

Brown Clee C.E Primary School

# Anti - Bullying



## POLICY DOCUMENT

Reviewed September 2018  
Future review date September 2019

# **BROWN CLEE CE PRIMARY SCHOOL**

## **Anti- Bullying Policy**

**At Brown Clee CE Primary School we develop an awareness of what constitutes good behaviour based on Christian values. We aim to produce an environment where everyone, especially children, feel safe, secure and respected enabling children to develop a sense of self-worth, respect and tolerance of others based on forgiveness.**

### **Taking into account**

- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies (July2017)
- Working Together to Safe guard children 2015
- Keeping Children Safe 2016
- Shropshire Children’s Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014
- SSCB Child Protection Procedures 2017

### **Context**

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Brown Clee School.

### **What is bullying?**

Bullying is defined as:

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

***Shropshire Children’s Trust and Safeguarding Children Board Anti-Bullying Charter 2014***

There are many different forms of bullying but most have three things in common:

- it is deliberately hurtful behaviour – (deliberate)
- it is repeated over a period of time – (ongoing)
- it is difficult for those being bullied to defend themselves – (unequal)

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)

- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- radicalisation and extremism

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours

The school will refer to SEAL resources to assist the teaching of this area. The language and terminology used in these resources will be used within this school policy. The words describe the behaviours rather than roles (references to page 5 Social Emotional Aspects of Learning (SEAL) Staffroom activities):

- Person (or child) who is bullied, target of bullying (rather than victim)
- Witness or bystander
- Person doing the bullying /using bullying behaviour (rather than 'bully')

Pupils are encouraged to report bullying in this school by posters developed by pupils, through discussions in the curriculum and assemblies.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction evenings, displaying the Anti-Bullying Charter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

### Who are the targets of bullying?

Any child or adult can be bullied. There are certain risk factors which will make the experience of bullying more likely. These include:

- lacking close friends in school
- being shy
- coming from an overprotective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect from the majority
- having special educational needs
- being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.

**Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, between parents and staff or between staff; by individuals or groups; face to face, indirectly or using a range of methods.**

People being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or not attending school.

## Legal framework

### **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school 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
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

### **The Equality Act 2010**

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It 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.

Schools are now required to comply with the new Equality Duty. The Act also 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 the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

### **Safeguarding Children and Young People**

Under the Children's Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. 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(s) which has contributed to a child or children doing the bullying.

### **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 Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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."

This policy is linked directly to the following policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- PSHE policy

## Aims of the school

### The role of the head teacher and staff

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

### Policy and procedures:

- There is a senior member of staff who leads on anti-bullying:

Name: Miss Sue Relph

Role: Head Teacher

- All staff are made aware of this policy and its clear links to other key policies.

### The school aims to prevent incidents of bullying through the curriculum (preventative level) by:

- raising pupil, staff and parent awareness about the school's anti-bullying policy
- challenging attitudes about bullying behaviour, increasing understanding for bullied pupils, and helping to build an anti-bullying ethos in the school
- ensuring all school members are aware of the following code of conduct as stated in the school's behaviour policy:- *"Everyone in the school (~i.e. staff, children and visitors) are expected to behave in an appropriate and responsible manner towards themselves, others and their environment showing consideration, courtesy and respect thus providing an atmosphere where self-discipline will be encouraged."*
- encouraging pupils to communicate with member(s) of staff about bullying and that pupils understand that they will be listened to, taken seriously and action will be taken
- providing a specific PSHE curriculum in which children are given opportunities to question *see appendix(i)*
  - What is bullying?
  - What causes people to bully each other?
  - How does it feel to be bullied/ to use bullying behaviour?
  - What are the effects of bullying behaviour on target pupils; on pupils who bully others; on bystanders.
  - What would our school (our society) be like if bullying was acceptable?
  - Why should we try not to bully each other?
  - What can we do to stop bullying?
  - What moral dilemmas do we face when we are confronted with bullying behaviour?
- providing opportunities for circle time where pupils are encouraged to talk about bullying and share their views or concerns about different issues and how problems can be resolved;
- within the Computing Curriculum, when internet safety is discussed, the pupils are made aware of cyber bullying ;
- highlighting anti-bullying as a specific assembly theme and through other themes on friendship, kindness, good and bad etc.;

- teaching pupils how to challenge bullying behaviour - assertive training: encouraging pupils to say 'I don't like you doing that. I want you to stop it'; *see appendix (i)*
- showing pupils that being passive about bullying behaviour can not only collude with it but also sometimes encourage it;
- discussing with pupils the rules about teasing:- *see appendix (ii)*

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, SEAL and other subject areas and through assemblies and other school activities;

Where pupils observe bullying - encourage them to be active bystanders by:

- not allowing someone to be deliberately left out of a group
- not smiling or laughing when someone is being bullied
- telling a member of staff what is happening
- encouraging the bullied pupil to join in with their activities or groups
- telling the bullying pupil to stop what they are doing
- showing the bullying pupil that they disapprove of his or her actions

The school will include 'bullying' in PSHE & Citizenship curriculum. *see appendix(i)*

The school will focus in on 'anti-bullying' during National Anti- Bullying week - normally November.

Discussions will start with children from a very young age:

- what it might feel like if ....
- what they could say if ....
- what they could do if .....

The policy will be promoted and implemented throughout the whole school.

#### **How the school will deal with bullying if it occurs (reactive level):**

Incidents of bullying may be observed by staff, reported to staff by victims or bystanders or by parents. In all cases, it is important to take any incident or report seriously. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Beware of dismissing bullying as:

- bossiness
- leadership
- natural competition

Praise co-operative and non-aggressive behaviour.

All school staff need to be alert and will aim to take action as quickly as possible by:

- offering reassurance, concrete help, advice and support to the victim(s)
- making it plain to the person doing the bullying that they disapprove, encouraging them to see the victim's point of view

The following steps will be taken by staff when dealing with incidents:

- Support the person who is bullied.
- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.
- A clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored.
- Relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action will be taken.
- Parents/carers will be kept informed appropriately.

- Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behavior. Any punishment will be explained clearly why it is given.
- The school recognises that resorting to bullying the person doing the bullying is inappropriate and counter productive. (*Examples of types of punishment which may be used:-* loss of privileges; loss of playtimes(s) to give time to reflect on behaviour and on how it affects others; to record in writing what happened and ways in which to improve their behaviour.)
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

Both sets of parents will be informed giving clear concise information about the bullying incident(s), the action the school has taken and any supportive action the parents can take.

Incidents of bullying will be recorded in the incident book held in the Head's office. This will enable the school to monitor whether a bully victimises on more than one occasion. The following details should be recorded:

1. Who was involved (or alleged to be involved)?
2. Where and when did it happened?
3. What happened?
4. What action was taken?
5. How was it followed up?

#### **Helping the target of bullying:**

Pupils who have been bullied will be supported appropriately by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

In offering reassurance, concrete help, advice and support to the school will consider the following:

- Is the target 'provocative'?
- Does the target need to change inappropriate responses or actions?
- Does the target need to be more assertive? ... if so, advise /train them on possible responses;
  - make assertive statements
  - resist manipulation & threats
  - respond to name calling
  - leave a bullying situation
  - safely escape from physical restraint
  - enlist help from bystanders
  - boost own self-esteem
  - remain calm in stressful situations
- Provide a staff 'contact' for the target of bullying to report any further incidents to.
- Provide a quiet time for a 'weekly chat' with a member of staff to enable the target to report on 'how things are going'.
- What support can be given from parents?

#### **Helping the person doing the bullying:**

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can provide support
- arranging a review date/time to discuss outcomes and appropriate follow-up

In the case of a group of pupils involved in bullying, the teacher will speak to each member of the group individually, be non-confrontational, but point out that there is a problem which has been witnessed by others and that the bullied pupil is unhappy and has experienced bullying. The intended outcome will be that those using bullying behaviour agree(s) to help improve the situation in some way. A separate chat with the person being bullied will follow to be supportive or in the case of 'provocative' victims involve helping them understand that their behaviour too should change.

In the event of a person using bullying behaviour causing concern for the safety of other pupils he/she may be removed from the area (playground) for a short period of time and given time to reflect on the consequences of their behaviour.

In extreme cases where bullying has been proven, the person doing the bullying may need to be excluded from the school.

### **The role of the Governing body:**

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually.

The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these.



### Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly. The policy will be promoted and implemented throughout the school.

#### **This policy was reviewed by:**

- pupils
- staff
- parents/carers
- governors

## Anti-bullying Policy

### What to do in the PSHE & Citizenship curriculum?

#### **Me as a special person**

Self-awareness, self esteem; confidence building, valuing difference

#### **Me and my relationships**

How to make, help and maintain friends

What is bullying? Its effects? What to do?

How to understand feelings. How to negotiate.

#### **Me and my health**

Coping with peer pressure

Assertiveness

Anger Management

Conflict resolution

Stress management

#### **Being a citizen**

Understanding what is acceptable and what is unacceptable

Understanding the concept of fairness

Understanding the need for rules and laws

Developing the confidence to use appropriate language

Contributing to the making of rules

Knowing ways to challenge unfair rules

#### **Me and my community**

Know how to get help for myself and others

Know about helping agencies

### The rules about teasing

- most teasing is OK
- it can prepare children for life
- it can get out of hand
- it can affect the pupil's emotional state and self esteem
  
- teasing is OK if:-
  - ☺ the target doesn't take it seriously
  - ☺ sees the funny side
  - ☺ any distress caused stops when the teasing does
  
- teasing that ends in tears should be banned!
  
- all teasing is two ways - those who tease must expect to be teased!!!