

## Our Lady of Perpetual Succour Catholic Primary School

*We learn to love everyone as Jesus loves us.*

### ANTI-BULLYING POLICY

#### RATIONALE

At Our Lady's we work hard to develop strong relationships with children, parents/carers, governors and the community; in the context of a secure, safe, happy, orderly, caring Christian environment, which provides opportunities for personal growth and in which children receive their entitlement – a quality education.

In this context, with the co-operative ethos, bullying is less likely to emerge, but **prevention is better than cure** and nowhere is free of risk. Bullying can have a devastating effect on victims; it can lead to absenteeism, under-achievement, and, in the worst cases, to depression and suicide. For the silent majority who witness bullying or who know that it is happening, the weight can be traumatic leading to feelings of worry, fear and guilt. Thus, to develop positive self-images and self-worth, bullying must be prevented in school.

#### CONTEXT

##### **Why do we at Our Lady's have an Anti-Bullying Policy?**

We have a responsibility to safeguard all pupils. The aim of this document is to ensure a unified approach is practised across our school when dealing with bullying behaviour within our setting.

##### **What is in the Anti-Bullying Policy?**

Our Policy sets out the rights of all stakeholders in relation to bullying.

It contains definitions of bullying and signs and signals for staff, pupils and other stakeholders to be vigilant of, that may indicate that a person has been, or is being bullied. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combating bullying.

Our policy takes into consideration consultation with stakeholders, as well as guidance that exists, *(it is important to note that guidance will change over time and the latest guidance should always be taken into consideration)*, data available and training undertaken. Please refer to Appendix ix for information on the latest guidance as of August 2020. The policy will be subject to regular review to ensure it conforms to the latest guidance and that it reflects current practice within the school. The implementation of the policy is the responsibility of all staff and stakeholders. This policy is supported by and links closely to other policies such as the school's Behaviour for Learning Policy, E-Safety, Acceptable User Policy, Equality Duty Policy, Confidentiality and Curriculum Policy, all of which safeguard and promote the welfare of children in this school.

## GUIDELINES

### Definition

The Department for Education defines bullying as:

***“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally.”*** (Preventing & Tackling Bullying, July 2017)

Bullying is, therefore:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures.
- **The willful, conscious desire to hurt someone.** It can be physical, verbal, psychological, or emotional. It can be short-term or can continue over years. It may be individual intimidation or group bullying. It can occur from nursery to adulthood and to persons from all backgrounds, races, cultures and from each sex. (Appendix i - Bullying Behaviour)

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- physical (for example, hitting, kicking, theft)
- verbal (for example, racist or homophobic remarks, threats, name-calling)
- emotional (for example, isolating an individual from the activities and social acceptance of their peer group)
- cyber – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.

### Recognising bullies / victims

There is no unique collection of characteristics that make bullies, they are not recognisable stereotypes. However, both male and female bullies do have things in common. (Appendix iv - Early Warning Signals)

Bullies can also be victims, although bully/victims are in a minority. Victims are likely to be children who are not assertive (timid), unlikely to fight back, loners with few friends, anxious or fearful, younger children and those outside a group. It has to be remembered that vulnerability is not always visible to adults.

## **Immediate response to bullying**

- Remain calm
- Take the incident or report seriously
- Reassure the victim
- Listen carefully
- Think about whether the action needs to be private or public.
- If it appears to be bullying, rather than bossy or boisterous behaviour, then put the school's procedures into operation.

## **THE SIGNS OF BULLYING**

There is no certain way of spotting that a person is being bullied. Staff should be vigilant in order to identify any of these physical or behavioural changes in a person as soon as possible.

The following physical and behavioural signs have been identified by a number of agencies who have undertaken research around bullying (including Kidscape, Bullyonline, Anti-bullying Alliance) as indicators that bullying has or is taking place:

- Significant changes in normal behaviour or attitude
- Challenging behaviours
- Appearing upset
- Anger
- Being withdrawn
- Quietness
- Depression
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you."

We also recognise the role of pupils and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

We as a school are taking proactive steps to support our vulnerable pupils by supporting individuals and small groups. There are designated staff roles. We are aware of our individual pupil's needs, have school intervention programmes and work in partnership with external support agencies.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Loners with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health, diet etc.
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveller Children
- Looked After Children
- Lesbian/Gay/Bisexual, Transgender or Questioning children
- Young carers.

