

Bedford Borough against Bullying

Guidelines for Good Practice



BEDFORD
BOROUGH
COUNCIL

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Guidelines for Good Practice

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**BEDFORD
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Guidelines for Good Practice

SECTION 1:

Statement of Principles

Our statement of Principles

Bedford Borough Council takes bullying in schools seriously.

For the children and young people involved, for the rest of the school and for the community outside the school gates, the effects of bullying are serious and long-term.

Bullying occurs in every school. Key findings from NSPCC Research into School Bullying (February 2010) states that 'verbal abuse is the most commonly reported type of bullying, but 'cyber bullying' which typically happens outside of school is becoming an increasingly significant issue.

Not only is bullying serious, it is also preventable.

Research also shows that proactive approaches and a high level of attention to the issue can significantly reduce bullying incidents.

This statement of principles makes clear our opposition to bullying and harassment. By declaring that Bedford is against bullying and by tackling bullying in all its forms, the staff pupils and communities of our schools together with the Borough can provide young people with positive learning experiences in safe and secure environments.

Statement of Principles

- Bedford Borough Council recognises and affirms the right of every child to learn in a safe, secure and supported environment. Children in Bedford schools should be protected from physical or mental harm and feel good about themselves and respect others. This applies to all children but needs to be particularly monitored with regard to vulnerable groups.
- Bedford Borough Council expects its schools to be safe, supportive and inclusive environments where all members of the school community can participate in activities free from fear of ridicule, harassment, bullying and intimidation from other individuals or from groups of individuals.
- Bedford Borough Council takes its responsibility seriously and identifies preventing and responding to bullying as a priority in its Behaviour Strategy.
- Bedford Borough Council expects its school communities to put in place effective policies, practices and strategies to ensure the safety and well-being of all pupils. The Council is firmly committed to supporting its schools in their efforts to tackle bullying, and challenging where schools are not meeting their commitments to safeguard pupils.
- Schools have a duty of care towards their pupils. They must take bullying seriously where it arises and must have in place a programme of appropriate action that will reduce bullying behaviours within a school, protect those being bullied and prevent a recurrence of the bullying.
- Bullying occurs in every school, in varying degrees of scale, regularity and severity. No school will be allowed to avoid its responsibility to actively prevent bullying.
- Each school is expected to have an anti-bullying policy, and to identify a named co-ordinator for anti-bullying activity. Governors should be kept informed of the progress of the school's anti-bullying programme.
- The whole school community – staff, governors, pupils, parents - plays a part in creating a school where bullying is not tolerated. Learning communities must also work together to ensure that all phases of a child's schooling is free from harassment and intimidation.
- Bedford Borough Council endorses government, statutory and voluntary initiatives which tackle bullying and guides schools in accessing such support. In particular, Bedford Borough Council promotes schools signing the DfES Charter for Action on Bullying and achieving Healthy School status.

Good Practice Model

Individual schools will have anti-bullying programmes which vary in scale, scope and complexity and different strategies may be selected. A school with an effective anti-bullying programme will be developing each of the following four elements:-

Recognition Strategies:-

- The school knows about the prevalence and type of bullying
- Clear and simple mechanisms for pupils and parent reporting exist
- The whole school community is aware of the warning signs of bullying

Preventative Strategies:-

- An ongoing programme fosters a positive ethos
- All school members promote positive interpersonal relations and discourage bullying
- Specific anti-bullying focus activities take place
- A clearly articulated and distributed policy is kept live
- Environmental factors which could encourage bullying are considered
- Anti-bullying work is linked to other strands in the school

Response Strategies:-

- Agreed structures to deal with incidents are in place
- Fair, consistent and effective action is taken when bullying does occur
- All staff are skilled in agreed responses to bullying
- Support is in place for pupils affected by bullying
- The schools communicates effectively with pupils and parents affected by bullying

Monitoring Strategies:-

- Bullying incidents are recorded and where necessary reported
- Information and data are collected and used to review school patterns and performance
- The effectiveness of policies and responses is evaluated

Further suggestions on developing each of these elements will be issued in Bedford's effective action guidelines, a self evaluation tool for schools to improve practice.

Accessing further support

This statement of principles outlines the commitment that Bedford Borough Council makes to ensure the well-being and safety of the children in its schools.

It forms part of the initiative 'Bedford Against Bullying' which is designed to inform, challenge and guide schools as they continue their work on developing strong, workable and effective anti-bullying policies and practice. This is an ongoing programme which involves every school receiving a self assessment checklist 'Effective Action Standards' to help schools evaluate their progress in tackling bullying.

Bedford Borough Council also supports schools through activities arising from the former Secondary and Primary National Strategies (Behaviour and Attendance strands) which focus on aspects of anti-bullying and emotional health and well-being.

Anti-bullying week, held annually in November, is one initiative of the Anti-bullying alliance that help schools prepare for this by distributing materials with suggestions for focus activities.

