



Ide Primary School
Knowing Children As Individuals

Committee:	September 2018
Staff consultation:	September 2018
Review dates:	September 2020

Policy Statement on Anti Bullying

RATIONALE

Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils, and all staff have a duty of care to ensure that our pupils are safe from harm.

BACKGROUND INFORMATION

Ide Primary School is a community pre-school and primary school for children aged 2-11. In each year there are a number of children identified with Special Educational Needs. There is a wide cultural mix, social mix and varied family backgrounds. The school covers a rural village area but at least 50% of the families live within the city of Exeter. The school has an active PTA (Friends of Ide School), which involves itself in fund-raising and supporting the teachers.

DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE 'Preventing and Tackling Bullying 2017)

AIMS AND OBJECTIVES OF THE SCHOOL ANTI-BULLYING POLICY

The school will aim to:

- Prevent or reduce the incidence of bullying in school
- Create an emotionally safe environment where positive relationships can develop
- To educate against the use of homophobic and racist language
- Better reflect pupils' different families in school
- Actively teach children about British Values
- Actively teach children about the school's values
- Ensure that all pupils, parents/carers and staff are aware of this policy and their roles and responsibilities in contributing to its success.

The Anti-bullying policy reflects the school's mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community. At Ide Primary School, bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Other school policies which have relevance to the anti-bullying policy are:

- Attendance
- Behaviour policy
- Child Protection
- Children in Care (CiC)
- Confidentiality
- Prevent policy
- Drugs Education and Incident Management (within PHSE)
- Equality and Diversity
- Health and Safety
- PSHE
- Sex and Relationships Education (SRE) (within PHSE)
- Special Educational Needs and Disability (SEND)

LEGAL REQUIREMENTS

The DFE guidance on Preventing and Tackling bullying 2017 states that:

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."

The Education and Inspections Act 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.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty 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. Maintained schools and Academies are required to comply with the PSED.

In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Ide Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment
- Promote and sustain good behaviour

- Listen to all reports of bullying
- Address and report each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied - tell someone)
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others
- Follow the Golden Rules

Parents/carers should:

- Work in partnership with the school
- Advise their children to report any concerns to a member of staff at the time they happen
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School administrator to arrange an appointment with the child's class teacher to discuss concerns
- Co-operate with the school; if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day

MORAL AND VALUES FRAMEWORK

The school believes that all staff and children have the right to feel safe and secure in the school environment. The school encourages the following values:

- Care
- Community
- Citizenship
- Community
- Compassion
- Curiosity
- Challenge
- Courtesy

As well as

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

EQUAL OPPORTUNITIES

This school is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

CONTENT

The school's approach to educating pupils in personal, social and emotional skills will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. The school teaches a comprehensive programme of PSHE- 'You, Me, PSHE.

Topics will include:

Key Stage 1:

- Awareness of different forms of bullying
- Personal strategies to resist unwanted behaviour

Key Stage 2:

- Recognise, discuss and understand the nature of bullying and the harm that can result from it
- Homophobic and racist language in school

Cyber-bullying

The school recognises that there is a need to address the growing issue of cyber-bullying for young people today.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains

evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (DFE 'Preventing and Tackling Bullying 2017)

The school uses a number of formal and informal teaching opportunities to prevent bullying:

- Assemblies
- PSHE
- Anti-bullying week events
- Internet safety lessons
- Workshops to educate pupils and parents about online safety and bullying
- Posters around school
- School council involvement in deciding anti-bullying strategies

Recording Incidents

All incidents of bullying and discussions with the students and parents involved will be recorded on our online reporting tool (cpoms). These will be reported on at least termly by the Headteacher to governors.

The role of outside organisations and procedures for their involvement

Representatives from outside organisations will be used to support and assist teachers in the development of classroom based work and on a one-to-one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the children will be DBS checked.

Confidentiality

Children will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

Ide Primary School has a Safeguarding policy and procedure for dealing with child abuse based on the Local Authority guidelines and recommendations. This policy is available on request.

Complaints procedures

Any complaints about the anti-bullying procedures or programme should be made to the Headteacher who will report to the governors as needed.

Disciplinary procedures

It is important to support pupils in understanding the differences between the usual getting on and falling out of friendships and bullying.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure the child feels safe and secure
- All children involved in the incident (child bullied, perpetrator/s and witnesses) will be interviewed
- Parents/carers will be informed if it is concluded that bullying has occurred or if the school feels it necessary.

Strategies to support a whole school approach

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- We have clear set of picked on guidelines that are the initial process for sorting out problems which are friendship based and can be used to alert member s of staff to possible bullying.
- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying
- Awareness raising posters are displayed in classrooms and corridors which show the schools picked on guidelines.
- A friendship bench
- The school council regularly review and discuss bullying
- Appropriate leaflets and literature will be provided for the children
- Children will be encouraged to understand their roles in preventing bullying, using, for example, drama; role-play and novels
- Children will be guided to understand the feelings of bullied children and to practice the skills they need to avoid bullying

What will we do in the case of a report of Bullying?

- ❖ Listen
- ❖ Investigate incidents at the time they happen
- ❖ Alert all staff to the situation

- ❖ Monitor what is happening
- ❖ Encourage children to follow the picked on guidelines
- ❖ Encourage children to report incidents at the time they happen or to a named adult to whom they feel comfortable talking to
- ❖ Take action where there is evidence
- ❖ Inform parents of the perpetrators if necessary
- ❖ Provide support for the victim
- ❖ Provide support and education for the 'bully' to enable them to change their behavior and understand the impact on their victim

Monitoring procedures

Records will be kept of all reported bullying incidents by the Headteacher including details of the age and gender of the children involved, the nature of the incident and actions taken.

MONITORING AND REVIEW OF THE POLICY AND PROGRAMME

Possible success indicators which will indicate the effectiveness of the policy and programme will include:

- fewer reports of bullying
- more pupils reporting that they feel safe in school (annual questionnaire)
- more pupils feeling that there is less bullying in school
- more staff responding to bullying behaviour
- positive feedback from parents/carers

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus and the policy will be made available on the schools website.