In order to support all pupils within the school, we focus on each individual pupil. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates and Common Assessment Framework (CAF) meetings, pupil voice and other targeted support for pupils.

## PROCEDURE

We as a school recognise the need for a prompt response to an incident that appears to be bullying. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm
- Discuss and log incident with victim using patience or understanding. Consider the antecedent and environment that might make the victim more vulnerable.
- Listen carefully. Allow the victim or reporter of the incident to tell their story. He/she may wish to have another person present, such as a friend.
- Record events using exact wording at every stage, including actions agreed/taken.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring, who is carrying out the bullying and how the victim is responding to the bullying
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses, if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view.
- If it appears to be bullying, make the unacceptable nature of the behaviour clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position.
- Explain clearly the reparation.
- Inform the Headteacher or Deputy Headteacher who will have overall responsibility for overseeing the records, reports and the effectiveness of interventions of the incident.
- Complete the School Bullying Incident Report Form (Appendix viii) (guidance for this is attached in Appendix x)
- Arrange to meet the parents/carers of all of those involved in the incident(s)
- Think ahead about supporting both victim and bully.
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school action.
- Arrange follow up discussions within an agreed timetable.

The types, rates and patterns of bullying, and the effectiveness of the school's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

We as a school are aware that the school has a responsibility to safeguard pupils outside school and it is our responsibility to safeguard and take action, providing evidence that we have done so. We are teaching our pupils about staying safe online and internet safety and the consequences of inappropriate actions.

The school aims to analyse incident logs, behaviour in and out of lessons, complaints, pupil/parent and other stakeholder voice, rewards and sanctions and to respond to these appropriately.

We as a school continually monitor and measure the effectiveness of our anti-bullying policy and practice and will make changes to bring further improvements to the procedure as appropriate. The safety and wellbeing of pupils and all stakeholders is the basis for this policy and work on anti-bullying conducted by the school.

## **PREVENTATIVE TACTICS**

### **THE CURRICULUM**

In all aspects of school life there is an emphasis on the importance of relationships. Individuals in the community:

- value one another publicly
- give frequent praise, encouragement and support
- celebrate successes, their own and others' and share problems.
- worship together daily.

Thus, some of the bullying which emerges from feelings of being unloved, valueless and unable to express oneself are avoided.

Specific work is undertaken in Religious Education on topics like 'Friends', 'Belonging', 'Unity', 'Choices', 'Freedom and Responsibility' and 'Rules' This is augmented in assemblies.

Proactive strategies for the school can involve:

- Social and Emotional Aspects of Learning (SEAL)
- PSHE lessons supporting pupils in understanding what bullying is and how to combat it, encouraging pupils to problem solve. Through PSHE, children are encouraged to talk about their feelings and things that are worrying them. (See below)
- Circle time activities that could involve valuing diversity and the role of the bystander.
- Peer support, buddy systems, structured playground games and Circle of Friends.
- Restorative practice approaches
- Resilience building, nurture group, emotional literacy groups
- Involving parents/carers and professionals in being proactive.
- Any child considered to be at risk is counseled individually and the class teacher and child work towards a resolution.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.
- Assembly time/ Collective Worship
- Useful information in the form of posters placed at child-friendly heights
- School Council used as a voice of the child.

## **PSHE (PERSONAL, SOCIAL AND HEALTH EDUCATION) NATIONAL FRAMEWORK**

The PSHE National Framework provides learning outcomes specific to bullying. In 'Developing *good relationships and respecting the differences between people*' pupils are taught to be aware of exploitation in relationships, to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively, and to take the initiative in giving and receiving support.

In PSHE, time is devoted to non-conflict resolution. The school participates in a range of activities and events as part of national Anti- Bullying Week, an event which has a different theme each year and takes place, usually, in November. Any child considered to be at risk is counselled individually and the class teacher and child work towards a resolution.

## **Play Leaders**

All of our Year 6 children have been trained to be school play leaders. They have the skills to identify children who seem to have no playmates and also instigate games and activities on the playground. They visit our infant playground on rotation to foster positive relationships and encourage team games in a spirit of friendship.

## **Literature**

There are fact and fiction books which address bullying sensitively. These can be found in the library or provided by the PSHE coordinator. Drama is utilized to explore issues, raise awareness and deepen understanding through approaching situations from various angles and viewpoints, including those which lie beyond the pupils' direct experience.

