



Anti-Bullying Policy

Agreed by Governors: 10.10.2016

Date to be reviewed: Every three years

The Following Policy has been revised in guidance of the following legislations:

- Children Act (1989)
- Keeping children safe in Education (September 2016)
- United Nations Convention on the Rights of the Child (1989)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Education Act (2011)
- The use and Effectiveness of Anti-Bullying Strategies in Schools (DfE, 2011)
- Preventing and Tackling Bullying (DfE, 2014)
- Supporting Children and Young people who are Bullied: Advice for School (DfE, 2014)
- Cyberbullying: Advice for Head Teachers and School Staff (DfE, 2014)

Rationale

“All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school.” (DfE,2014)

At Gallions Primary School, we have a zero tolerance attitude to bullying. It is seen as a Safeguarding and Child Protection concern (mentioned in Safeguarding and Child Protection Policy)

- The aims of the anti-bullying policy are to:
 - ensure that children learn in a supportive, caring and safe environment without fear of being bullied
 - promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
 - ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
 - inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
 - show commitment to overcoming bullying by practising zero tolerance.
 - identify and deal with incidents of bullying consistently and effectively.

Definition

- Gallions recognise bullying as: “A systematic and extended victimisation of a person or group, by another or group of others.”
- Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.
- Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.
- The three main types of bullying are:
 - Physical (hitting, kicking, theft)
 - Verbal (name calling, offensive remarks)
 - Indirect (spreading rumours, excluding someone from social groups).
- Children must be encouraged to report bullying in school to a teacher or staff member.

- This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Although bullying has not been defined as a criminal offence under the UK legislation the act of bullying includes behaviours such as harassing, threatening or communications which can be defined as an offence under the Protection from Harassment Act (1997), Malicious Communications Act (1988) and the Communications Act (2003).

Why is it Important to Respond to Bullying?

- Bullying hurts; no one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.
- Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.
- Bullying is also defined as abuse in Child Protection and Safeguarding Policy (refer to policy)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

(Refer to E-safety policy)

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach' please see the school's behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door policy in the school.
- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying to both pupils and parents.
- The use of pupil peer mediators.

Cyber Bullying

Cyber Bullying is acted out with the use of technology. It can include social media, mobile phones and handsets, or gaming sites. Being a victim of Cyber Bullying can be as devastating for the person as bullying itself. In some occasions it can have a higher risk as it can be harder to detect.

Signs and Symptoms of Cyber Bullying

A child may indicate the following which can be signs of Cyber Bullying:

- Upset and/or withdrawn after the use of internet, mobile phone (call or text), and gaming site.
- Unknown numbers appearing on calls and messages
- Unknown people on social media sites
- Will not talk or share information about the use of internet and phone calls
- Display high emotions such as anger, aggression or withdrawn after use of technology
- Not wanting to go to school
- Low Self-Esteem
- Difficulty in sleeping

Prevention of Cyber Bullying

- Ensure privacy settings are active
- Being cautious to what information is shared online including what is loaded and sent (images, videos, personal information)
- Only acknowledge and accept friends or people you know online.
- Secure password which is only to be known to the person
- Make sure the bully is blocked on social media
- Students aware to tell an adult (Teacher, Parents / Carer)
- Report the person on social network

(Refer to E-safety policy)

Procedures

- It is recognised that incidents of bullying occur in all schools.
- It is essential that all such incidents are taken seriously and dealt with in an appropriate manner.
- A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies with the class teacher with responsibility for student behaviour.
- The member of staff responsible for student behaviour will be in charge of the recording and overseeing of incidents.
- The headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.
- The following steps may be taken when dealing with incidents:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached (reporting to a member of SLT or the FSSO).
 - Staffs investigate alleged bullying by consulting the victim(s). Appendix 1 - Form for investigating an incident of bullying provides a framework for investigating an incident.
 - If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated.
 - A member of staff wishing to report an incident of bullying should approach the member of SLT responsible for student behaviour.
 - The member of SLT responsible for student behaviour should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
 - If deemed to be bullying, SLT responsible for student behaviour will speak to the pupils involved and proceed accordingly.
 - If the matter can be resolved in school then this will be done and monitored by an appropriate member of staff responsible for student behaviour and head teacher.
 - It may be decided that parents should be informed immediately and this will be done by the member of SLT dealing with the incident.
 - A written copy of events will be kept and this will be updated until the situation has been resolved.
 - As part of our ongoing communication with parents, they will be informed when the child is collected from school. This will be done by the class teacher.
 - The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with SLT to discuss the incident.
 - Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.
 - If the bullying has occurred outside of school premises and a member of school staff is informed, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or Anti-Social Behaviour Co-ordinator in their local authority. If the misbehaviour could be criminal or postures a serious danger to a member of the public, the police should always be informed