Schools have the DfES guidance pack "Don't suffer in Silence" which is an excellent resource, whether initiating activity for the first time or consolidating and extending existing work. Further guidance and advice can be accessed on the DfE Website: www.dfe.gov.uk/bullying

A number of charities and voluntary organisations provide information and support for antibullying. These include www.kidscape.org.uk and www.coastkid.org. Childline, the phone-in support service also issues information and campaign material on their website www.childline.org.uk.

Bullying Online has excellent information aimed at a range of people such as young people, parents and young workers, including help for bullies www.bullying.co.uk

www.antibullying.net also provides comprehensive advice and a reading list for teachers.

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Section 2

Effective Action Standards

Effective Action Standards

**A self-assessment tool for schools
to improve practice**

How to use the Effective Action Standards

This is a self assessment tool to help you think about how effectively bullying is tackled in your school. It provides prompts which raise issues or actions you might need to consider. It should be read in conjunction with the document “Bedford against Bullying: Statement of Principles” which outlines the Borough’s basic stance on bullying. The effective action standards can be used on two levels, one more detailed than the other.

Page 6: Outlines a good practice model which shows the characteristics of an effective anti-bullying school. It highlights four elements of an effective programme.

- Recognising bullying
- Preventing bullying
- Responding to bullying
- Monitoring and evaluating the anti-bullying work.

Each of these elements has a number of key descriptors to it. This page could be used amongst staff and governors to discuss how developed your anti-bullying work is.

An effective school would be doing something in **each** of those elements. They are not meant to be tackled in chronological order in other words: it is not helpful to only take action in developing preventative strategies without having agreed responses to bullying episodes. In the same way, the insights obtained by evaluating your anti-bullying work should feed into modifying your strategies for recognising bullying.

Page 12: Onwards Recognition strategies:

These pages take each of the Good Practice model descriptors in turn and considers them in more detail. The questions should prompt you to action by highlighting aspects you may not have considered. You may of course already have included that aspect in your anti-bullying programme. You may also have decided to do it a different way or you may feel that this aspect is not relevant to your particular school. You may also feel that although the point is a good one, at the moment your anti-bullying programme needs to focus on other aspects. The prompts are meant to encourage thoughtful reflection on your school’s programme and encourage good practice.

Good Practice model

Individual schools will have anti-bullying programmes which vary in scale, scope and complexity, and different strategies may be selected. A school with an effective anti-bullying programme will be developing aspects of each of the following four elements:

Recognition strategies (page 12)

- The school knows about the prevalence and type of bullying (page 13)
- Clear and simple mechanisms for pupil and parent reporting exist (page 14)
- The whole school community is aware of the warning signs of bullying (page 15)

Preventative Strategies (page 16)

- An ongoing programme fosters a positive ethos (page 17)
- All school members promote positive interpersonal relations and discourage bullying (page 18)
- Specific anti –bullying focus activities take place (page 19)
- A clearly articulated and distributed policy is kept 'live' (page 20)
- Environmental factors which could encourage bullying are considered (page 21)
- Anti-bullying work is linked to other strands in the school (page 22)

Response strategies (page 23)

- Agreed structure to deal with incidents are in place (page 24)
- Fair, consistent and effective action is taken when bullying does occur (page 25)
- All staff are skilled in agreed responses to bullying (page 26)
- Support is in place for pupils affected by bullying (page 27)
- The schools communicate effectively with pupils and parents affected by bullying (page 28)

Monitoring strategies (page 29)

- Bullying incidents are recorded (and where necessary reported)(page 30)
- Information and data are collected and used to review school patterns and performance (page 31)
- The effectiveness of policies and responses is evaluated (page 32)

RECOGNITION STRATEGIES

Recognition Strategies

The school knows about the prevalence and type of bullying.

Action Prompts:-

- Have you, at least annually, undertaken an appropriate audit of bullying? This should include low-level bullying, as well as specific incident reporting.
- Have you included semi-supervised aspects such as corridors, playground, start and end of school?
- Do you audit bullying through a number of different methods such as questionnaires, discussion, snap surveys?
- Do you audit pupil perceptions of the overall anti-bullying programme itself e.g. whether they would report bullying, if they know who to report to?
- Are the results of the audit communicated to governors, parents and relevant Local Authority advisors (e.g. improvement team) at opportunities like annual school review, annual report or at an Ofsted inspection?
- Have you anticipated the initial rise in reporting of bullying once you begin auditing and do you have steps in place to deal with it?
- Do you have a designated member of staff with ongoing responsibility for auditing and identifying bullying?
- Do you know how developed the school anti-bullying expertise is, through an audit such as the former secondary national strategy where categories of focusing/developing/establishing/enhancing are used?

