Headstart School Anti-Bullying Policy	
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Document Purpose
Reducing conflict and increasing understanding.

Rationale
Headstart has a 'duty of care' towards its students regarding bullying in that the Headteacher and all staff stand in loco parentis (in place of the parents). This duty of care includes protecting students from bullying and ensuring that a safe and supportive environment is sustained which allows every individual to reach their potential. This ethos is encouraged in all aspects of daily life at Headstart school.

This policy takes full account of the school's legal obligations under 'The Education Act of 2006:

'*Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents'.*

And

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need 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*

In Addition To:
- **Keeping Children Safe in Education 2021** with reference to online safety and Peer on Peer Abuse.
- **Guidance from the NSPCC – 'Protecting children from bullying and cyber bullying'**
- **Guidance form the Anti Bullying Alliance**

Our Values and Beliefs:

What is bullying?

Definition
The definition of bullying will include reference to racist, cultural, sexist, cyber, SEN, homophobic and bullying related to transgender and bisexuality. Bullying involves the dominance of one pupil to another or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is:

"The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace." (**Anti-bullying alliance).**

Bullying is therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

It can take many forms:

Specific examples of bullying recognised at Headstart include:
- **Racist Bullying** – An incident, which is perceived to be racist by the victim or any other person.
  This can be in the form of:
    o Verbal abuse, name calling, racist jokes, offensive mimicry
    o Physical threats or attacks
    o Wearing of provocative badges or insignia
    o Bringing racist leaflets, comics or magazines
    o Inciting others to behave in a racist way
    o Racist graffiti or other written insults, even against food, music, dress or customs
    o Refusing to co-operate in work or play

(Taken from Macpherson report 1999)

- **Sexual Bullying**
  This is generally characterised by:
    o Abusive name calling
    o Looks and comments about appearance, attractiveness, emerging puberty
    o Inappropriate and uninvited touching
    o Sexual innuendos and propositions
    o Pornographic material, graffiti with sexual content
    o In its most extreme form, sexual assault or rape

- **Sexual Orientation** – This can happen even if the students are not lesbian, gay or bisexual. Just being different can be enough.
  This can be in the form of:
    o Use of homophobic language
    o Looks and comments about sexual orientation or appearance

- **SEN or Disability** – (These students are often at greater risk of bullying.)
  This can be characterised by:
    o Name calling
    o Comments on appearance
    o Comments with regards to perceived ability and achievement levels

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements.

- **'Cyber' Bullying** – Increasing common across the country, cyber bullying utilises modern communication methods to bully.
- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, e.g. Facebook, which can provide new opportunities for cyberbullying.

Where a clear link can be established to the school, we will follow the usual Anti-bullying policy to rectify the situation. If the situation occurs outside of school, we would always recommend the involvement of the Police if the situation requires.

Support and advice can be found here:
www.childline.org.uk
www.bullying.co.uk
www.familylives.org.uk
www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/

Our Approach
The emphasis of much of our work is to break this cycle of rivalry and conflict, to encourage the pupils to **want** to co-operate and care for each other. In examples of clear cut bullying the importance of this process being implemented skilfully and effectively is heightened.

We do not believe that punitive reaction to bullying has a long-term effect in reducing bullying. At best a sanction might relieve the victim for a short period of time; at worse it can increase the anger and resentment towards the victim. If bullying is based on power and intimidation then by imposing sanctions on a bully, they are in effect being overpowered and intimidated, (all be it by those in authority and for the right motive.) Our bullying policy is reviewed at least annually or immediately if changing circumstances demand it.

Staff Training
Much of our staff training involves understanding the nature of conflict and the development of skills to diffuse confrontations. We firmly believe that through the systematic application of these skills to all conflicts but especially bullying, we can build constructively from negative experiences.
Our school has a legal duty under the Education Act 2002, the Education and inspections Act 2006 and the Equalities Act 2010 to prevent and tackle bullying.

Our approach is three-fold
- To build an ethos of non-confrontation
- Through mediation between the victim and the perpetrators or perpetrator
- Counselling

Building an Ethos of Co-Operation
In all our dealings with the pupils, staff emphasise the importance of respecting the feelings and emotions of others. If a pupil has aggressive tendencies, he/she is made aware of this issue through the target setting process. There is then an expectation that the pupil will consciously work with the support of staff to reducing this problem.

The curriculum builds on this ethos directly through PSHE and our Outdoor Education programme. At key times pupils in PSHE are asked directly about bullying in their experiences in care or at school. Much of the programme for Outdoor Education demands team building and co-operation skills in physically and mentally demanding situations. We will also use our curriculum to raise awareness about bullying and out anti-bullying policy, increase understanding for victims and help build anti-bullying ethos, and to teach pupils how constructively to manage their relationships with others.

Our approach to Anti-bullying can be reinforced further through:
- Current affairs, texts in English and other subjects, historical events will be chosen to reinforce our anti-bullying approach
- Tutorial work, role plays, social stories and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in the school
- The School website will carry links to Anti Bullying websites and information on what to do if pupils see or experience bullying
- Bullying will not be tolerated, and we will use assemblies to help students understand the impact of bullying and what they can do if they see or experience bullying
- Posters and a variety of information is displayed around school in a number of accessible ways
- The School takes part in Anti-Bullying week to raise further awareness

We provide regular training for all staff on spotting the signs of bullying and how to respond.

The Process for Dealing with a Bullying Incident
When an incident occurs, the following process should be put into practice:
- Talking with the victim - The victim must be given time and the opportunity to speak. At Headstart, they are likely to want to concentrate on the facts and revenge. The member of the staff will allow the victim to off load but will then lead the conversation towards talking about their feelings
- The meeting should conclude with the member of staff sympathising with the victim and saying that they will arrange to see the perpetrator. The member of staff will end the meeting by arranging to talk with the victim again
- Talking with an individual or group. This meeting will be particularly effective if some time has elapsed since the incident so that the perpetrator is less defensive. It is important that this conversation does not get tied down investigating the facts. The conversation needs to move on to trying to find out the reasons behind the needs of the perpetrator to intimidate others. A useful strategy is to talk about the individual's relationships with other pupils, staff or other adults and not the victim

- If the conversation proceeds well and moves away from "he deserved it", staff should try to get the child to think about how the victim feels
- The meeting should conclude with an agreement on how the pupil should behave in relation to the victim and to others generally

Follow up Meeting

It is essential that both the victim and the perpetrator/perpetrators are seen later to see if the issue has died down. If there is a continuation of the problem, then the dialogue needs to be started again. For things to progress, the same principle applies, concentrating on the reasons behind the bullying and not the bullying itself.

Documentation/Responding to Incidents

It is hoped that each Headstart student would have the confidence to talk with a member of staff if they were being bullied:

- Students who see others being bullied should report this to any member of staff.
- Any member of staff who sees a student being bullied must follow the procedure detailed below
- Any member of staff who has an incident of bullying reported to them, must follow the procedure detailed below
- All incidents of bullying will be logged onto Behaviour Watch

Where required, staff will:

Staff will document all incidents in Behaviour Watch. Tick the 'bullying' box only - any other issues should be recorded on a separate slip in order that SLT are able to 'track' the bullying. The comment should include all the actions taken by the staff. The staff member responsible for recording the incident needs to ensure that all follow-up action is recorded, and resolution is clearly documented at the end.

Conclusion

This anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through an understanding of why it happens. Our policy is directed at improving this understanding, thereby reducing the need for a bully to bully and as such is an integral part of the project's ethos and philosophy.