Working through the medium of drama, the pupils are able to discuss bullies and bullying in contexts which are distanced from their own realities.

Problem solving activities are employed effectively in many areas of the curriculum and children work together. In year 4 and year 6 there is a residential visit which enables the staff and children to get to know each other better and develop resilience and team building skills amongst the children.

## **Supervision**

We ensure that key areas of the school are adequately supervised and staff are vigilant. Children are given opportunities to take responsibilities and demonstrate initiative (peer mentors, prefects and school council). The school aim to regularly ask pupils via a map of the school and vicinity where vulnerable places might be and act upon this appropriately.

## **Training**

We as a school recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies

## **COMMUNICATION**

Parents/carers are made aware of the school's policy at the induction meeting and through the documentation. The Home-School Agreement seeks to establish an active partnership between parents/carers, staff and Governors and promotes Christian values. Parents/carers know that the school acts to prevent bullying not just to deal with bullying incidents.

There is information published on newsletters and on the school's website.

New intakes are reassured that bullying is not permitted and it is a warning to potential bullies that such behaviour is unacceptable from the outset. The staff do not wait for bullying to be proved before it is acted against.

If any bullying incidents occur these are reported to the Governing Body on a termly basis through the Headteacher's Report.

## CYBER BULLYING

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. However, their popularity provides increasing opportunities for misuse through 'cyber bullying'. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents/carers and young people have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyber bullying adds a worrying dimension to the problem of bullying – there's no safe haven for the person being bullied. Unlike other forms of bullying, cyber bullying can follow children and young people into their private spaces and outside school hours. Cyber bullies can send their messages to a wide audience with incredible speed, and can often remain unidentifiable and unseen.

***“Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior”***  
(stopbullying.gov, 2019)

Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent/carer or teacher, but it is highly intrusive and the hurt it causes can be very severe. Young people are particularly adept at adapting to new technology, an area that can often seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS - Parents Over Shoulder, TUL - Tell You Later) make it difficult for adults to recognise potential threats.

The PSHE Curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely.

### **Cyber Buddies**

Here at Our Lady's we appoint two cyber buddies per year group. These children are trained to support their peers and remind us about our 'e-safety' rules.

## HATE CRIME

A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate.

If an incident appears to be a hate crime or incident, we as a school recognise the need for this to be reported to the police if appropriate or contact made with one of Halton's reporting centres (see Appendix xii).



## **EDUCATION ACT 2002**

Section 175 of the Education Act 2002 places a duty on the Governing Body of schools and on the Local Authority to:

- Make arrangements to carry out their function to safeguard and promote the welfare of children through rigorously enforced strategies
- Take all reasonable measures to ensure that risks of harm to children's welfare are minimised
- Take all appropriate action to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

## **EDUCATION ACT 2006**

Section 89 of the Education Act 2006 places a duty on the Governing Body of schools and on the Local Authority to:

'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'. (Preventing and Tackling Bullying July 2017)

## **REVIEW**

This Anti Bullying Policy will be renewed in the light of training and changes in legislation or at the request of a member of the school community. If there are any amendments, children and parents/carers will be informed and they will be agreed by the staff and Governing Body.

### **BULLYING BEHAVIOUR**

Bullying ranges from just a look (subtle intimidation) to vicious assault. At the extreme end of the spectrum, children have been physically maimed, driven to suicide and even murdered.

- Name calling including racist name calling
- Malicious gossip
- Damaging or stealing property
- Coercion into acts against will
- Violence and assault
- Pinching/kicking
- Jostling
- Teasing
- Intimidation
- Humiliating
- Extortion
- Ostracising
- Racial Harassment
- Damaging school work and equipment
- Text message bullying
- Phone call bullying via mobile phone
- Picture/video-clip bullying via mobile phone cameras
- Email bullying
- Chat room bullying
- Bullying through instant messaging and/or social networking sites.

## **Bullying/Bossiness and Bullying/Boisterous behaviour**

Recognise difference between:

### **Bullying**

Focused on younger smaller and timid children increasingly relying on threat and force.

Willful conscious desire to hurt, threaten and frighten.

### **Bullying**

Play spoiling other children's activities, showing violence and hostility.

Rough, intimidating behaviour

### **Bossiness**

Bossing whoever is around at the time.

Usually grown out of it as they mature and learn social skills.

### **Boisterous behaviour**

More natural, uncontrolled – not vindictive, high spirits, not unfriendly.

