Allerton Bywater Primary School Anti-Bullying Policy

Noted by BLP Board March 2018

Adopted by ABPS Local Governing Body: September 2018

For Review: March 2020

Contents:

Statement of intent

Brigshaw Learning Partnership (BLP) and its schools believe that all pupils are 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.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour and Discipline Policy and Rewards and Sanctions Policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. The BLP recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for a student's wellbeing. By effectively preventing and tackling bullying our students can help to create a safe disciplined environment, where pupils are able to learn and fulfil their potential.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with DfE advice, including, but not limited to: DfE 'Preventing and tackling bullying' (2017); Keeping Children Safe in Education and Working Together to Safeguard Children.

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

- Behaviour & Discipline Policy
- Rewards and Sanctions Policy
- Safeguarding and Child Protection Policy
- Acceptable User Policy
- PSHE Policy
- Public Sector Equality Duty

2. Definition

2.1. For the purpose of this policy, bullying is behaviour by an individual or a group over time that intentionally hurts another individual or group either physically or emotionally.

2.2. Bullying is generally characterised by:

2.3. Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

2.4. Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

2.5. Targeting: Bullying is generally targeted at a specific individual or group.

2.6. Vulnerable pupils are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

Pupils with special educational needs and disabilities.
Pupils who are adopted.
Pupils suffering from a health problem.
Pupils with caring responsibilities.

3. Types of bullying

3.1. 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 educational needs are some of the types of bullying that can occur.

3.2. Bullying is acted out through the following mediums:

- **Verbal:** Bullying another person by name calling, spreading rumours, persistent teasing
- **Physically**: Bullying another person by pushing, kicking, hitting, pinching, any form of violence or threats.
- **Emotionally**: Bullying someone by tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- **Online (Cyber):** Bullying through unwanted malicious, inappropriate communication by the use of the internet or text messages including social media and gaming.
- **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.
- **Transphobic bullying:** Bullying based on another person's gender variance or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4. Prevention

4.1. All reported or witnessed instances of bullying in the school are investigated by a member of staff.

4.2. Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work for example or seating arrangements in

class may be changed and organised in a way that encourages cooperation and prevents instances of bullying.

4.3. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

4.4. Seating arrangements in class will be changed and organised in a way that prevents instances of bullying. – make this more of an aim??

4.5. Potential victims of bullying are encouraged to be involved with children who do not abuse or take advantage of them.

4.6. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

4.7. All members of the school community are made aware of the school's Anti-bullying Policy.

4.8. All staff members receive training on identifying and dealing with the different types of bullying.

4.9. 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 situation.

4.10. Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

4.11. Before a vulnerable pupil joins the school, the pupil's teacher and where appropriate the SEND Coordinator will develop a strategy to prevent bullying from happening, this may include giving the pupil a buddy to help integrate them into the school.

5. Signs of bullying

5.1. Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite

- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

5.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

5.3. Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

6. Staff principles

6.1. Prevention is at the forefront of the school's Anti-bullying Policy.

6.2. Staff treat reports of bullying very seriously.

6.3. Staff do not ignore signs of suspected bullying.

6.4. Unpleasantness from one pupil towards another is always challenged and never ignored.

6.5. Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

6.6. Staff always respect pupils' privacy. Information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to. If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform a designated member of child protection staff immediately.

6.7. Follow-up support is given to both the victim and perpetrator following any incidents, to ensure all bullying has stopped.

7. Key roles and responsibilities

7.1. The local governing body evaluates and reviews this policy to ensure that it is non-discriminatory.

7.2. It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

7.3. The headteacher reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

7.4. The headteacher keeps a Record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

7.5. The headteacher will analyse the data on bullying at regular intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

7.6. The headteacher arranges appropriate training for staff members.

7.7. A member of staff will correspond and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.

7.8. Staff are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

7.9. All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's teacher of such observations.

7.10. All staff will avoid gender stereotyping when dealing with bullying.

7.11. All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

7.12. All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

7.13. Parents/carers are advised to inform their child's teacher if they are concerned that their child may be being bullied or be involved in bullying.

7.14. Parents/carers should be aware of signs of bullying in your child.

7.15. Parents/carers should talk to their child about their school day.

7.16. Pupils are taught strategies to help manage instances of bullying and are advised to inform a member of staff if they encounter bullying.

7.17. Pupils are taught not to make counter-threats if they are victims of bullying.

8. Cyber bullying

8.1. The School views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in chapter 10 of this policy if they become aware of any incidents.

8.2. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with chapter 11 and chapter 12 of this policy.

8.3. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In some circumstances the school may decide to consult the police

8.4. If an electronic device is confiscated by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to a criminal offence, the device will be given to the police as soon as it is reasonably practicable.

9. **Procedures**

9.1. If a pupil is injured, members of staff will immediately call for first aid for a medical opinion on the extent of their injuries

9.2. Minor incidents are reported to the appropriate member of staff in school, who investigates the incident, sets appropriate sanctions for the perpetrator and logs the incident and outcome.

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

9.4. The victim, alleged bully and witnesses are all interviewed separately. If appropriate, the alleged perpetrator, the victim and witnesses, are asked to write down details of the incident. This may need prompting with questions from the member of staff to obtain the full picture

9.5. Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication

9.6. A room is used that allows for privacy during interviews

9.7. Premature assumptions are not made, as it is important not to be judgemental at this stage

9.8. Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete

9.9. All concerned pupils are informed that they must not discuss the interview with other pupils

9.10. We will encourage the victim and perpetrator to agree a resolution through a Restorative Practice approach. It is important that the victim has an opportunity to outline the impact of the incident on them.

9.11. Parents/Carers of bullies and bullied will be informed of serious incidents. These telephone calls will be logged.

9.12. We will provide a clear strategy for managing future incidents.

9.13. We will look at how we provide peer support and access to adult support.

9.14. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10. Sanctions

10.1. 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.

10.2. The headteacher informs the pupil of the type of sanction to be used in this instance (detentions, on/off-site alternative provision, exclusions, service-based activities, etc.) and future sanctions if the bullying continues.

10.3. Wherever possible, the school will attempt reconciliation and will obtain a genuine apology from the perpetrator.

10.4. The school will informally monitor the pupils involved for a period of time.

11. Support

11.1. Following a bullying incident, the school will ensure support continues as appropriate and considers any possible impact on the educational progress of those involved.

11.2. If necessary, group dynamics are broken up by members of staff by assigning places in classes.

11.3. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

12. Follow up support

12.1. Pupils who have been bullied are supported in a variety of ways including:

- Being listened to
- Having an immediate opportunity to meet with a member of staff
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

12.2. Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour

12.3. Additional Support strategies:

- Pupils who have been bullied will be assessed on a case-by-case basis and if necessary, referred to the Cluster Guidance and Support Team for counselling.
- In cases where the effects of bullying are so severe that a pupil cannot successfully reintegrate back into the school, the headteacher and designated safeguarding lead will consider transferring the pupil to another mainstream school to continue their education.
- Where a child has developed such complex needs that alternative provision is required, then the school and family may discuss the use of alternative provision.

13. Bullying outside of school

13.1. Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 city, town or village centre.

13.2. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff will discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staffe.eg. on a school visit.

13.3. 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.

13.4. The headteacher is responsible for determining whether it is appropriate to notify the safer schools police officer.

13.5. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be consulted.

14. Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

15. COMPLAINTS

An individual wishing to make a complaint about anything relating to this policy should refer to the BLP Complaint Policy published on the BLP Website.

16. Monitoring and review

16.1. This policy is reviewed every two years by the LGB, headteacher and the designated safeguarding lead.

16.2. The scheduled review date for this policy is March 2020

Appendix 1

Useful Links:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational LGBT
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk o A Guide for Schools:
  www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

 Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying