

ANTI-BULLYING

We believe this policy relates to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education (DfE)

We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

'There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression);
 - repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence; and
 - difficult for victims to defend themselves against.
- (Respecting Others: Anti-Bullying Overview (Welsh Government 2011))

We believe bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

We believe it is our moral and legal duty to protect transgender pupils and school personnel from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims & Objectives

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

Procedures

Bullying is one of the recognised behaviours of Peer on Peer Abuse and as such this policy is to be seen in conjunction with the Peer on Peer Abuse Policy, Child Protection Policy and Behaviour Policy.

Stage 1 = Being made aware

We may be initially made aware by an allegation made by parents, other adults, staff, pupils, other pupils. At this stage we will then:

- *Discuss with the children concerned individually and then together (as part of our Restorative Justice Approach), at both times explaining the definitions and expected behaviours. This record will be kept in the Child Protection system.*
- *We will notify both sets of parents with an 'allegation of peer on peer abuse' letter, arranging a meeting to discuss strategies. This record will be kept in the Child Protection system.*
- *Monitor to gather any evidence – in order to make a clear decision*

If at any stage, we have a significant safeguarding concern we will notify Social Services.

Stage 2A = Decision – that it is not peer on peer abuse

- *If, after a period of observation, a decision is made that there is no peer on peer abuse then the record will be kept in the Child Protection system in order to be used in future allegations should the need arise. The children will be told that there is no peer on peer abuse and will be supported to manage their friendship in line with our pastoral procedures. Parents will be informed that there is no peer on peer abuse and that they should support the children and school in helping the children to move forwards.*
- *If it appears that there are malicious allegations of peer on peer abuse being made by a child towards another we will regard this as a form of peer on peer abuse itself. The parent of that child will be informed. The parent of the child who had the original*

allegation made against them will also be informed. A record will be kept in the Child Protection system.

- *If it appears that there are malicious allegations of peer on peer abuse being made by a parent then the parent will be issued with a 'notice of ban from the school premises' for a period of time. The school will decide on the period of time. If there are further negative developments from the parent the school will report the parent to the police.*
- *Support will be provided for children involved – see below*

Stage 2B = Decision – that there is peer on peer abuse

- *If a decision is made that the behaviour is peer on peer abuse, then sanctions and support will be applied.*

Stage 3 = Sanctions & Support

A) Sanctions and support for a child who is abusing another:

- *Communication with Social Services if it is at a level of significant concern as this is often an indication of a wider SAFEGUARDING CONCERN for this child themselves*
- *It may be that Social Services decide that a Common Assessment Framework (CAF) is written with regular Team Around the Child (TAC) meetings involving parents, social services, the school Designated Safeguarding Lead (D/DSL). This would identify any additional support this child may require such as:*
 - *Home-school systems*
 - *Restorative Justice*
 - *Counselling*
 - *Social Services visits*
- *Issuing of 'Confirmation of Peer on Peer Abuse' notification to both sets of parents with the school sanction identified. This record will be kept in the Child Protection system. Sanctions applied are at the discretion of the Headteacher, and may include any of the following in any combination:*
 - *Internal exclusion for a period of time*
 - *External exclusion*
 - *Segregation from the other child as required in lessons, dependent on the situation, for a suitable period of time*
 - *Segregation from the other child at playtimes. This is likely to be that the child will have their own playtime, not at the same time as the other children in the school, for a fixed period of time. This period of time will be determined by the school*
 - *Withdrawal from any lunchtime or after school club privileges and withdrawal from any pupil councils, for a fixed period of time. This period of time will be determined by the school*
 - *Counselling from staff or from an external provider for a period of time*
 - *Social stories group work for a fixed period of time*
 - *Behaviour Chart applied requiring playtime / lunchtime / end of school check-ins with a member of the Senior Leadership Team*
- *It may be that the school will need to produce a Risk Assessment against any further incidences. This will be kept on the Child Protection system.*

B) Support for the child who has been abused:

- *Records kept on the Child Protection system*
- *Support may include some of the strategies below:*

- *Counselling from an ELSA or SENCO or HT or from an external provider for a period of time*
- *Help and advice on assertiveness so as to help them develop healthy relationships*
- *Wellbeing checker applied so that their wellbeing can have regular check-ins so as to see how they are managing*
- *Additional Class PSHE sessions*
- *Additional Key Stage or School Collective Worship sessions*
- *Advice for parents as to how to support*

C) *Ongoing monitoring of the situation will continue*

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents, school personnel and governors on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;

- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully in accordance with the behavior Policy;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;
 - the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- annually report to the Governing Body on the success and development of this policy
- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;

Role of the PSHE Coordinator

The coordinator will:

- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:
 - friendship stops
 - playground buddies
 - peer mentors
 - safe places for vulnerable groups
- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;

Role of the Nominated Governor for Equalities

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as PSHE lessons, circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- follow the following instructions if they are bullied:
 - get away from the situation as quickly as you can
 - report what happened to you to one of the school personnel by telling them:
 - what has happened to you
 - how you feel
 - if you have been bullied before
 - who bullied you
 - where the incident happened
 - when it happened
 - make sure that your report is dealt with and who you told
 - tell your parents or another family member
 - ask for counselling if you are really upset
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and Golden Rules and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- agreeing a definition for bullying;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Training for School Personnel

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - What is bullying?
 - How to identify, prevent and manage bullying.
 - Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
 - Recognising bullying.
 - Anti-bullying strategies.
 - How to deal with a bullying incident.
 - Counselling the bullied and the bullies.
 - Anti-bullying week.
 - Tackling Homophobia
 - Building pupils resilience to bullying.
 - Working and co-operating with parents and carers
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Records

- Records will be kept in a uniform and systematic way.
- All reported incidents of bullying are investigated, dealt with and recorded.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes.
- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

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| <ul style="list-style-type: none">▪ Behaviour▪ Child Protection▪ Peer on Peer Abuse | <ul style="list-style-type: none">▪ |
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