### TYPES OF DISCRIMINATION

- Racism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- Sexism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- Homophobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- Biphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about sexual people.
- Transphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognizing chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- HBT (Homophobia, Biphobia & Transphobia): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are the 'norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- Religious discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- Disablist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- Classist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

## **Guide to Understanding & Responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.**

### What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender identity.

### What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or 'jokes'.
- Offensive graffiti
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g. 'those trainers are so gay'.

### Top tips for staff:

- To read and understand the Anti-Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how would they feel should this language be used against them.
- To look at ways forward following on from the incident e.g. a class discussion about language.
- Record the incidents correctly for monitoring purposes.

## EARLY WARNING SIGNALS

Bullies tend to

- have assertive, aggressive attitudes over which they exercise little control
- lack empathy, they cannot imagine what the victim feels
- lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

Reasons for being a bully may be

- victim of violence
- enjoyment of power/creating fear
- copying behaviour at home or on T.V.

Reason for being a victim may be

- race/sex/class
- new child in school
- child with family crisis
- disability – or difference of any kind
- low self-esteem
- display 'entertaining' reactions when bullied e.g. loss of control, tantrums.

Signs of distress

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting.

## INVESTIGATING BULLYING BEHAVIOUR

The following steps need to be followed when dealing with bullying behaviour -

- Continue to reassure the victim.
  - Ask the bullied pupil to record the events in writing.
  - Ask the bully to record the events in writing.
  - Consider the written evidence.
  - If it is bullying behaviour make the unacceptable nature of the behaviour very clear to the bully.
  - Try to enable the bully to see things from the victim's position.
  - Explain clearly the punishment and why it is being administered.
  - Inform the Headteacher or Deputy Headteacher of the incident.
  - Complete a Bullying Incident Report Form – Appendix viii. Copies can be found in the 'Incidents' file in the Headteacher's Office / Staff room or on the shared drive.
  - Arrange to meet the parents/carers of all of those involved in the incident(s).
  - Think ahead about supporting both victim and bully.
  - Show parents/carers written statements, discuss resulting action and what they can do to reinforce and support the school action.
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- Bullies need help to show them that they can satisfy their needs through working with others rather than in confrontational or competitive ways. Their parents/carers may need to discuss how to help to change their child's behaviour to conform with the school's ethos and expectations.
  
  - Victims need their self esteem raised through activities which are designed to improve their social skills. They may also need support to counter feelings of inferiority and/or guilt. Parents/carers may need to be advised on how they may help their child. A copy of Appendix vi can be given to parents/carers and Appendix vii to victims.
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- Place the victim's and the bully's accounts of the events with the Bullying Incident Report Form in the 'Incidents' file in the Headteacher's Office. If a child is injured, a photograph of the injury needs to be put with the report form.  
(The fact that the incidents are recorded conveys to all concerned how seriously the school regards bullying behaviour!)
  
  - Inform colleagues if the incident arose out of a situation where everyone should be vigilant, for example, unsupervised toilets.

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**ADVICE AND GUIDANCE FOR PARENTS/CARERS**

**RE: BULLYING BEHAVIOUR**

Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.

Take an active interest in the child's social life. Discuss friendships, how playtime is spent and the journey to and from school.

If you think your child is being bullied in school inform the staff immediately and ask for a meeting with your child's class teacher. Furthermore, when discussing the problem with your son or daughter follow the advice given for victims.

Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding *WHO, WHAT, WHERE* and *WHEN*.

With the class teacher devise strategies that will help your child and provide her/him with support. If you require further assistance make arrangements to meet with the Headteacher or Deputy Headteacher.

If you are not helped by the staff, tell a Parent Governor about your problem.

If you receive no help from the Parent Governor then make an appointment to meet with the Chair of Governors.

Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature. More positively, encourage your child to recruit friends. A child who has friends is less likely to be bullied.

**FOR BOTH VICTIM AND PARENTS/CARERS**

If your son or daughter is being bullied:

- First, tell your son or daughter that there is nothing wrong with him/her. He/she is not the only victim.
- Advise your son or daughter not to hesitate to tell an adult, for example a liked and trusted teacher.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about.
- Advise your son or daughter not to try and "buy the bully off" with sweets or other 'presents', and not to give in to demands for money.
- Together with the class teacher and your son or daughter, work out a plan of action. Should the bullying be repeated the plan must be followed and the class teacher told that it has happened again.