Clear and simple mechanisms for pupil and parent reporting

Action Prompts:-

- Are pupils encouraged to talk to adults about bullying, and are adults encouraged to listen?
- Does the school promote itself as a 'telling school' in other ways too?
- Are there peer listening or other mentoring structures in place?
- Do you have agreed protocols or guidelines for responses, e.g. to a parental report of bullying? Do these include agreed standards such as time frames?
- Do reporting mechanisms take into account the age and nature of your pupils, including those with particular needs?
- Are the mechanisms easy to access, wide ranging and do they ensure confidentiality?
- Does the school communicate and publicise these mechanisms to the whole school community, including pupils and parents, non-teaching staff, e.g. bus drivers, dinner staff and the wider local community?
- Are parents and pupils confident in initiating these procedures and do they know what will happen next when they do report?
- Are parents and pupils aware of other out of school reporting opportunities, e.g. Childline, NSPCC?
- Have you taken into account pupil/parent fears and reluctance to report?

The whole school community is aware of the warning signs of bullying

Action Prompts:-

- Is information and training about bullying offered to all staff, including at induction for new staff?
- Are procedures in place for responding when early warning signs are observed? Would staff know who to communicate their concerns to?
- Have you offered help and training (such as leaflets, parent evenings, advice in newsletter) to parents and carers in recognising symptoms?
- Are there ongoing reminders of early warning signs, e.g. posters in staff room and around school?
- Do staff use their out of class supervisory and patrolling role to identify bullying?
- Do experienced staff help newer members of staff with supervision?
- Are non teaching and support staff included and made to feel part of the schools anti-bullying programme?
- Does the school challenge stereotypical ideas about both those who bully and those who experience bullying?

PREVENTATIVE STRATEGIES

Preventative Strategies

An ongoing programme fosters a positive ethos

Action Prompts:-

- Does the school have clearly articulated expectations about behaviour generally, in and out of class?
- Are all pupil concerns (not just about bullying) listened to and taken seriously? Are guidance/pastoral staff clearly identifiable and easily accessible?
- Do you have a robust School Council?
- Is tutor time allocated to talk about bullying?
- Are friendship and positive interpersonal relations promoted in the school?
- Is the school promoted as a 'safe' school?
- Are individual pupils valued and are individual achievements celebrated?
- Do you actively promote tolerance and respect, including respect for diversity and difference?
- Are there other activities focused on ethos which have a positive spin-off for tackling bullying, e.g. anti-racism, diversity awareness, anger management?
- Does anti-bullying form part of the PSHCE Emotional Literacy programme? Is positive behaviour (including anti-bullying) promoted across subjects, not just in English or PSHCE?

All school members promote positive interpersonal relations and discourage bullying

Action Prompts:-

- Does the whole school community know that bullying will not be tolerated? Is this communicated regularly, not only when the policy is first developed?
- Is there discussion and agreement about what counts as bullying?
- Is there a sense of ownership across the staff, rather than bullying being seen as the role of only the designated few?
- Are staff aware of how they might be perceived as bullies, and does this result in them monitoring their own presentation?
- Do staff promote aspects such as emotional health and positive interpersonal relations within and across their subject areas.
- Is training on developing their own positive interpersonal relations and emotional health and wellbeing offered to staff?
- Are non teaching staff clear about their contribution?
- Do pupils feel that they have ownership of tackling bullying and are they engaged with the issue, e.g. managing the audit?
- Are the Senior Leadership, including the Head teacher seen to be taking a lead on tackling bullying?
- Are consistent messages relayed to and by all staff?

Specific anti-bullying related focus activities take place

Action Prompts:-

- Is anti-bullying focussed on in school assemblies or other whole school events?
- Do you have a named staff member who keeps the school up to date with developments, trials new practice and plans events
- Are staff encouraged to attend courses and conferences on anti-bullying?
- Have you brought in outside support (such as drama groups or outside speakers) to keep the topic alive?
- Are activities focussed in a theme week (such as anti-bullying awareness week or within the curriculum)?
- Do you focus on bullying at transition times, e.g. July/September, or with new classes?
- Are differentiated age-appropriate activities provided throughout a pupil's progress through the school?
- Do you offer pupils strategies for responding to the bullying, as well as promoting 'telling'?
- Is it made clear to everyone why bullying should be taken seriously?
- Is tackling bullying an agenda item at governors' meetings?
- Does the school council discuss bullying regularly at its meetings?

A clearly articulated and distributed policy is kept 'live'

Action Prompts:-

- Does the school's policy exist as a separate document?
- Is the policy reviewed at least annually?
- Does it follow guidance, such as model policies and exemplars?
- Does the policy include an agreed definition of bullying that is understood by all?
- Is the policy a whole school policy, and have a wide range of people been involved in drawing it up, including the pupils themselves?
- Has the policy been written in child and parent friendly language?
- Are a range of types of bullying, including racist and sexist harassment, included?
- Is there agreement about the remit and extent of the schools responsibility e.g. bullying in the community and travelling to school?
- Have standards been embedded in the policy e.g. response times, procedures?
- Is your policy cross referenced with other plans, policies and programmes?
- Has the policy been translated into action?
- Does the policy reflect the unique composition and context of your school?
- How is it articulated in communications with parents (e.g. school handbooks, home school agreements?)
- Is the policy regularly communicated to pupils e.g. posters?
- Are issues in the policy included in communications with parents, e.g. newsletters?

