



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

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# Anti-Bullying Policy

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Version 18.1

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## Document Control

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## Vision Statement

Dagenham Park Church of England School is a truly inclusive school; we are committed to developing each individual, nurturing their talents and aspirations in order to develop confident young people who are ready for the challenges of adult life in the modern world.

Dagenham Park Church of England School recognises that 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. By effectively preventing and tackling bullying, we create a safe, disciplined environment, where pupils are able to learn and fulfil their potential. Bullying behaviour is unacceptable and claims of bullying will be taken seriously. This policy relates to children, young people and to adults. The school also recognises its duty to respond to bullying that takes place outside the school premises. Reasonable adjustments will be made according to individual need and taking into account the needs of any vulnerable pupils.

## Christian Ethos

As a voluntary controlled Church of England school, we are open to those of all faiths and none. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

## Objective and Statement of Intent

We are committed to ensuring that all of our staff and students have the right to learn and work in a safe and secure environment. Bullying or harassment of any kind, both on the premises and beyond the school gate, is unacceptable. Everybody has the right to be treated equally and with respect. We believe that victims of bullying should be supported, protected and listened to and that students/adults who display bullying behaviour need support to change their attitudes and to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying.

This policy aims to raise awareness of the different types of bullying and to clarify how we seek to deal with the problem and ensure that students, parents, carers and staff are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

This policy has been developed in line with the recommendations of the 'Preventing and Tackling Bullying Guidance' and is compliant with section 89 of 'The Education and Inspectors Act of 2006', 'The Education Act 2011' and the duties in 'The Equality Act 2010'.

This policy should be referred to alongside the school's policies on Behaviour, Safeguarding, e-Safety and in line with Government guidance on Keeping Children Safe in Education 2020.



## What is Bullying?

At Dagenham Park Church of England School, we define bullying as behaviour which usually involves any repeated action on the part of one or more persons that is intentionally hurtful (either physically or emotionally) and where the victim feels powerless and unable to deal with the situation.

## When is Bullying a safeguarding issue?

Under the Children's Act 2004, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Where this is the case, school staff should report their concerns to the School's Designated Safeguarding Leads.

## Types of Bullying

Bullying can take different forms which can be blatant or subtle. People can be bullied for a variety of reasons or for no reason at all.

Specific groups can be the object of prejudice-driven bullying. This can be bullying related to:

- Race, religion or culture;
- Special educational needs and disabilities;
- Above average ability;
- Sexual orientation, homophobia and transgender;
- Gender based (sexist) or sexual bullying;
- Young carers or other home related circumstances;
- Health and appearance; and
- Looked after children.
- Sexualised bullying. This can include:
  - Sexualised name calling and sexist insults, inappropriate sexualised non-consensual touching, sending unwanted sexualised messages and photos, using sexualised language that makes a person feel uncomfortable and intimidated.
- Social Bullying: This sort of bullying is often harder to recognise and is often carried out behind the back of the person who is being bullied. It includes:
  - Lying, fake rumours and spreading gossip
  - Encouraging others to turn against someone
  - Leaving someone out constantly and encouraging others to do the same
  - Socially excluding someone from a group of friends

## Methods used to bully

**Emotional:** being excluded, isolated, tormented (e.g. hiding books, threatening gestures), derogatory references and language relating to religion.

**Physical:** pushing, kicking, hitting, punching, any use of intimidation with extortion and having personal property damaged or stolen.

**Verbal:** name-calling, spreading rumours, teasing, threats to hurt others.



**Use of technology:** In the form of inappropriate use of social media, inappropriate text messaging, nuisance phone calls, the development of websites to ridicule or humiliate another, importing of video footage or photographs onto websites without the person's knowledge or consent.

It can be face to face, group bullying or indirectly through the use of technology and can take place between students and between students and staff.

