



**Anti Bullying Policy**

Date created: September 2017

Date ratified: November 2017

Signed:

A handwritten signature in blue ink, appearing to read "J. Jones", is written over a horizontal line.

Chair of Governors

Signed:

A handwritten signature in black ink, appearing to read "C.M. Gardner", is written over a horizontal line.

Headteacher

Date reviewed: September 2019

Name of reviewer: Caroline Gardner

## Statement of intent

St Giles' believes safeguarding all our children is of paramount importance to us and they are all entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero tolerance policy for bullying at St Giles' C of E Primary School.

## Legal Framework

This policy takes into account current legislation, including, but not limited to, the following:

- ☺ Preventing and Tackling Bullying Advice for Head Teachers July 2017;
- ☺ Staff and Governing Bodies DfE - 00062-2011;
- ☺ Working Together to Safeguard children 2015;
- ☺ Keeping Children Safe in Education 2019;
- ☺ Shropshire Children's Trust (SCT) and Shropshire Safeguarding Partnership (SSP);
- ☺ Anti-Bullying Charter 2014;
- ☺ SSCB Child Protection Procedures 2014.

**\*See Appendix for further information**

**This policy will be implemented in conjunction with the school's:**

- ☺ Behaviour Policy
- ☺ Safeguarding and Child Protection Policy
- ☺ Equality Policy (*Race Equality, Disability Equality, SEN policies, additional policies related to protected characteristics under the Equality Act 2010*)
- ☺ E-Safety Policy

## Aims of this Policy

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.
- ☺

## Definition

For the purposes of this policy, bullying is persistent behaviour, usually repeated over time, by an individual or group, with the intention of verbally, physically or emotionally harming another person or group.

Bullying is generally characterised by:

- ☺ **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- ☺ **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- ☺ **Targeting:** Bullying is generally targeted at a specific individual or group.
- ☺ **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

## Types of Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special education needs are some of the types of bullying that can occur.

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.

Bullying can be acted out through the following mediums:

- ☹ Verbally (name calling, sexist, homophobic or racist remarks and other discriminatory language);
- ☹ Physical
- ☹ Emotionally
- ☹ Online (cyber)
- ☹ Indirect (spreading rumours, excluding someone from social groups).

Bullying can be related to:

- ☹ **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- ☹ **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- ☹ **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender.
- ☹ special educational needs or disabilities;
- ☹ appearance;
- ☹ health conditions;
- ☹ sexual orientation;
- ☹ home circumstances.

## Prevention

- ☹ All reported or witnessed instances of bullying in the school are challenged by a member of staff; this applies to all staff, not solely teaching staff.
- ☹ Pupils are encouraged to report bullying by talking to any member of staff that they trust or by talking to a friend.
- ☹ Staff encourage pupil co-operation and the development of interpersonal skills through the use of group and paired work, assemblies and PSHE.
- ☹ All types of bullying are discussed as part of the curriculum.
- ☹ All members of the school community are made aware of the school's Anti-Bullying Policy.
- ☹ A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.
- ☹ Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- ☹ All staff receive training on identifying and dealing with bullying.

- ☺ 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 etc.
- ☺ There is no "hierarchy" of bullying - all forms of bullying are 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).

All staff receive training on identifying bullying. Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- ☺ Unwillingness to attend school
- ☺ Becoming anxious or lacking confidence
- ☺ Saying they feel ill
- ☺ Decreased involvement in school work
- ☺ Returning home with torn clothes or damaged possessions
- ☺ Missing possessions
- ☺ Cuts or bruises
- ☺ Lack of appetite
- ☺ Lack of eye contact
- ☺ Becoming short tempered
- ☺ Change in behaviour at home

## **Roles and responsibilities**

### **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. Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these. Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism.

### **The role of the headteacher and staff**

#### **Policy and procedures**

The senior member of staff who leads on anti-bullying is Mrs Caroline Gardner, headteacher. The headteacher:

- ☺ reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with any bullying incidents in the previous year.
- ☺ keeps a bullying record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.
- ☺ analyses the data in the bullying record in order to identify any trends in the types of bullying occurring and implements the appropriate measures to tackle it.
- ☺ arranges appropriate training for staff members.

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

- ☺ If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are 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 is taken.
- ✔ Parents/carers will be kept informed appropriately.
- ✔ Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used.
- ✔ 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.

## Procedures

When investigating a bullying incident, the following procedures are adopted:

- ✔ Minor incidents are reported to the pupil's class teacher who investigates the incident, sets appropriate sanctions for the perpetrator, informs the headteacher of the incident and outcome.
- ✔ A record of the incident is recorded in the class behaviour book.
- ✔ The victim, alleged bully and witnesses are all interviewed separately.
- ✔ If a pupil is injured, members of staff take the pupil immediately to a qualified first aider for a medical opinion on the extent of their injuries.
- ✔ If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident.
- ✔ Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- ✔ All concerned pupils are informed that they must not discuss the interview with other pupils.

## Pupil support

Pupils who have been bullied will be supported as appropriate 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.

Pupils who have bullied will be supported by:

- ✔ receiving a consequence for their actions.
- ✔ 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 support.
- ✔ arranging a review date/time to discuss outcomes and appropriate follow-up.

## Bullying outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member. The headteacher is responsible for determining whether it is appropriate to notify the police. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

### **Sanctions**

- ☺ If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- ☺ The headteacher informs the pupil of the type of sanction to be used in this instance (missing break times, written apology etc) and future sanctions if the bullying continues.
- ☺ Parents/carers are informed of bullying incidents and what action is being taken.
- ☺ Class teachers informally monitors the pupils involved.

### **Curriculum**

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 and other subject areas and through assemblies and other school activities.

The policy will be promoted and implemented throughout the school.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness regularly.

The scheduled review date for this policy is: September 2020



## APPENDIX

### Statutory implications

- ☺ Under the Human Rights Act (HRA) 1998, the school understands that it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- ☺ The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- ☺ 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 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. Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic. If staff members feel that an offence may have been committed, they should seek assistance from the police.

### 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;

**The Equality Act 2010** replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' - disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. Some of these protected characteristics are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

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.

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.

### Safeguarding Children and Young People

Under the Children 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 team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.