Environmental factors which could encourage bullying are considered

Action Prompts:-

- Has there been analysis of where and when bullying occurs most frequently and hot spots identified?
- Has work been targeted to minimise bullying in these places and times?
- Are contextual factors, such as timetable and year group examined?
- Have facilities such as playgrounds and out of class areas been improved and does this appear in budget allocations?
- Is the overall environment pleasant (tidy and bright spaces, well maintained rooms), rather than unpleasant (lack of privacy in toilets, bleak spaces, horrible corridors, unkempt grounds)?
- Are there clearly established routines about moving around school (beginning and end of day, meals etc)?
- Has off-site bullying, such as bus journeys, been considered?
- Are links with other community organisations, e.g. police, in place and are they effective?

Anti-bullying work is linked to other strands in the school

Action Prompts:-

- Does bullying appear specifically in other school policies, such as the Behaviour Policy, exclusions strategy, Looked after Children policy?
- Are there links to healthy school initiative?
- Is the school aware of its legal and statutory responsibilities?
- Does the school comply with other requirements, e.g. is there an equality policy?
- Are you aware of other relevant Local Authority and other agency policies, e.g. Homophobic Bullying, dealing with racist incidents, community safety?
- Is bullying referred to in the home/school agreement?
- Is a collective responsibility felt by the learning community or other schools whose pupils might be involved in bullying?
- Does the school contribute to improving community life generally?

RESPONSE STRATEGIES

Response Strategies

Agreed Structures to deal with incidents are in place

Action Prompts:-

- Were all members of the school, including children included in deciding these responses?
- Has a range of responses been considered, including responses to bystanders or collaborators?
- Do your strategies cover all possible types of bullying and situations, not only a narrow range?
- Do you consider alternative strategies when revising the policy and not just follow what the school has always done?
- Was the data from your annual anti-bullying audit taken into account when determining the response strategies?
- Have the strategies and responses been effectively communicated to all parties, including parents?
- Do the strategies take into account the possible range of people that could be involved in bullying, e.g. adults (both school staff and others) and pupils?
- Is there an identified person that parents can contact concerning bullying?
- Are serious or ongoing concerns/episodes discussed with the Local Authority?
- Have you surveyed good practice examples and suggestions in the available literature and guidance and selected those which are locally appropriate?
- Has the school considered its position on exclusions related to bullying?

Fair consistent and effective action is taken when bullying does occur

Action Prompts:-

- Are all appropriate people involved when a bullying episode occurs?
- Do you have systems to gather information, including for serious episodes and for ongoing allegations?
- Is investigation of allegations and incidents sound and sensitive?
- Do you know if the actions taken improve matters or make them worse?
- Do follow-up mechanisms exist and are they sustained?
- Are the agreed time frames for a response practical and are they adhered to?
- Have you considered alternative routes to take forward a complaint which is not really about bullying?

All staff are skilled in agreed responses to bullying

Action Prompts:-

- Have all staff been training in agreed responses – both at induction and regular training sessions?
- Does this include non-teaching staff?
- Were the staff involved in agreeing these responses?
- How would you know that staff are being consistent? Do you monitor this in any way?
- Are staff encouraged to seek feedback from those involved in a bullying incident about how skilful their response and intervention was?

Support is in place for pupils affected by bullying

Action Prompts:-

- Do some of these strategies use peer support?
- Have pupils been asked what they would consider helpful support?
- Are there also processes for those who bully and do these tend to be supportive, rather than primarily punitive?
- Do you access Local Authority and other support services if appropriate, either for those who bully or those who are bullied?
- Do you co-ordinate the responses and is a record kept in one place?
- Is the support ongoing to ensure that the bullying does not reoccur at some later stage?

The school communicates effectively with pupils and parents affected by bullying

Action Prompts:-

- Does your school have an agreed communication procedure, rather than being ad hoc?
- Is ongoing communication maintained, not just as a one-off?
- How would you know whether parents rate these communication methods as effective?
- Are staff trained in these communication procedures?
- Is the school effective in its general communication with pupils and parents?
- Have you informed parents about the schools role and responsibilities and can parents expect the school to take the issue seriously?
- Do parents see themselves as partners with the school in tackling bullying?
- Are you prepared to engage with parents who have concerns about the school's approach?
- Are parents informed about the schools complaints procedures as a general rule, or is it only when they ask about it?
- Has thought been given to how to approach parents of pupils who bully?

MONITORING STRATEGIES

Bullying incidents are recorded and where necessary reported

Action Prompts:-

- Do helpful recording/reporting formats exist for individual episodes?
- Does this recording feed into a broader analysis of bullying patterns?
- Does this recording feed into a broader analysis of behaviour patterns in the school?
- Does this recording prompt you as to what action has been taken and to follow up on this action?
- Were staff involved in developing these incident reports?
- Can an accurate picture of events be drawn from the records you keep?
- Is monitoring ongoing and does it include intensive/focussed recording, e.g. over one month?
- Does record-keeping take account of different forms of bullying such as racist, disability or homophobic?
- Are all episodes of prejudice related bullying (race, disability, homophobia) included in the data?

Information and data are collected and used to review school patterns and performance

Action Prompts:-

- Does analysis of data form part of reporting to governors, parents, Local Authority and school council?
- Is this data part of a dialogue and review by outside agencies such as the Local Authority (for instance, with School Improvement Advisors) and Ofsted?
- Does the analysis inform and direct any changes in policy or practise?
- Is the correlation between being bullied and absence/ill health/late arrival used as an early identifier?
- Does the analysis consider whether there is a particular slant to the bullying e.g. racist, disability or homophobic in which the wider community needs to be involved?
- Do you use a common recording system across schools? Is analysis used to link across learning communities/feeder schools?
- Is feedback used to guide future training?
- Is the school moving along the continuum from introducing anti-bullying work to consolidating and sustaining it?
- Does a working group on bullying exist, including members of the wider school community?

The effectiveness of policies and responses is evaluated

Action Prompts:-

- Does the school know whether it is progressing and developing in its management of bullying?
- Is evaluation undertaken regularly and at least annually?
- Do you use an anti-bullying charter to evaluated practice?
- Is a sampling approach sometimes used e.g. asking specific or random groups of pupils, staff and parents?
- Does the school monitor the level of knowledge and understanding that pupils and parents have about bullying and school processes?
- Does ongoing and open feedback exist for those directly involved in bullying?
- Is this fed into cumulative monitoring?
- Are parents regularly asked for feedback about all aspects of the school, not just bullying?
- Are all aspects of the programme evaluated, e.g. recognition, prevention, response and monitoring?
- Do you check the consistency of responses across events in line with agreed strategy?
- Do you identify and share particularly good practice in your school and in your group of schools?

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Section 3

Information and Resources

Information and Resources

Useful websites: Childnet, Beatbullying, Anti-bullying Alliance, Bullying UK, Kidscape, missdorothy.com

General information & advice websites:

<http://www.bullying.co.uk/index.php/young-people/advice/gay-bullying.html>

http://www.youngstonewall.org.uk/education_for_all/research/2731.asp

www.tes.co.uk – Free to register and access to free resources on anti-bullying at all key stages

Racist bullying

<http://www.antibullying.net/racistinfo3.htm> (Scottish site) useful information for young people

Sexual bullying

Teachers TV now at www.education.gov.uk link www.teachersmedia.co.uk

Kidscape

Helpline: 08451 205 204

Website: www.kidscape.org.uk

NSPCC

<http://www.nspcc.org.uk/help-and-advice/for-schools>

ACE (Advisory Centre for Education)

Freephone 0808 800 5793 (Mon - Fri 10am -5pm)

<http://www.ace-ed.org.uk/>

ABA (Anti-bullying Alliance)

<http://www.anti-bullyingalliance.org.uk/>

Beat bullying

<http://www.beatbullying.org/dox/resources/resources.html>

Family Lives (Support for parents)

<http://familylives.org.uk/free-resources>

Useful Classroom Resources

Health for Life books aged 4 - 7 and 8 - 11	by Noreen Whetton/ Trefor Williams
I am I know I can	by Tacade ages 5-11
Bears on the stairs	by Julia Jarmen
Inspirational Ideas PSHE/Citizenship	by Molly Potter
Kidstsakforce resources	missdorothy.com
You decide about Teasing and bullying	by Larry Shapiro ISBN 978-1-58815.075-2
I didn't know I was a bully	by Melissa Richards ISBN 1-57543-138-6
Hangman (Middle school)	by Julia Jarmen
Mean girls	(DVD)
Jenny's Story	(DVD) Childnet international
FIT (NB. Must be viewed thoroughly before showing but tackles homophobia really well)	by Stonewall

Guidelines for Good Practice

Section 4

School Anti-Bullying Policy

Section 4 School Anti-Bullying Policy

Model School Anti-bullying Policy

1) Objectives of this Policy

_____ School Anti-Bullying Policy outlines what _____ School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community including parents, teachers and students.

2) Our school community:

- Discusses monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3) Definition of bullying

‘Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.’
(Preventing and Tackling Bullying DfE 2011)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, social networking sites and instant messenger); sending offensive degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

4) Forms of bullying covered by this Policy

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

- Bullying related to ‘prejudice’ against race, disability or homophobia
- Bullying related to religion or culture

- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying including social media, facebook, texting, and email.

5) Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupil's social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying.
- Actively create 'safe spaces' for vulnerable children and young people.

6) Involvement of pupils/students

We will:

- Regularly canvas children and young peoples views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve student in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Ensure that parents/carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

8) Links with other school policies and practices

This policy links with a number of school policies, practices and action plans including:

- Complaints policy
- Behaviour policy
- Confidentiality policy
- The teaching of citizenship and PSHE Education
- Action plans taking forward the Every Child Matters Agenda
- The recording of racial incidents

9) Monitoring and review, policy into practice

We will review this policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE and the anti-bullying alliance to inform its action planning to prevent and tackle bullying.

10) Responsibilities

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

11) Recording and reporting of incidents

All bullying incidents should be reported and recorded.

