

Staple Hill Primary School

Anti-Bullying Policy 2018



'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

[Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017]

At Staple Hill Primary School, we believe that our school is a community. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background. It is a primary aim of our school that every person is treated fairly and well. In view of this, we are committed to taking bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. We have high expectations of good behaviour and we will challenge anything that falls below this.

This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the school, and incidents that occur to and from school, of which we have been made aware of. It has been written using guidance from the Department for Education (Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017) and takes into account the Education Act (2011); the Equality Act (2010); the Education and Inspections Act (2006) and Part 3 of the Children and Families Act (2014).

Policy Aims

The purpose of this policy is to:

- define bullying and what does, and does not, constitute bullying behaviour
- identify the names of the responsible persons in the school and explain the purpose of their role
- describe what should be done if any member of the school community, or a parent/carer has a concern regarding suspected or actual bullying

This policy should be read in conjunction with the following school policies: Child-friendly Anti-Bullying policy; Behaviour and Discipline; Safeguarding (Incorporating Child Protection); E-Safety; Curriculum; Equal Opportunities; SEND as well as the DfE Guidance Preventing and

tackling bullying: Advice for headteachers, staff and governing bodies, July 2017 and Behaviour and discipline in schools: Advice for headteachers and school staff, January 2016.

What is Bullying?

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (DfE, 2017)

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying (please refer to the E-Safety policy)
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Where bullying may happen

Bullying may happen anywhere. School staff have the power to discipline pupils for misbehaving outside the school premises if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. Where bullying occurs outside school, we may impose disciplinary sanction and implement this sanction on school premises while the pupil is under lawful control of school staff e.g. on a school trip.

What Bullying is NOT

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- rough play
- falling out with friends (often they make-up)
- accidental injury
- loss of temper during playtime games
- one-off arguments (or even fights)
- teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children's development to develop the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to our Behaviour and Discipline Policy.

Intervention

All staff in Staple Hill Primary School take all forms of bullying seriously and seek to prevent it from taking place. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all. This teaching is integrated into our PSHE curriculum and is founded on our core values of respect, kindness, responsibility, collaboration and positivity. Our children learn to understand the feelings of bullied children, and how to avoid lapsing into bullying behaviour. Weekly assemblies are held reinforcing our core values and we take part in the annual Anti-Bullying Campaign. Our school reward system is founded on our core values and encourages a high level of praise and rewards to celebrate best choices in learning and play.

'When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.'

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

The Role of Staff

When an incidence of suspected bullying is brought to the attention of the class teacher [via parent, LBS or support staff] the following actions will be taken:

1. Teacher investigates whether bullying has occurred [as defined in this policy].
This will involve talking to the pupils concerned and maybe others.
2. If bullying is confirmed, this will be referred to a member of SLT and the Designated Safeguarding Lead and teacher will continue to monitor situation.
3. If it is not bullying, the teacher will use their knowledge of the children to decide what appropriate action is required, adhering to our Behaviour and Discipline Policy.

The role of the Headteacher:

- to implement the school's anti-bullying strategies and monitor these regularly
- ensure that all staff receive appropriate training and are aware of the school policy and know how to deal with incidents of bullying.
- monitor reports of bullying via CPOMS and ensure all actions/outcomes are recorded accurately and follow-up actions completed
- meet with the Named Governor for Anti-bullying at least twice a year
- report to the governing body about the effectiveness of the anti-bullying policy
- liaise with outside agencies, as appropriate

Role of the Safeguarding Team, SENCo & Family Link

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(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

Role of the Pupils

Pupils are encouraged to tell an adult if they are being bullied, or if they witness someone else being bullied, and if the bullying continues they must keep on letting people know. Pupils are also encouraged to tell us their views about a range of school issues, including bullying, during circle time, Personal Social and Health Education (PSHE) lessons and pupil surveys.

Role of Parents/Carers

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. If they suspect that their child is being bullied, or suspect that their child may be the perpetrator of bullying they should contact their child's class teacher, immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied they should follow the School's complaints procedure.

Parents/Carers should also make sure they are aware of, and monitor their child's use of technology, such as mobile phones and social networking /communication websites. If they

suspect any incidents of cyber bullying involving their child, or another pupil from the school, they should contact the school immediately.

The role of the Governing Body

The Governing Body has adopted this policy and supports the Headteacher in eliminating bullying from our school. The policy will be reviewed annually or sooner to accommodate any legislative or regulatory changes.

The Named Governor will:

- Be the link between the governing body and the school in relation to anti-bullying
- Help the governing body to ensure it fulfils its statutory duties
- Check that school has appropriate and accurate records relating to anti-bullying
- Meet regularly with the Headteacher to discuss concerns and provide updates to the governing body, as necessary.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can refer the matter to the chair of governors who will investigate the complaint. The governing body will respond within 14 days of the complaint. In all cases, the governing body will require the Headteacher to fully investigate the complaint and report back to the named Anti-Bullying Governor.

Discipline and tackling underlying issues of bullying

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

We will make use of a range of practical resources taken from DfE guidance to develop our own approaches to different issues which might motivate bullying and conflict.

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 Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.'

(Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017)

The named governor for Anti-Bullying is ...

Shailen Nandy

The Designated Safeguarding Lead ...

Mrs Sharon Boulton

The named Safeguarding governor is ...

Jamie Lee

Monitoring and Review

This policy will be reviewed by the Staffing and Curriculum Committee and ratified by the Full Governing Body annually, or sooner if required.

This policy will be made available to Parents/Carers on the school website along with DfE guidance. Paper copies can be obtained from the school office on request- a small fee may apply.

This policy will be reviewed every three years.

Review:

Date	Notes
May 2017	Reviewed by Staffing and Curriculum Committee
May 2017	Ratified by FGB
January 2018	Reviewed and amended by Arwa Said [DHT]
15 th January 2018	Reviewed and agreed by Staffing & Curriculum Committee