Bullying outside school Premises

Under the Education and Inspection Act (2006) Headteachers have been given specific statutory power to discipline pupils for poor behaviour outside of the school premises. It gives headteachers the authority to control pupils' behaviour when

they ***are not on school premises and are not under the lawful control or charge of a member of school staff***. This is also applicable to any bullying incidents that occur anywhere off the school premises, within the local community.

Support

Victim

- Support for the victim is essential both immediately following the incident and during an agreed period of review.
- Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.
- After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.
- Children who have been bullied will be supported by:
 - Offering an immediate opportunity to discuss the experience with a member of staff of their choice
 - Reassuring the pupil
 - Offering continuous support (monitored by the class teacher)
 - Restoring self-esteem and confidence
 - Placement into Nurture group if necessary
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s)

- It is recognised that support must be given to the perpetrator.
- Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully.
- Such procedures may include:
 - Positive behaviour strategies
 - Withdrawal from non-curricular activities
 - The use of peer mediators
 - The establishment of mentoring or a buddy system
 - Discussion about the effects of bullying
 - Peer mediation
 - Involvement of other agencies and services such as an Educational Psychologist, School Counsellor and the Behaviour Support Advisory and Development Team (BSDAT)

Staff Responsibilities

- All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy.
- All staff will be made aware of the implications of the school policies to anti-bullying and equality.
- Where necessary, staff will be offered training on tackling bullying throughout the year or through professional development courses.

Bullying can be brought to the attention of any member of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

- The Childline telephone number (08001111). Posters of contact number will be displayed clearly in school

Bullying and peer on peer abuse

'Keeping children safe in education 2016' sites peer on peer abuse as a form of abuse that all staff should be aware of. The boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation are unclear. This is a matter of professional judgement. However it should be mentioned that some cases of child abuse may be carried out by another child. This would become a child protection issue for all children involved. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any staff member who suspects a case of peer on peer abuse must liaise with SLT and the child protection officer immediately.

Sexting:

Sexting is a form of peer on peer abuse. Sexting refers to sending (someone) sexually explicit photographs or messages via mobile phone.

Please refer to our child protection policy for more details on this.

Appendix 1 Form for investigating an incident of bullying

Today's Date:	Person completing this form:
Who was involved? Is there or are there apparent victims? If so who is it/are they?	
In what way did the victims suffer?	
How did the incident start? Was it spontaneous or premeditated?	
What is alleged to have happened, from the perspective of all those involved?	
When did the incident take place?	
Where did the incident take place?	
Who witnessed the incident (pupils, parents, staff and others)	
Who reported it to whom and when?	
Is there any background to this incident?	
Is there any other reason for considering this to be bullying behaviour?	
Why does the reporter or investigator of the incident perceive this to have been a bullying incident?	
To what extent did the incident affect others?	
What was the response of the victim(s) if such exist?	
What does/do the victim(s) wish to see resulting from the investigation?	

'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged

Monitoring and evaluation

This policy needs to have regular evaluation and monitoring to ensure it is being implemented and is effective.

The senior management team will monitor the policy.

This Policy has been formally approved by the Pupils & Curriculum Committee of Gallions Primary School.

See minutes of 27/2/13 Minute reference _____

Signed by:

_____ Chair of Governors Date: __/__/__

_____ Headteacher Date: __/__/__