Pupils should feel safe and comfortable enough to be willing to report them and know how to do so.

Incidents should be recorded electronically on a system that will facilitate analysis and the data should be monitored, analysed and evaluated for trends.

The data for bullying incidents along with 'prejudice related' (race, disability, homophobic) incidents should be sent to Bedford Borough each half term, either automatically through the SIMS computer system or returned via the Bedford Borough spreadsheet.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the head teacher senior managers, teaching and non teaching staff to be aware of this policy and implement it accordingly
- The Head teacher to communicate the policy to the school community
- Pupils to abide by the policy

The named contact for this policy is: _____

Department for Education: Preventing and Tackling Bullying Advice for School Leaders, staff and Governing Bodies 2011

<http://www.education.gov.uk/search/results?q=anti+bullying>

Anti-bullying alliance guidance, support and resources

<http://www.anti-bullyingalliance.org.uk>

Anti-bullying Policy and Programme Checklist

Name of School: _____

Date: _____

Name of Co-ordinator: _____

Date Policy was written: _____ **Review Date:** _____

The Policy:

1. There is a named member of staff with overall responsibility for Anti-bullying in school ☐

Good practice – a governor also has designated responsibility for implementation of the policy ☐

2. Is in line with DfE: 2011 'Preventing and tackling bullying' Advice for school leaders staff and governing bodies ☐

3. Shows aims and objectives ☐

4. Defines bullying ☐

5. Describes all forms of bullying covered by this policy ☐

6. Describes content – knowledge, skills, understanding of bullying as part of PSHEE and citizenship programme e.g ☐

- * Indicates when it is taught as part of PSHE
- * Indicates how pupil progress is assessed
- * Describe how it is organised
- * Indicates who will teach it
- * Indicates resources available

7. Discusses confidentiality in line with the safeguarding children's policy guidelines ☐

- | | | |
|-----|---|--------------------------|
| 8. | Discusses consulting with parents, including during development of policy and informing them of how to contact the school if they are worried about bullying. | <input type="checkbox"/> |
| 9. | INSET on anti-bullying has taken place in the last two years for all staff | <input type="checkbox"/> |
| 10. | The anti-bullying policy and programme is monitored and evaluated to inform future planning and development | <input type="checkbox"/> |
| 11. | Staff are aware of any local issues related to bullying. (Including outside of school) | <input type="checkbox"/> |
| | <i>Good practice – appropriate staff are able to talk to individual pupils about bullying</i> | <input type="checkbox"/> |
| 12. | School is aware of available support services | <input type="checkbox"/> |
| | <i>Good Practice – offers parent awareness evenings</i> | <input type="checkbox"/> |
| 13. | Pupils are informed about local professional advice and support as appropriate primary/secondary | <input type="checkbox"/> |
| | <i>Good Practice – provides up to date, easily accessible leaflets or information to students</i> | <input type="checkbox"/> |
| 14. | School has effective systems in place for recording any incidents of (eg. Behaviour policy) | <input type="checkbox"/> |
| | <i>Include good practice – consults with students about effectiveness of these systems</i> | |
| 15. | Local support agencies have been consulted regarding this policy (eg. Police, LA lead) | <input type="checkbox"/> |
| | <i>Good practice- consultation with feeder primary/secondary schools so policies compliment each other as appropriate.</i> | <input type="checkbox"/> |