## Signs and Symptoms

A student's behaviour may indicate that he or she is being bullied. Adults should be aware of possible signs that could indicate that bullying is occurring. The person may be:

- frightened of walking to or from school;
- doesn't want to go on the bus;
- wants to be driven to school;
- is unwilling to go to school;
- begins to truant;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- damages work;
- has possessions which are damaged or 'go missing';
- asks for money or starts stealing money;
- has dinner or other monies frequently 'lost';
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- bullies other children or siblings;
- stops eating;
- gives improbable excuses for unusual behaviour;
- is afraid to use the internet or mobile phone; or
- is nervous and jumpy when a social media message is received.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

## Practice and procedures

### 1. Prevention

#### *(a) School Anti- Bullying Ethos and Whole School Approaches*

- Provide a framework for behaviour which includes the whole school.
- Encourage a respectful and caring environment which challenges prejudice and models fair behaviour.
- Information about the schools Anti-Bullying Policy will be evident in the student planners and around the school building including the dining hall and on visual displays, highlighting our commitment to providing a safe working and learning environment for all.
- Seeking support from appropriate outside agencies.
- Staff supervision of areas where bullying may occur.
- Discussing bullying at the School Council forum.



- The use of the schools Anti-Bullying Ambassadors to mentor victims and perpetrators of bullying.
- Utilising Personal Development lessons, tutor and assembly time to educate on and prevent bullying.
- Regular consultation with young people on feeling safe.
- Involve students. All students understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Clear guidance on the safe use of ICT, cyber safety and consequences of inappropriate use.
- Publicised methods for young people to report bullying in confidence.
- Regular opportunities for discussion with children and young people about the part they can play in the prevention of bullying.
- Training for staff.
- Young people, staff and parents are informed of the policy and the procedures and how to report bullying.

We aim to ensure that the students in our care do not use teaching materials or equipment which provide a negative view of any group because of their ethnicity, religious beliefs, gender, sexual orientation, physical or academic capability.

The School Police Liaison Officer works closely with the school to ensure that the correct messages are given to students regarding the consequences of all forms of bullying and that restorative justice and mediation practices are undertaken.

#### *(b) Prevention and links to the curriculum*

The most effective way to prevent bullying is by addressing and discussing bullying issues through the curriculum. At Dagenham Park Church of England School, we do this by:

- Offering a PDE and RE programme at KS3 and KS4 that provides opportunities for students to discuss and explore issues around bullying, personal safety, self-esteem, relationships, e-safety and bullying.
- Embed British Values in the academic and pastoral curriculums to encourage pupils to always demonstrate mutual respect, tolerance and respect for individual liberty.
- Providing opportunities, through the creative element of Drama, to explore the effect and consequences of bullying.
- Following a whole school Assemblies and Tutorial Programme that focus on forms of bullying and regular student surveys and student voice groups to identify bullying related issues.
- Focus activities in tutor time for anti-bullying week and Internet Safety Day.
- Exploitation: Exploitative Friendships/relationships. CSE (Child sexual exploitation) sessions carried out regularly in Dagenham Park School by the Community Police Officer.

## **2. Responding**

### *(a) Reporting incidents*

Students are encouraged to report all cases of bullying any responsible adult in the school.

All investigations of bullying incidents are the initial responsibility of the Head of Achievement and / or the Anti-Bullying Ambassadors except for e-safety related bullying, racial bullying and homophobic bullying which are reported directly to the Deputy Head Teacher. Any incident of bullying will be treated sensitively and investigated thoroughly. Serious incidents of bullying must be reported to the Local Authority.



Incidents of bullying that involve types of harassment or threatening behaviour or communications should be referred to the School Police Liaison Officer for advice and guidance. The School Police Liaison Officer will inform appropriate staff of any bullying incident that has been reported as a criminal incident involving students from school and will record it so that School Counsellors may also provide one to one sessions with students.

Parents/carers can report instances of bullying by making an appointment to see the appropriate Head of Achievement. Reception staff are clear that phone messages or e-mails from parents/carers relating to bullying are immediately forwarded to the appropriate Head of Achievement.

In line with DfE guidance where bullying outside school is reported to school staff it should be investigated and acted upon. This includes incidents on school trips/visits, students travelling to and from school or when students are in school uniform. Bullying incidents outside of school and reported to school will also be addressed by school if they have serious repercussions to the orderly running of the school, a threat to the student or public or affects the schools' reputation.

#### *(b) Responding to the child who is being bullied*

The key issues are for the young person to feel that the issue is being taken seriously, that time is made to listen to them and that they feel safe. The victim needs to be consulted as to what would help them before a course of action is decided. However, if student safety is at risk school staff cannot keep the information confidential in line with the schools Safeguarding policy and procedures.

