



Monken Hadley CE Primary School

Seek what is good, treasure what is true, do what is right.

ANTI-BULLYING POLICY

Ratified by	Senior Leadership Team
Date	26 th April 2016
Date for Review	Summer Term 2019

Mission Statement

Monken Hadley CE Primary School aims to provide a caring, stable, stimulating environment where all children can develop their full potential. Staff are committed to ensuring that children's time at school is happy, productive and successful. We aim to raise achievement in all aspects of the curriculum, developing self-confidence, motivation, self-reliance and cooperation.

Monken Hadley is committed to equal opportunities and serves the local community by welcoming children from all backgrounds and faiths. Whilst our ethos is positively Christian, we value and respect the diversity of our community and aim to set all children on life's path of showing compassion, thoughtfulness and understanding one another and respect for one another's rich cultural variation.

In line with this statement:

- All bullying, of any sort, is therefore unacceptable.
- Pupils who experience bullying will be supported.
- We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

Aims

- To express our belief that all pupils should be included fully in the life of the school.
- To provide a learning environment free from any threat or fear which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of bullying.
- To respond effectively to all instances of bullying that are reported to us.
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.
- To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the School.

Legislative Framework

This policy has been written with reference to the DfE document: *Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (October 2014)*

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.

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.

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, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

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 staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff' – see further sources of information below.

(Preventing and tackling bullying - Advice for headteachers, staff and governing bodies)

Definition of Bullying

Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (October 2014) defines bullying as:

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Please refer to the School's Online Safety Policy for more details.

Manifestation of Bullying

It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones/social networking sites.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Creating an Anti-Bullying Climate in School

- Our School's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.
- We also draw on the school's Curriculum and SEAL materials (Social and Emotional Aspects of Learning) and promote appropriate behaviour through direct and indirect teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.
- Our curriculum is used to:
 - Raise awareness about bullying and our anti-bullying policy;
 - Increase understanding for victims and help build an anti-bullying ethos;
 - Teach pupils how constructively to manage their relationships with others.
- We have an annual Anti-bullying Week in school.
- Collective Worship, Circle Time, role-play and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- Our anti-bullying policy is published on the school website.
- Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis.
- The Parent Handbook informs parents/carers: of the Anti-Bullying policy; that bullying will not be tolerated and that children are encouraged to tell staff of any incidents of bullying.
- We ask pupils whether they feel safe in school and we will supervise, and try to eliminate any unsafe areas which they report to us.
- We provide regular training/reminders for teachers and non-teaching staff on spotting the signs of bullying and how to respond to it.

Strategies for Dealing with Bullying

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work throughout the school: *to encourage children to work together, be tolerant of others' ideas, trust others and be more willing to listen.*
- Circle time: *to set time aside for pupils to take part in enjoyable games, activities and discussion in a safe environment where all opinions are valued.*
- Circle of friends: *to build relationships around a vulnerable pupil with the pupil's and parent/carer's agreement to offer support and friendship.*
- Befriending: *to appoint a specific pupil(s) as a support/friend (appointed by a member of staff).*
- School watch: *to allow pupils to improve their environment by taking responsibility for their behaviour and actions.*
- Support group: *to involve the bullied pupil, those involved in the bullying and bystanders to form a group to support the bullied pupil. Responsibility for change lies with those involved in the bullying.*
- Mediation by adults: *to establish ground rules that will enable the bully and the person being bullied to co-exist in school.*

Responding to Incidents

Pupils who have been bullied should report this to one or more of the following:

- Their identified adult in school
- Any member of staff (Teachers, Teaching Assistants or Mealtime Supervisors)
- Their pupil buddy
- Their class member of the School Council
- Their parents/carers
- A school friend

Pupils who see others being bullied should report this to:

- Any one or more of the above including one adult.

Members of staff who receive reports that a pupil has been bullied should report this to

- A member of the Senior Leadership Team and complete an Incident Report Form (Annex 1).

Reports of bullying will be logged by:

- The Headteacher

Where bullying is of a racist nature, we will report this to the Local Authority using the Racial Incident Report Form.

All reports will be taken seriously and will be followed up by the class teacher or member of the SLT.

We will provide support to pupils who are bullied:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / the buddy system/ mediation

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.

- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour & Rewards Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need.

When Tougher Measures are Needed

If necessary, we will invoke the following range of sanctions that are in line with the school's Behaviour Policy. These include:

- Removal from the group (within the class);
- Withdrawal of break and lunchtime privileges;
- Detention;
- Withholding participation in school events that are not an essential part of the curriculum;
- In extreme cases we will also consider fixed term and/or permanent exclusion from school.

Our Responsibilities

Everyone within school is expected to:

- Act in a respectful and supportive way towards one another;
- Adhere to and to promote the objectives of this policy.

Pupils are expected to:

- Report all incidents of bullying and suspected incidents that victims may be afraid to report;
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

Parents/carers can help by:

- Supporting our anti-bullying policy and procedures;
- Encouraging their children to be positive members of the school community;
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or if they are unhappy in some other way;
- Helping to establish an anti-bullying culture outside of school.

At Monken Hadley CE Primary School we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children and promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Policy.

Complaints

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure a copy of which may be obtained from the School Office.

Evaluating our Policy

We will evaluate our anti-bullying policy using the following measures:

- The numbers of incidents that are reported to staff over a given period;
- Pupils' perceptions of bullying in school through structured discussions in class time and pupil questionnaires;
- The number of days of absence which are thought to arise as a consequence of bullying;
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.

Ownership of this Policy

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll. The Headteacher is responsible for introducing and implementing this policy. However all staff, all pupils and their parents/carers have an active part to play in the development and maintenance of the policy, and in its success.

The People sub-committee of the governing body is responsible for monitoring bullying within school. Governors will be given regular information on bullying within school via the Headteacher's Report.



Incident Report Form

Name(s) of pupil(s):		Location of incident:	
Class(es):		Adult reporting incident:	
Date & time of incident:		Parent(s) contacted:	YES / NO

Description of incident including details of witnesses:

Is the incident considered to fall into any of the following categories:
Bullying YES / NO Homophobic YES / NO Racist YES / NO

Action taken & any other comments:
The person completing this form should ensure that: <ul style="list-style-type: none"> • It is emailed to the Headteacher; • A copy is placed in the file(s) of the pupil(s).