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## **A TIME TO TALK**

### **ADVICE FOR CHILDREN RE: BULLYING BEHAVIOUR**

- If you think or feel that you are being bullied by another person tell an adult that you can trust, perhaps your parent/carer or teacher. In school everything is handled sensitively and discreetly.
- If someone else is being bullied or distressed, take action. Watching and doing nothing can suggest support for the bullying. Tell an adult.
- Only accept children who do not bully other children into your circle of friends. Stick together. There is strength in numbers. Bullies soon stop if they are isolated.
- Never try to “buy the bully off” with sweets or other “presents,” and do not give him/her money. Say “No” to the bully.
- Work out a plan of action with the adult that you trust.

**REMEMBER – IF YOU THINK OR FEEL THAT YOU ARE BEING BULLIED, TELL SOMEONE THAT YOU CAN TRUST, KEEP TELLING until SOMEONE HELPS.**

**BE PERSISTENT AND INSISTENT**



**DETAILS OF INCIDENT**

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**7. ACTION TAKEN**

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**9. Have parents/carers of victim been informed? YES/NO**

**Have parents/carers of perpetrator/s been informed YES/NO**

**10. REPORT FORM COMPLETED BY .....**

**Designation**

.....

**Signed ..... Designation:**

**Head/Deputy**

**Date .....**

**Please pass completed copy to the Headteacher's, Thankyou**

### Useful Information

We as a school follow the latest information, advice, legislation and guidance in all our work around bullying. As of August 2020 this includes:

#### A. Legislation

- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Education Act 2011 (Cyber bullies)
- Education and Inspections 2006 ('measures to encourage good behaviour and prevent all forms of bullying amongst pupils')
- Equality Act 2010 (Covers 8 protected characteristics. Schools as public bodies have a duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations)

#### B. Advice and Guidance

- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies' July 2017
- DfE 'Behaviour and Discipline in Schools Guidance' July 2020
- DfE 'Research Use and Effectiveness of Anti-Bullying Strategies in Schools' April 2011
- Anti-Bullying Alliance
  - Website - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
  - Self-Assessment Toolkit
  - Tackling Bullying in Schools: Mapping Approaches Literature Review
- NSPCC School Anti-Bullying Checklist
- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2018)

#### C. Key Ofsted Documents

- Framework for School Inspection
- Evaluation schedule for inspection of maintained schools and academies
- Conducting school inspections
- Grade descriptors for judgements
- Guidance grade descriptors and supplementary subject-specific guidance
- Ofsted judgements related to bullying
- Behaviour and safety of pupils at the school
- Quality of leadership and management of the school

## **School Incident Report Form**

The School Incident Report Form should include details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

The reporting system should be part of, or compatible with, the Pupil Behaviour Management System, and be capable of interrogation. This data will provide evidence for the School Self-Evaluation Form, Healthy Schools Status and Enhancement, and Accreditation.

Bullying Incident Records can be used to:

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify ‘vulnerable pupils’ and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, pupils and local authorities.

**Key Bullying Helplines/Websites for more Information**

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.childline.org.uk/explore/bullying/pages/bullying.aspx](http://www.childline.org.uk/explore/bullying/pages/bullying.aspx)

[www.antibullyingweek.co.uk](http://www.antibullyingweek.co.uk)

[www.bullybusters.org.uk](http://www.bullybusters.org.uk)

[www.diana-award.org.uk/anti-bullying](http://www.diana-award.org.uk/anti-bullying)

[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)