Some victims may want to be supported from a distance or only require someone to listen to them. These students should be encouraged to seek advice from their Form Tutor, Academic Learning Mentor or Head of Achievement. The Learning Mentors are there 'to listen actively' and appointments to see them can be made in person or via the Head of Achievement. Students may also be seen by members of the Inclusion Team.

#### **Anti-bullying ambassadors**

Dagenham Park School has fully trained student ambassadors across years 8-11. They are trained by the Diana Award Foundation once a year. They are particularly instrumental in the year 7 transition process and helping pupils to build positive friendships upon entry to the school.

Ambassadors' roles are to monitor and prevent bullying offering a wide range of remedies, such as one to one discussions, mediation and whole class workshops. They also attend form times where a weekly theme on bullying is highlighted and delivered.

Ambassadors use a classroom within the school as an anti-bullying clinic where students can access as a 'safe hub' or attend for help and advice. The Ambassadors feedback any concerns to the nominated Anti-Bullying Ambassador adult lead who will then inform the relevant Head of Achievement.

Anti-Bullying Week is an annual UK event held in the third week in November which aims to raise awareness of bullying of children and young people, in schools and elsewhere, and to highlight ways of preventing and responding to it.

Dagenham Park annually participates and contributes to this external event.

#### *(c) Responding to the bully*



Whilst punishment of the bully may be deemed necessary, he or she almost certainly needs as much support as the victim. Support and intervention procedures available to the victim of bullying should also be made available to the bully as appropriate. These could include: counselling, mentoring and restorative justice.

## Mediation

Mediation or conflict resolution, as it's sometimes known, is a process where an independent third party (mediator) intervenes to help participants come to a mutually acceptable solution. The mediator won't express opinions unless asked and never apportions blame. She subtly directs the participants to examine the situation at hand and then come to an agreeable resolution themselves. This sounds a simple process but the mediator has a particular skillset that allows him/her to steer the proceedings in such a way that more often than not, the matter is laid to rest. The best thing about using mediation is that both participants keep their dignity. No one is labelled or chastised.

### (d) Recording incidents

All suspected incidents of bullying are recorded by staff electronically. These are seen by the Head of Achievement, the Inclusion Team or Lead for e-Safety who will conduct further investigation. All bullying and racist incidents are recorded centrally on the central school data system.

An analysis of the anti-bullying and racist log is undertaken by the Inclusion Team termly. This identifies any students who are repeating such behaviours so that further support can be put into place to help modify their interaction with others. The logs will also be analysed to identify any recurring trend so that intervention and prevention strategies can be implemented to address these issues.

The analysis of bullying incidents is presented to the governing body annually in the Governing Body report on anti-bullying. The nominated Anti-Bullying Lead for Dagenham Park Church of England School is the Inclusion Manager.

## Investigating and reporting

Heads of Achievement follow procedures when investigating incidents of bullying. Every case can be different.

**Investigation:** written statements if appropriate, from the victim, the bully and any third party witnesses who should be interviewed separately and recorded in the 'Recording and Responding to Bullying' form.

- Identify the type of bullying, method used, frequency and duration.
- The incident will be recorded by staff and copies of all correspondence and statements should be placed on the students file. An electronic record must be placed in addition on the central database.
- Counsel victim and perpetrator and contact parents/carers. Give support to all victims and perpetrators agreeing strategies for being safe and staying safe.
- Consider interventions to help the bully (bullies) to change their behaviour.
- An Action is agreed with the student and recorded in the Recording and Responding to Bullying form.
- Establish a review date to ensure actions taken have prevented a re-occurrence and the bullied person feels safe.

## Workshops



These workshops for students are KS3 and KS4 and depth of engagement and the directness of guidance will differ between the age groups.

The focus of the workshop(s) is on bullying and particularly cyber bullying (as a medium for bullying, rather than a type of bullying.) Using video, discussion and worksheet resources we explore the position of targets or victims, perpetrators, bystanders, staff and parents. We also challenge the young people to think about how they behave towards one another and explore some of the areas of difficulty in which they may find themselves, including through the justice system. We end by considering the significance of kindness and respect and the impact of our current society and the modes of communication we now employ.