Section 5

Incidents Log

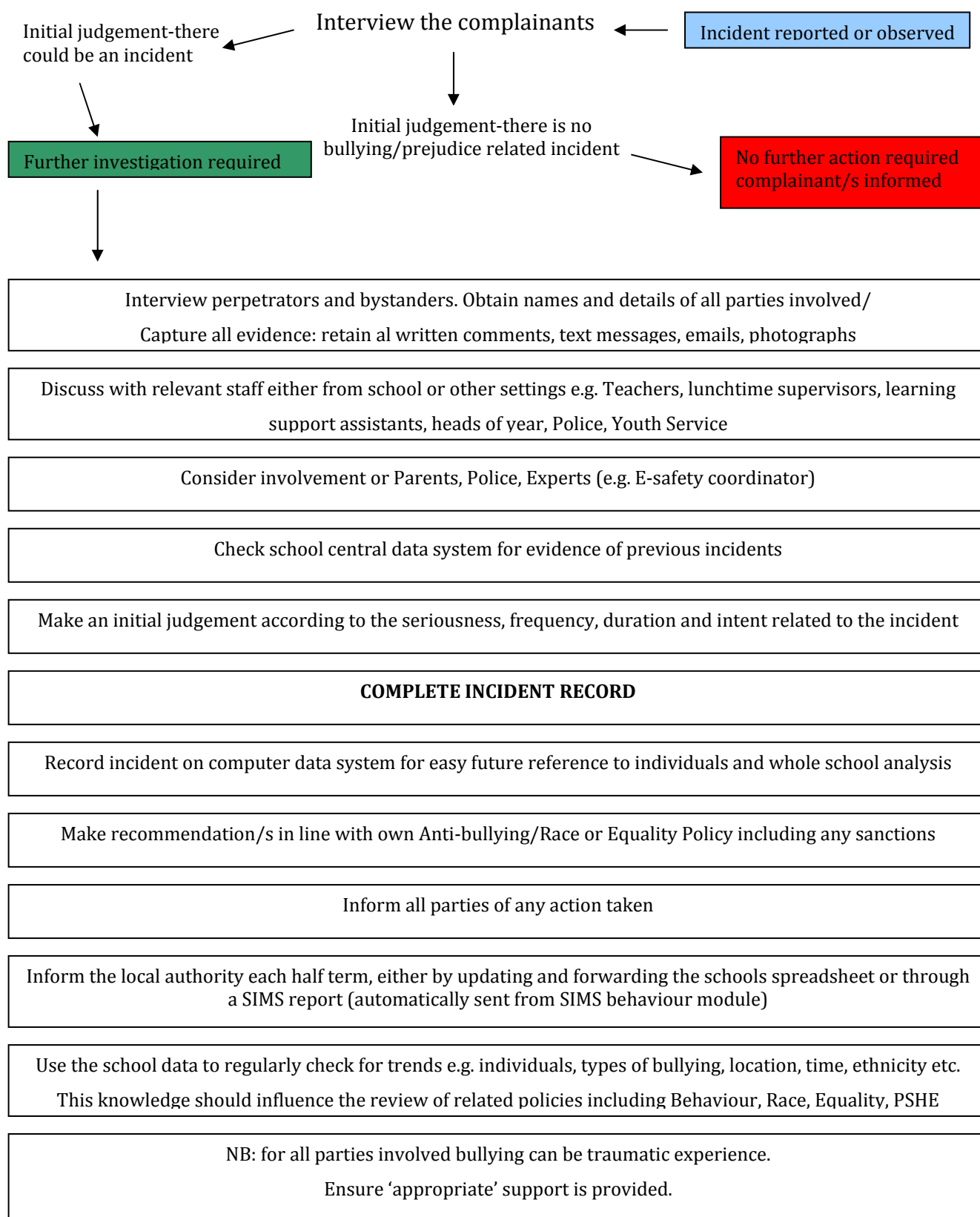
Section 5 Incidents Log

It is essential to record behaviour incidents so that the data is available for analysis, monitoring and evaluation for trends and patterns. It will contribute to school self-evaluation and action-planning processes that OFSTED monitor.

Prejudice Related (race homophobic disability) and Bullying Incident Recording

Flowchart for recording 'prejudice related' and bullying incidents.

Bullying & Prejudice Related Incident (race, disability, homophobic) Process Flowchart



Guidance on recording and reporting 'prejudice related' and bullying incidents.

1. Incident recording

All prejudice related and bullying incidents need to be recorded and the data available to analyse and monitor for ensuring the safeguarding of pupils. These are the details required to be recorded on the Bedford Borough spreadsheet and the SIMS Behaviour Module

Incident Details

Incident ID
Date
Time of Day
School Name
Behaviour Type:- Race. Homophobic. Disability. Bullying. and via Verbal. Physical. Cyber. Property. Other
People involved:- pupils, adults or groups
Numbers Involved
Resolution

Student Details

UPN
Role:- aggressor, target
Gender:- male, female
Ethnicity
Ethnicity Code
Year Group
SEN Code:- No SEN, SA, SA+, Statement
FSM:-
LAC
Incident Count
Action Taken

2. Incident reporting

There are two ways of reporting incidents to Bedford Borough local authority

a) Schools who have a SIMS computer system will need to be using the 'Behaviour Module' that comes with the system.

Following the SIMS guidelines at

http://www.capitaess.co.uk/home/BB_UseOfBehaviourManagementToRecordIncidents2.pdf

for completing the recording of 'prejudice related incidents', enables the information to automatically be sent to the LA each half term.

b) Schools who use G2 as their computer system will need to use the Bedford Borough Spreadsheet recording on to it prejudice related and bullying incident data from September each year, updating it throughout the year and sending it in to the LA a week before each half term and a week before the end of each term. There is one Excel spreadsheet but it has three Tabs with

- | | |
|---------------|------------------|
| Tab 1. | Instructions |
| Tab 2. | Incident Details |
| Tab 3. | Student Details |

G2 Spreadsheet for 'Prejudice related' and bullying incidents in Bedford Borough Council Schools

TAB 1 Instructions

Bedford Borough - Bullying, Racist, Homophobic and Disability Incident Record

Instructions for completing the Bullying, Racist, Homophobic and Disability Incident Record.
A new spreadsheet will be started each September. It needs keeping up to date and forwarding a week before the end of each half term and end of term using AVCO and the file needs to be named:-
822DDDD_Behaviour.xls (Where DDDD is your school DfE number)

There is one Excel spreadsheet but three tabs, with:-

Tab 1. (this one) Instructions, - Tab 2. Incident Details, - Tab 3. Student Details

'Behaviour Type' on the 'Incident Details' Tab is where the prejudice related incidents of race, homophobia, disability and bullying options are to be found. All fields/columns on Tab 2 & 3 will need to be complete.

