Anti-Bullying Policy

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Reviewed by: Stephanie Marbrow

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1. Introduction

This policy is based on DfE guidance "***Preventing and Tackling Bullying. Advice for Head Teachers, staff and governing bodies* July 2017"***

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to children's learning and have serious consequences for their mental health. Bullying which takes place at school does not only affects an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, the school can help to create safe, disciplined environment where children are able to learn and fulfil their potential. This policy has therefore been produced to help the school take action to prevent and respond to bullying as part of our overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers the school have, to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in school. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

Objectives of this policy

This policy sets our shared vision and intention to prevent and address bullying at Coton-in-the-Elms Church of England Primary School. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated. At the heart of this policy is a commitment to safeguard children.

Our School community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that children are aware that all bullying concerns will be dealt with sensitively and effectively; that children feel safe to learn; and that children abide by the anti-bullying policy.
- Will report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn, work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate. This school is seeking to achieve the Charter Mark for anti-bullying.
- All Governors, teaching staff and volunteers, children and parents/carers should have an understanding of what bullying is and how to report it.
- As a school we take bullying very seriously. Children and parents/carers should be assured that they will be supported if bullying is reported.
- Bullying will not be tolerated.

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2. Definition of bullying

The school accepts the Government's definition of bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power" (DfE "Preventing and Tackling Bullying") July 2017

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:
Bullying related to:-

- Race, religion or culture
- SEND
- Appearance or physical/mental health conditions
- Sexual orientation (homophobic and biphobic bullying)
- Young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology – "cyberbullying"

Signs and symptoms of bullying - the list is not exhaustive

A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and that they should be investigated ** if a child: Is frightened to say what's wrong and gives improbable excuses for any of the above.

- Changes their usual routine;
- Is unwilling to go to school;
- Becomes withdrawn, anxious, or lacking in confidence or starts stammering;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Progress at school starts to decline
- Comes home with clothes torn or books and other possessions damaged or missing;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable or is bullying other children or siblings;
- Stops eating or seriously changes their eating habits;

** At school, teaching staff should follow due process by referring to **Appendix 1**

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These signs and behaviours could indicate other problems, but bullying should be considered and should be investigated.

3. Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and support with a range of approaches such as displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up to date advice and education to all members of the community regarding positive online behaviour.
- Train **all** staff to identify all forms of bullying, follow the school policy and procedures.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.
- Provide a clear system for reporting any incidents of bullying through:
    - □ The STOP button on the school website
    - □ Using recognised school systems such as CPOMs to record incidents

Involvement of pupils- We will:

- Regularly canvas children views on the extent and nature of bullying
- Work with the children to review each classes version of the child friendly policy
- Ensure that all children know how to express worries and anxieties about bullying.
- Ensure that all children are aware of the range of sanctions which may be applied against those engaged in bullying.
- Involve children in anti-bullying campaigns in school and embed messages in the wider curriculum.
- Publicise details of helplines and websites.
- Offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

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Liaison with parents and carers- We will:

- Make sure that key information (including policies and named points of contact is available to parents/carers in a variety of platforms e.g., the school website
- Ensure that parents/carers know who to contact if they are worried about bullying.
- Ensure they know about our complaints procedure and how to use it effectively.
- Ensure they know how to access independent advice about bullying.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that all parents/carers work with the school to role model positive behaviour for pupils both on and offline.

4. Links with other School policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Positive behaviour and discipline policy.
- Complaints policy.
- Safeguarding/Child Protection policy and procedures.
- Harmful Sexual Behaviours/Peer on Peer Abuse Policy
- Wellbeing Policy
- Whistleblowing/Confidentiality policy.
- On-line Safety and Acceptable Use Policies (AUPs).
- Curriculum polices such as PSHE and citizenship and computing.
- Mobile phones and social media policies
- Searching and confiscation

Links to legislation/other Policies

There are a number of pieces of legislation which sets out measures and actions for the school in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006,
- The Equality Act 2010
- The Children Act 1989
- DfE (Schools Standards) (England) Regulations 2014
- Powers to tackle behaviour outside school.
- Safeguarding Children in Education
- School Safeguarding Children and Peer on Peer Abuse policies

5. Responsibilities

It is the responsibility of:

- The lead Governor for Anti-Bullying to take a lead role in monitoring and reviewing this policy.
- Governors, the Head Teacher, Teaching and all non-teaching staff to be aware of the policy and implement it accordingly.

