Regular communication/meetings** with lunchtime supervisors (once a term)
- **All incidences of bullying are recorded** in an incident book so that we can monitor number of incidences

Appendix 3: Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send__module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying