

Byfleet Primary School

Anti-Bullying Policy

Governors' Committee Responsible: Full Governing Board	Governor Lead: Martin Lock	Nominated Lead Member of Staff: Head Teacher
Date Reviewed: November 2018	Status & Review Cycle: Statutory	Next Review Due: November 2020

Introduction

In the context of the Behaviour Policy, there are specific issues related to anti-bullying. It is the fundamental right of every child to be free from fear, happy to come to school and confident to be in the playground and in class. Bullying is always taken seriously and it is recognised that adults can be bullies too.

Behaviour and safety is a strategic intent of our school's behaviour policy and practices. The development of strategies to support anti-bullying measures is a key part of that work.

Bullying is part of the PSHCE scheme of work and is discussed in class and in whole school assemblies. Staff and parents will be kept informed of up-dates in our policy and practice via the school newsletter and website. Specific events such as anti-bullying workshops and whole school surveys help to maintain the focus.

What is Bullying?

Bullying is the sustained use of aggression with the intention of hurting another person (physically, emotionally or mentally). Bullying results in pain and distress to the victim. By its nature bullying is likely to be secretive and covert, unlike disruptive behaviour.

A useful acronym for understanding bullying is STOP:

- S**everal
- T**imes
- O**n
- P**urpose

Bullying can be:

Verbal: name-calling, sarcasm, spreading rumours, teasing

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexist: unwanted physical contact, sexually abusive, homophobic or transphobic comments (homophobic comments relate to sexual orientation, or assumed sexual orientation and /or gender identity. Transphobic comments are specific to transgender issues.

Damage to property or theft: pupils may have their property damaged or stolen.

Physical threats may be used by the bully in order that the pupil hands over property to them.

Cyber-bullying (see below)

Specific teasing and name calling which relates to a special educational need (SEND – Special Educational Need and Disability)

Relational bullying (This can be silent treatment, excluding children, spreading rumours and taunting)

Cyber Bullying

Adults should help children prepare for the hazards of using technology while promoting learning and social opportunities. There are different aspects of cyber bullying (bear in mind, that anyone, of any age, can be a cyber bully.

- People who cyber bully often attempt to remain anonymous.
- Children can be bullied 24 hours a day through various media channels (mobile phones, internet)
- Sometimes the bullying can be unintentional-if an email is sent to the wrong recipient or a text sent as a joke and misinterpreted.
- By embedding safe ICT practice into all our teaching and learning, incidents of cyber bullying can be prevented from happening in the first place (see e-safety policy for further information).

Characteristics of a victim

Victims may:

- Have low self-image
- Be oversensitive

- Lack a sense of humour
- Be slow to settle in
- Be jumpy and wary
- Believe that no-one likes them
- Find bullying reassuring
- React by crying or withdrawing
- Have an obvious difference
- Be unlikely to retaliate
- Be lonely and isolated

Characteristics of a bully

Bullies may:

- Feel insecure and inadequate
- Be bullied at home
- Be scapegoats
- Be under pressure to succeed
- Not be allowed to show feelings
- Feel they are different
- Aggressive towards others
- Want to be in charge
- Be physically strong
- Be manipulative
- Be used to being center of attention

If suspected bullying is taking place a member of staff will:

- Listen to what has been happening to the victim, seeking answers to questions of what, where, when, who and why.
- Identify a course of action to support the victim.
- Speak to the child who is suspected of bullying either with the victim present or not, as appropriate.
- If a group is involved, each member will be interviewed individually and then the individuals meet as a group. They will each be asked for their account of what happened so that everyone is clear what has been said. This may take place during lessons or break time.
- Staff investigating bullying behaviour will keep a written record of their discussions with those involved. They will log the incidents onto CPOMS and refer to a senior member of staff.
- The senior member of staff will ensure that all staff are aware of the situation.
- All relevant staff will monitor the situation both in and out of the classroom.
- Inform the parents at this stage.

Commented [FS1]: Who decides on this? Is this driven by the software?

We will teach children to:

- Be proud of who they are.
- Say “no!” and seek help by -
- Talking to their friends,
- Talking to the adults around them &
- Talking at home about events in school

If a child is the bystander:

- **Take action!** Watching and not helping indicates you are taking sides with the bully and makes the victim feel more unhappy and alone.
- **Tell an adult immediately.** Staff can deal with the bully without getting you into trouble.
- **Never pretend to be friends with a bully.** This indicates to them that you support their actions.

If a child is identified as a ‘bully’ the staff will:

- Speak with the child about the incident(s) to ensure that the child recognises that their actions constitute as bullying.
- Meet with the victim to negotiate a way forward.
- Agree a course of action to help the child modify his/her behaviour as well as an action plan to support the victim.
- **Notify parents of the action plans.** See Behaviour Policy.
- Ensure that all staff are aware of the situation.
- Monitor the behaviour of the person who has been bullying.
- If the child’s behaviour does not improve, the steps outlined in the Behaviour Policy will be followed.

Role of parents

Parents and carers are often the first to recognize that a problem exists. Watch out for signs that your child is being bullied or is bullying others. Don’t dismiss it. Contact the school immediately to raise your concerns.

We ask parents to:

- Look out for unusual behaviour- they may suddenly not wish to attend school, feel ill regularly, fail to complete work to their usual standard, become withdrawn or secretive.
- Take an active role in your child’s education. Ask about their day, who they have spent time with, etc. However, do not allow this to become intrusive or an interrogation.
- Inform school immediately. Your concern will be taken seriously and the appropriate action taken. Allow the school appropriate time to investigate.

Commented [FS2]:

At what stage is the plan of action communicated to the parents?
And who decides?

This should be aligned with the Behaviour Policy.

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- Do not approach a child, who has bullied your child, in the playground or involve an older child to deal with them. Inform the school.
- Advise your child not to fight back. It can make the situation worse.
- Ensure your child knows it is not their fault they are being bullied.
- Make sure your child is not afraid to ask the teacher for help.
- If you know your child is involved in bullying (as victim or perpetrator), please discuss the issues with them and inform the school. The matter will be dealt with sensitively.
- Discourage your child from using bullying behaviour at home or outside. Show them how to deal with situations without resorting to violence or aggression.

After an investigation, the school may conclude that there is insufficient evidence that demonstrates there is bullying taking place. However, the school will continue to monitor future incidents closely and keep parents informed.

We will monitor and review our policy regularly.

The school will also monitor incidents and analyse them half-termly during Senior Leadership Team meetings (or more frequently if required) to identify any patterns of bullying and effects on pupil attendance, attainment and progress and act on this accordingly.

Governors will receive an annual report on the outcomes of this monitoring.

Review

This policy links to the following policies:

Behaviour Policy

SEND

Whistleblowing

Safeguarding and Child Protection

Peer on Peer Abuse

Staff Code of Conduct

This policy will be reviewed every two years.

Appendix One

This guidance refers to the legislation below:

DfE

Preventing and Tackling Bullying Ref: DFE-00292-2013

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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

The 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 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.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act 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 Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

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. 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 engaging in 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.