Incident Details - Use this tab to record the detail of the incident

Incident ID	Enter a numerical value which is unique each time, ideally starting at 1 and going up consecutively
Date	Enter the date of the incident. Please use format DD/MM/YYYY
Time of Day	Select a value from the drop down list
School Name	Select your school name from the drop down list
Behaviour Type	Select a value from the drop down list
People Involved	Select a value from the drop down list
Numbers Involved	Enter the number of pupils involved in the incident
Resolution	Select a value from the drop down list

Student Details - Use this tab to record the detail of the students involved in the incident

Incident ID	Copy the Incident ID from the Incident Details tab and use the same ID for each of the pupils involved in the incident
UPN	Enter the Pupil's UPN
Role	Select a value from the drop down list
Gender	Select a value from the drop down list
Ethnicity	Select a value from the drop down list
Ethnicity Code	This will be automatically populated when you select an ethnicity description
Year Group	Select a value from the drop down list
SEN Status	Select a value from the drop down list
FSM	Select a value from the drop down list
LAC	Select a value from the drop down list
Incident Count	Enter the total number of incidents this pupil has been involved in to date
	Select the top relevant value from the drop down list

TAB 2 Incident Details

Incident ID	Date	Time of Day	School Name	Behaviour Type	People Involved	Numbers Involved	Resolution
1	11/11/2011	BB3 After school	Bedford Borough School	BB1 Bullying – Cyber	BB2 Pupil to Pupil	2	Further Action Required
2	12/12/2011	BB3 AM	Bedford Borough School	BB1 Race – Verbal	BB2 Pupil to Group	3	Resolved
3	15/12/2011	BB3 Lunch/Break Times	Bedford Borough School	BB1 Homophobic – Verbal	BB2 Pupil to Pupil	2	Resolved
4	08/01/2012	BB3 Out of school	Bedford Borough School	BB1 Bullying – Cyber	BB2 Pupil to Group	5	Unresolved
5	15/01/2012	BB3 PM	Bedford Borough School	BB1 Disability - Physical	BB2 Group to Pupil	3	Resolved

TAB 3 Student Details

Incident ID	UPN	Role	Gender	Ethnicity	EthnicityCode	YearGroup	SEN Status	FSM	LAC	IncidentCount	ActionTaken
1	bbc01234	Aggressor	Male	White - British	WBRI	Year 8	School Action Plus	No	Yes	1	BB4 Restorative Actions Aggressor
1	bbc01222	Target	Female	Chinese	CHNE	Year 8	No SEN	Yes	No	1	BB4 Restorative Actions Target
2	bbc01245	Aggressor	Male	White - Other white	WOTW	Year 10	Statement	Yes	No	1	BB4 Contact parent/carer of Aggressor
2	bbc01284	Target	Female	Black/Black British - Caribbean	BCRB	Year 10	No SEN	No	No	1	BB4 Support for Target
2	bbc01239	Target	Female	Black/Black British - Caribbean	BCRB	Year 10	No SEN	No	No	1	BB4 Support for Target
3	bbc01234	Aggressor	Male	White - British	WBRI	Year 8	School Action Plus	No	Yes	2	BB4 FT.Ex for Aggressor
3	bbc01253	Target	Male	Asian/Asian British-Any Asian Background	AOTH	Year 8	No SEN	No	No	1	BB4 Adult discussion/s with Target
4	bbc01254	Aggressor	Male	Not Obtained	NOBT	Year 8	No SEN	No	Yes	1	BB4 FT.Ex for Aggressor
4	bbc01291	Target	Male	Asian/Asian British - Bangladeshi	ABAN	Year 10	No SEN	No	No	1	BB4 Adult discussion/s with Target
4	bbc01239	Target	Male	Black/Black British - Caribbean	BCRB	Year 10	No SEN	No	No	2	BB4 Adult discussion/s with Target
4	bbc01288	Target	Male	Mixed - Any Other Mixed Background	MOTH	Year 10	No SEN	No	No	1	BB4 Adult discussion/s with Target
4	bbc01259	Target	Male	Roma/Roma Gypsy	WROM	Year 10	No SEN	No	No	1	BB4 Adult discussion/s with Target
5	bbc01234	Aggressor	Male	White - British	WBRI	Year 8	School Action Plus	No	Yes	3	BB4 P.Ex for Aggressor
5	bbc01279	Aggressor	Male	White - British	WBRI	Year 5	School Action	Yes	No	1	BB4 FT.Ex for Aggressor
5	bbc01240	Target	Female	Italian	WITA	Year 7	No SEN	No	No	1	BB4 Contact parent/carer of Target

The file needs to be sent via a secure system using either AVCO or S2S and the file needs to be named:-
822DDDD_GEN_822LLLL_BehaviourG2.xls
(Where DDDD is the schools DfE number)

The data is used to compile an annual survey of school incidents in Bedford Borough and shared with schools.