## Hate Crime Reporting Centres in Halton

<p><b>Riverside College (Cronton)</b> Cronton 6th Form Campus Cronton Lane Widnes, Cheshire, WA8 5WA</p>	<p><b>Riverside College (Runcorn)</b> Runcorn Campus Campus Drive Runcorn, Cheshire, WA7 4RE</p>
<p><b>Riverside College (Kingsway)</b> Kingsway Campus Kingsway Widnes, Cheshire, WA8 7QQ</p> <p>Open for students</p>	<p><b>Halton Speak Out</b> The Old Police Station Mersey Road Runcorn Cheshire, WA7 1DF</p> <p>Phone No: 01928 588 526</p>
<p><b>Liverpool Housing Trust</b> Priory House, Northway Runcorn, Cheshire, WA7 2FS</p> <p>Phone: 01928 796000 Open for Liverpool Housing Trust tenants</p>	<p><b>Affinity Sutton Housing (Widnes)</b> 265 Cherrysutton Estate Widnes WA8 4TH Phone: 0845 217 8601</p> <p>(Open for all tenants on Wednesdays only)</p>
<p><b>Gay and Lesbian Youth Service</b> Phone: 07747 473 829 for further information.</p> <p>Open for all LGBT young people</p>	<p><b>Riverside Housing</b> Halton Brook Avenue Halton Brook Runcorn Cheshire, WA7 2NW</p> <p>All tenants of Riverside</p>
<p><b>Halton Citizens Advice Bureau – Widnes Office</b> Unit 3, Victoria Buildings Lugsdale Road Widnes, WA8 6DJ</p> <p>Open to All</p>	<p><b>Halton Citizens Advice Bureau –Runcorn Office</b> Ground Floor Grosvenor House Runcorn, WA7 2HF</p> <p>Open to All</p>
<p><b>Ditton Youth &amp; Community Centre</b> Dundalk Road Widnes Cheshire, WA8 8DF Club Tel No: 0151 420 0001 Community Centre No: 0151 423 3121</p> <p>Outreach mobile number is: 07724 615 988</p>	<p><b>Chapelfield Youth Club</b> Chapelfield Community Centre Wilsden Road Hough Green Widnes, WA8 7XS Club Tel No: 0151 495 1662</p> <p>Outreach mobile number is: 07724 615 988</p>
<p><b>Murdishaw Youth Club</b> Moorings Close Runcorn Cheshire, WA7 6DQ Club Tel No: 01928 710 273</p> <p>Outreach mobile number is: 07821 396 977</p>	<p><b>Palacefields Community Centre</b> The Uplands Runcorn Cheshire, WA7 2UA Club Tel No: 01928 797784</p>
<p><b>CRMZ</b> Kingsway Widnes WA8 7QE</p> <p>0303 333 4300</p>	<p><b>West Bank Youth Club</b> Transporter House Mersey Road Widnes WA8</p>

<p><b>Murdishaw Community Centre</b> Barnfield Avenue Murdishaw Runcorn, Cheshire, WA7 6EP</p> <p>Phone No: 01928 718 285</p>	<p><b>Grangeway Youth &amp; Community Centre</b> Grangeway Runcorn Cheshire, WA7 5HA</p> <p>Club Tel No: 01928 583 320 Community Centre No: 01928 569 474</p>
<p><b>West Runcorn Youth Centre</b> Russell Road Weston Point Runcorn, Cheshire, WA7 4DP</p> <p>Club Tel No: 01928 581 722</p>	<p><b>Duke of Edinburgh</b> West Runcorn Youth Centre Russell Road Weston Point Runcorn, Cheshire, WA7 4DP</p> <p>Club Tel No: 01928 581 722</p>
<p><b>Castlefields Community Centre</b> Chester Close Castlefields Runcorn, WA7 2HY</p> <p>Phone No: 01928 563 839</p>	<p><b>Upton Community Centre</b> Hough Green Road Widnes WA8 4PF</p> <p>Phone No: 0151 423 1386</p>
<p><b>Halton Housing Trust</b> Daresbury Point Green Wood Drive Manor Park, Runcorn, WA7 5LT</p> <p>Phone No: 0800 195 3172 or 0303 333 0101</p>	<p><b>Halton Housing Trust</b> Foundry Lane Widnes WA8 8TZ</p> <p>Phone No: 0800 195 3172 or 0303 333 0101</p>
<p><b>Staff within Halton's Direct Link Contact Centres have also been trained and can be contacted via the Council's main number:</b></p> <p>0303 333 4300</p>	
<p><b>Staff with Halton's One Stop Shops have also been trained. These are drop-in facilities and do not have phone numbers:</b></p>	
<p>Widnes Direct Link One Stop Shop 7 Brook Street Widnes Cheshire, WA8 6NB</p>	<p>Halton Lea Direct Link One Stop Shop Concourse Level Rutland House Halton Lea, Runcorn, WA7 2ES</p>
<p>Runcorn Direct Link One Stop Shop Church Street Runcorn Cheshire, WA7 1LX</p>	<p><b>True Vision Website</b> (owned by the Association of Chief Police Officers)</p> <p><a href="http://www.report-it.org.uk">www.report-it.org.uk</a></p>

Updated Autumn 2020

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