**South Gloucestershire**

**Anti–Bullying Policy Framework**

*This anti bullying policy framework can be used to check the current policy is up to date and fit for purpose. It can also be used as a template to write a new school policy. In addition to having an anti-bullying policy that follows the framework below and addresses the key questions asked, we recommend using the range of tools from the Anti Bullying Alliance to support your anti bullying practice and procedures. An anti-bullying self-assessment tool has also been produced and accompanies this framework. Anti-bullying policy, procedures and practice, including teaching and learning related to anti bullying, is reflected in the annual South Gloucestershire Education Safeguarding Audit.*

1. **Developing a policy – the process**

**1.1 The Introduction should include:**

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| **Consultation that has taken place:**Who has been consulted and how?e.g. governors, staff (teaching and non-teaching) pupils, parents/carers |
| **How the policy will be disseminated to schools community:** e.g. email, available on website, discussed with pupils |
| **A child friendly version of the policy exists:** Have pupils been involved in creating a child friendly version of the policy?e.g. is visible in each classroom or on the school website, used in PSHE lessons |
| **Links to other relevant policies** e.g. Behaviour management; Attendance; Equality & Inclusion; Safeguarding/Child Protection; Personal, Social and Health Education, Relationships and Sex Education |
| **Follows statutory guidance and best practice guidelines**[The Equalities Act 2010 and schools, DfE 2014](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)[Preventing and Tackling Bullying, DfE 2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)[Keeping Children Safe in Education, Inc. updated guidance as from 03 Sept 2018](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)[Anti-Bullying Alliance – updating or reviewing your policy](https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Whole%20school%20approach%20to%20writing%20or%20refreshing%20your%20AB%20policy.pdf) [Stonewall](https://www.stonewall.org.uk/our-work/education-resources) best practice education resource and toolkits:[Early Years](https://www.stonewall.org.uk/sites/default/files/getting_started_early_years.pdf) – celebrating difference and challenging gender stereotypes[Primary](https://www.stonewall.org.uk/sites/default/files/getting_started_toolkit_-_primary.pdf) - preventing and tackling homophobic, biphobic and transphobic bullying, including a pupil version of a sample school policy[Secondary](https://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf) – preventing and tackling homophobic, biphobic and transphobic bullying[Brighton and Hove Trans Inclusion Schools Toolkit 2nd edition](https://transfigurations.org.uk/filestore/trans-inclusion-schools-toolkit-brighton.pdf) |

**1.2 A clear rationale should be given:**

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| **Aim:**  E.g. To ensure that the whole school community understands that bullying is not acceptable in school and will not be tolerated. An anti-bullying culture in our school means that everyone feels safe, and can learn in a supportive and caring environment. |
| **Definition:** Bullying:-* goes on for a while or happens regularly
* is deliberate; the other person or persons wants to hurt, humiliate or harm to the person
* involves someone (or several people) who are stronger in some way than the person being bullied. The person doing the bullying has more power; they may be older, stronger (possibly both physically and emotionally), there may be more than one or they have some ‘hold’ over the person.
* may be perceived as peer pressure
* may go unreported if children do not feel safe to report it

What sort of behaviour does the school community define as bullying?Explicitly mention:* Emotional, Physical, Verbal, Indirect and all forms of online bullying.
* Bullying related to protected characteristics as identified in The Equalities Act 2010,(for both children and adults):

age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity* Bullying of and by school staff
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1. **Implementation**

Senior management should give a clear lead so that staff know what to do when an incident is reported. They need to act consistently. An anti-bullying launch involving the whole school will help.

**2.1 Methods to prevent and reduce bullying**

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| **Preventative measures:**What measures are in place to prevent bullying?Explicitly mention:* Peer led initiatives e.g. peer mediation, conflict resolution, restorative justice, rights respecting schools
* How you promote equality and celebrate difference e.g. assemblies, PSHE lessons
* Signposting outside support agencies
* How you regularly raise awareness of bullying issues

Include strategies to reduce bullying:* Provide a plan of teaching and learning / curriculum time for anti-bullying within the PSHE scheme of work for each year group
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* 1. **Reporting and recording Incidents**

When bullying does occur schools need to have a comprehensive system of recording each incident. There is no longer a duty to report these incidents of bullying to the local authority but a school has to have clear recording methods.

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| **Reporting:*** How do pupils report bullying?
* How do parents report bullying?
* How do staff report bullying?
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| **Recording:*** How are bullying incidents recorded?
* What will be done with this information, how will it inform practice and how will it be shared?
* Is recording policy and practice evidenced in the education safeguarding annual audit
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**2.3 Responding to Incidents of Bullying**

Each school must keep a record of all actions taken when bullying is reported

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| **Response:*** Acting consistently – explain how staff should respond to a reported / observed bullying incident?

E.g. is there a step by step approach or flow diagram? What is the timescale for responding to incidents of bullying?* What sanctions or restorative processes are available?
* How are bullying incidents fed back to parents?
* What should children and / or parents do if they are not happy with the response
* When does bullying turn into a safeguarding issue?
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| **Support:*** What support or interventions will be offered to the bullied child?
* What support or intervention might the bullying child be offered?
* What guidance and support is provided for parents/carers?
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**3. Monitoring and Reviewing**

What are the anticipated outcomes of the policy? How will the impact of the policy and procedures be measured? How will we know it is working?

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| **Monitoring:*** Who will monitor the implementation of the policy?
* How will the policy be monitored?
* How will bullying incidents and responses be monitored internally and by whom?
* How do you make everyone in the community aware of the policy and their role in implementing it?
* What data will be used to monitor impact (CPOMS, SIMS, and including pupil voice via the South Gloucestershire Online Pupil Survey)
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| **Reviewing:*** Who will review this policy?
* How often will the policy be reviewed?
* How will this policy be reviewed?
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