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- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy.

6. Dealing with incidents

Bullying will be dealt with quickly and fairly. Children can report to **any** member of staff. The member of staff should respond to the situation and then inform the relevant class teacher as soon as practicable to do so. In the absence of the class teacher the Head Teacher should be informed immediately.

A record of the incident will be made. Details will be logged in the child's file with the perpetrator being separated from the victim(s). Contact will be made with the parents/carers of both victim and perpetrator if necessary.

Responses will vary according to the nature of the incident, such as whether bullying is persistent or an isolated occurrence but may include:

- Use of positive support (victim)
- Monitoring and or counselling
- Involvement of external agencies
- Formal recording (racism, homophobia)
- Liaison with parents/carers/social worker
- Exclusion- we see this as a last resort.

When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the Police if necessary. The Police will need to be involved to enable the service provider to look into the data of another user.

Where bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the school Positive Behaviour policy.

Parents/carers will be kept informed.

Sanctions may be used as appropriate and in consultation with all parties concerned.

Supporting Pupils- NB: some of the following may need to be applied bearing in mind age appropriateness.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the child and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

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Children who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with the school's Positive Behaviour policy. This may include official warnings, removal of privileges, fixed-term and permanent exclusions.
- Speaking with the Police or local services.

Supporting Adults

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Lead.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where bullying takes place outside of the school site then the school will ensure that the concern is investigated, and that appropriate action is taken in accordance with the schools Code of Conduct (staff only)

Adults who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to the service provider.
- Instigating disciplinary, civil or legal action as appropriate.

Further information and guidance can be found in Appendix 3

7. Confidentiality

School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding Children/Child Protection procedures must be followed when disclosures are made.

If a child requests absolute confidentiality, in situations other than those involving Safeguarding Children/Child Protection issues, staff must make a careful judgement whether or not a third party needs to be informed. The judgement should be based upon:

- The seriousness of the situation and the degree of harm that the child may be experiencing.
- The child's age maturity and competence to make their own decisions.
- Parents/carers to support their children and work in partnership with the school.

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- Children to abide by the policy.

The named Governor with lead responsibility for this policy is: **Stephanie Marbrow**

The named member of staff with lead responsibility for this policy is: **the Head Teacher**

Monitoring and review, policy into practice

We recognise the importance of gathering information and analysing data in order to monitor the incidence of bullying and evaluate the effectiveness of preventative action and responsive approaches.

The Head Teacher will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

8. Version control:

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Reviewed by: Stephanie Marbrow

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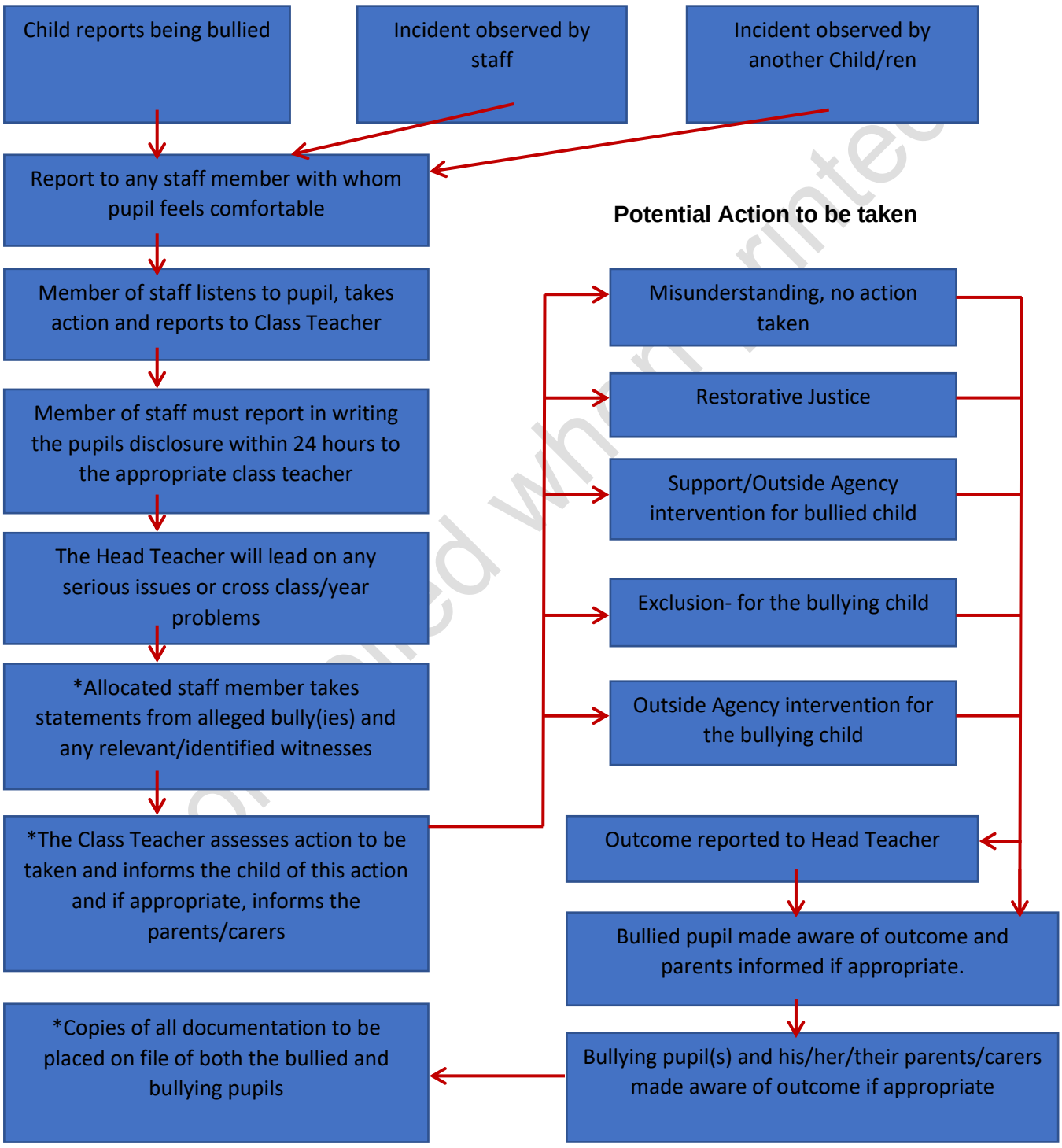
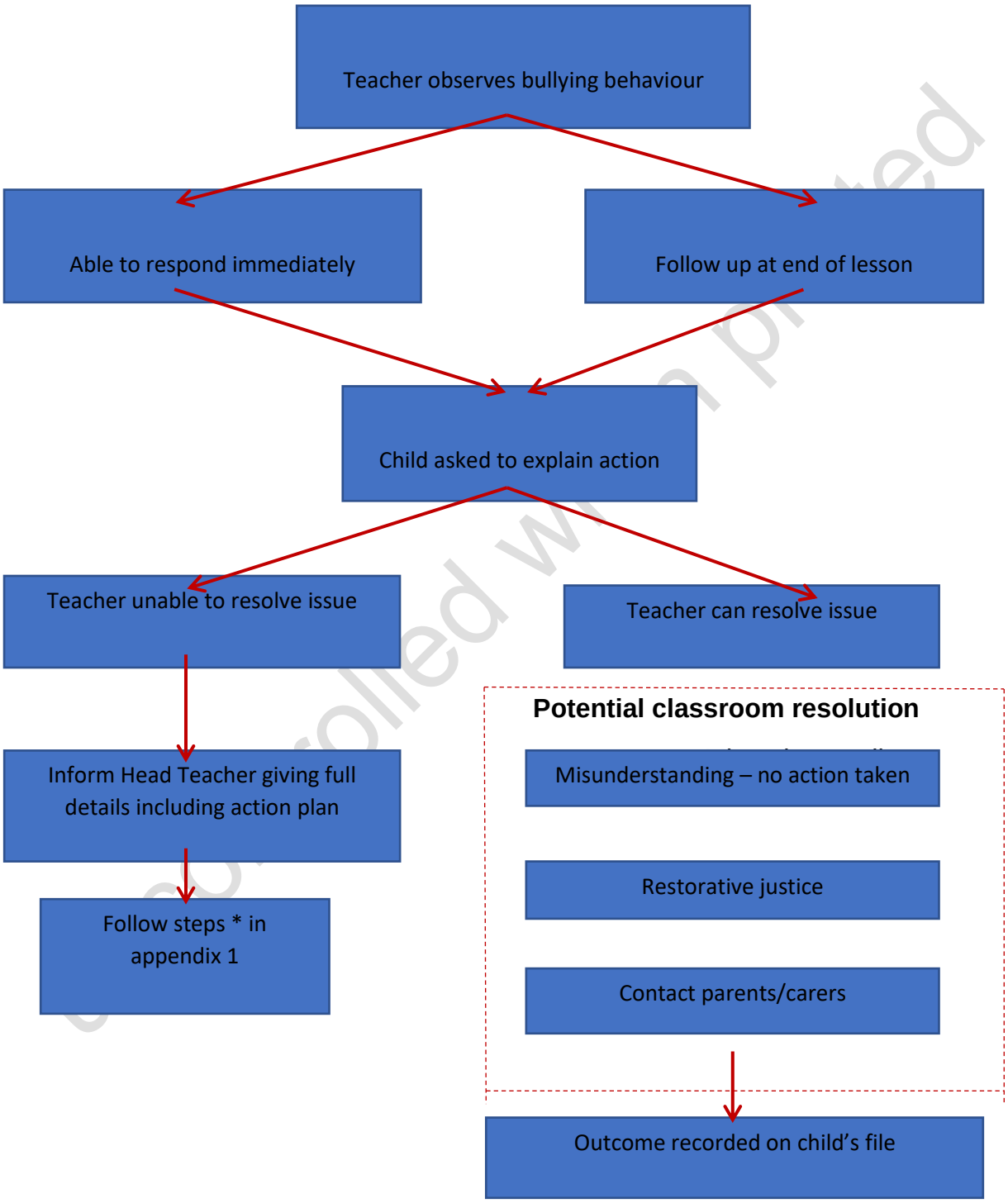
Appendix 1 ANTI-BULLYING FLOW DIAGRAM



* see next page

Appendix 2 ANTI-BULLYING STRATEGY FOR CLASS TEACHERS



Appendix 3

Supporting Organisations and Guidance

Anti-Bullying Alliance: **www.anti-bullyinhallianace.org.uk**

Childline: **www.childline.org.uk**

DfE."Preventing and Tackling Bullying. Advice for Head Teachers, staff anf governing bodies" and "Supporting children and young people who are bullied: advice for schools" October 2014: www.gov.ik/government/publications/preventing-and-tackling-bulling

DfE. "No health without mental health" www.gov/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PHSE Association: www.phse-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

SchoolsOut: www.stonewall.org.uk

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SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: www.gov/uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

Anne Frank Trust: www.anefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophate.org

Show Racism the Red Card: www.srtrc.org/educational

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