

Stoneydelph Primary School

Anti-Bullying Policy



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1. Statutory duties of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

Schools and the law

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimization within the school. This applies to all schools in England and Wales, and most schools in Scotland.

Note: Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Introduction

Bullying is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

If someone is made to feel like they're being bullied, or if they think someone they know feels like this, it will be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad. Sometimes it depends on the situation they are in, and it is not always bullying.

Type of bullying Definition

Emotional: Repeatedly being unfriendly, excluding, tormenting.

Physical: Repeatedly hitting, kicking, pushing, taking another's belongings, any use of violence.

Racial: Repeatedly using racial taunts, graffiti, gestures.

Sexual: Repeatedly using explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect verbal: Repeatedly name-calling, sarcasm, spreading rumours, teasing.

Cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

2. Aims and Objectives

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils. 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 schools.

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.

- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.
- To ensure all parents and pupils have had opportunity to comment upon the school anti-bullying policy. (If you wish to do so, please contact the school via office@stoneydelph.staffs.sch.uk)
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (e.g. midday supervisors) in dealing effectively with bullying incidents, and if necessary making a referral.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

3. Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to learn and teach.

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the schools Safeguarding Policy and Staff Code of Conduct.

This policy has links to the following school policies and procedures:

- behaviour policy
- online safety policy
- peer on peer abuse policy
- safeguarding policy (CAT)
- complaints procedure (CAT)

4. Code of Conduct (with regard to school behaviour and relationships within the school community).

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals.
- be aware of vulnerable pupils.
- criticise the behaviour rather than the pupil.
- avoid favouritism.
- be seen to be fair.
- avoid labelling.
- have high expectations of pupils.
- never provide opportunities / materials for pupils to use against each other.
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all children must:

- show respect for their fellow pupils and adults working within the school community.
- support and be sensitive to others when they may be feeling vulnerable.
- actively seek to develop a praise culture within the school.
- actively support the school anti-bullying policy.
- take responsibility for their own behaviour.

Preventative measures

The school will:

- raise awareness of the nature of bullying through: E-Safety, PSHE, SEAL, Circle

Time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

- participate in national and local initiatives such as Anti-bullying Week, E- Safety Day etc at relevant times.
- seek to develop links with the wider community that will support inclusive anti-bullying education.

5. Recording and Reporting

Identifying and reporting concerns about bullying.

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not choose to report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- talking to a member of staff of their choice
- contacting local and national support agencies for advice/support

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

School will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- Then, if it becomes more serious, a clear account of the concern will be recorded (MyConcern) and given to a member of the SLT.
- If necessary, the Head teacher will interview everyone involved and keep a detailed record.
- Any incidences will be reported to governors in the Head teachers report.

- Class teachers will be kept informed and if it persists will advise other staff members.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken.
- Consequences will be used as appropriate and in consultation with all parties involved. (in line with Behaviour Policy)

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- providing reassurance that the bullying will be addressed offering continuous support.
- restoring self-esteem and confidence.
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- counselling from a trained psychotherapist.

Pupils who have bullied will be helped by:

- discussing what happened.
- discovering why the pupil became involved.
- establishing the wrong doing and need to change.
- informing parents to help change the attitude of the pupil.
- the use of specialist interventions and/or referrals to other agencies where appropriate.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality.

If they do, in situations other than those involving safeguarding protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.

- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help-lines, if appropriate, where confidentiality can be maintained.

Consequences

The school follows set procedures in implementing sanctions where a bullying incident has occurred. (Behaviour Policy).

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

6. Monitoring, Evaluation and Review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the local authority.

A half termly report will be made to the governing body as part of the Head teachers report and statistical information will be provided to the local authority as required.

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

7. Appendix 1

Specific Examples of Bullying:

Racist bullying - an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry.
- physical threats or attacks.
- wearing of provocative badges or insignia.
- bringing racist leaflets, comics or magazines.
- inciting others to behave in a racist way.
- racist graffiti or other written insults, even against food, music, dress or customs.
- refusing to co-operate in work or play.

Sexual bullying - this is generally characterised by:

- abusive name calling.
- looks and comments about appearance, attractiveness, emerging puberty.
- inappropriate and uninvited touching.
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content.
- in its most extreme form, sexual assault or rape.

Sexual orientation - this can happen even if the pupils are not lesbian, gay, bisexual or transgender. Just being different can be enough. This can be in the form of:

- use of homophobic language.
- looks and comments about sexual orientation or appearance.

SEN or disability - These pupils are often at greater risk of bullying. This can be characterised by:

- name calling.
- comments on appearance.
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Appendix 2

Support for Pupils Who Experience Bullying

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear - look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages, e-mail or social media

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.
- Where possible, take a screenshot or make a copy of the comments.

For contacts and details of where to seek help outside school see appendix 4

Appendix 3

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with a parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Local Authority in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.

- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and email address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

Appendix 4 National Contacts

Childline

Telephone number 0800 1111 (Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 8005000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 0207730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Advisory Centre for Education

Telephone number 0300 0115 142

(Advice line for parents on all school matters Monday to Wednesday from 10am to 1pm. Term

time only.)

Parentline Plus

Telephone number 08088002222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday - Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children