In instances of cyber bullying, schools should advise students and staff to try to keep a record of the abuse, particularly the date and time, the content of the message(s) or the web address of the profile/content. Taking an accurate copy or recording will help the service provider to locate the relevant content. The wider search powers included in the Education Act 2011 give staff stronger powers to tackle cyber bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices.

## How to do this

It is advisable to save evidence of bullying on the device itself:

- On mobile phones, ensure the person being bullied keeps/saves any messages, whether voice, image or text. Forwarding messages to a staff member's phone is not permissible.
- On social media sites keep the site link, print page or produce a screen grab of the page and save it. Take a copy of what appears on the screen.
- In chat rooms, print the page or produce a screen shot of the page.
- In emails, ask the person being bullied to forward the message on to the staff member investigating the incident. Encourage them to continue to forward and save any subsequent messages.

In cases where you do not know the identity of the bully, here are some key questions to look at:

- Was the bullying carried out on the school system? Contact the school or ICT support to see if this is possible.
- Are there identifiable witnesses that can be interviewed? Ensure these names are passed on to the investigating staff member.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. social media site)? The service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor, or removing content it considers defamatory or breaks their terms of service. The police may need to be involved to enable them to look into the data of another user. Delete or block unwanted contacts.
- If via mobile phone, has the bully withheld their number? It is important to record the date and time of the message and contact the mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue an RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider enabling them to disclose the data about a message or the person sending a message. Offences include harassment and stalking, threats of harm or violence to a person or property and any evidence of sexual exploitation (e.g. grooming or inappropriate sexual contact or behaviour). The Designated Safeguarding Leads will then become involved.



## Sanctions

All sanctions that are applied must be consistent and reasonable taking into account any special circumstances. Disciplinary penalties have three main purposes:

- (i) To impress on the perpetrator that what they have done is unacceptable.
- (ii) To deter him or her from repeating the behaviour.
- (iii) To confirm to others that the behaviour is unacceptable.

Measures in line with the schools behaviour and disciplinary procedures may include:

- Explanation why the inappropriate behaviour is unacceptable.
- Restorative approaches or mediation either via school or via the School Police Officer.
- Meeting with staff, parent and student.
- Behaviour support plan and behaviour intervention programmes through a key worker.
- Detention.
- Time in the SIR.
- Confiscation of electronic devices.
- Removal of use of school ICT.
- Fixed term/permanent exclusion.

### Supporting adults

Dagenham Park Church of England School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the head teacher;
- Advising them 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 off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour policy; reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

## Complaints Procedure

If a parent/carer feels that a school has not dealt with a bullying issue in either a professional or effective manner a letter of complaint should be sent to the Headteacher. If the issue is still not resolved a letter of complaint should then be sent to the Chair of Governors.

## Monitoring and Review

Systematic monitoring and evaluation of bullying data identifies bullying patterns and informs policy updates.



The views of parents/carers, students and staff are requested annually (during Progress Evenings) to ensure that resources are effectively deployed in negating instances of bullying.

This policy is regularly reviewed and amended in light of parents/carers', students, staff and other stakeholders' views.



## Help Organisations

Organisation	Contact Details
Advisory Centre for Education (ACE) Mon & Tues 9-5pm Weds-Fri 10-5pm	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	020 7730 3300 <a href="https://www.kidscape.org.uk/">https://www.kidscape.org.uk/</a>
CEOP – Website info / advice for parents/carers about protection online	<a href="http://www.thinkyouknow.org.uk">www.thinkyouknow.org.uk</a>
Parentline Plus	0808 800 2222
Childline	0800 1111
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
CyberMentors – Networking site providing information and support	<a href="http://www.need2know.co.uk/relationships/bullying/">http://www.need2know.co.uk/relationships/bullying/</a>
EACH – Freephone action line for children experiencing homophobic bullying	0808 1000 143
Ditch the Label – informative advice, research and materials for young people 13-25 offers email support to parents/carers and students plus online drop in chat sessions	01273 201129
R. Descombes	School Anti Bullying Governor
Anti-Bullying Alliance	<a href="http://www.antibullyingalliance.org.uk">www.antibullyingalliance.org.uk</a>
The Diana Award	<a href="http://www.diana-award.org.uk">www.diana-award.org.uk</a>
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>

