Anti-Bullying Policy

Agreed by Governors: 29.11.19

Date to be reviewed: Every three years

Rationale:

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

It is a government requirement that all schools have an anti-bullying policy. In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect); harassment and victimisation are challenged to ensure equality. This policy, along with the SEN & Disability Policy and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty. This policy reflects this guidance and the principles within 'Every Child Matters'.

The law requires that governing bodies and schools must:
- From time to time review and make a written statement of general principles and measures to promote good behaviour; [Section 88(2)(a) Education and Inspections Act 2006 (EIA 2006)]
- This statement of principles should be shared by the head teacher, other appropriate members of staff, parents and all pupils;
- Promote the well-being of pupils in their schools; [Ref: Section 21(5) Education Act 2002 (EA 2002), inserted by section 38 Education and Inspections Act 2006.]
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils; [Ref: Section 175(2) Education Act 2002]

Definition

Gov.uk defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. The definition from https://www.gov.uk/bullying-at-school/bullying-a-definition states the following: There is no legal definition of bullying.
At Gallions we define it as behaviour that is:
- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:
- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

Aims and objectives

Bullying is wrong and damages individual (children and adults). We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can work and learn without anxiety. We implement measures to reduce the likelihood of bullying.
This policy aims to produce a consistent school response to any bullying incidents including those on electronic devices; that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
At Gallions Primary School, we have a zero tolerance attitude to bullying. We identify bullying as a Safeguarding and Child Protection concern (referenced 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 behavior
- 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 effective

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly to address 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
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence o starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting o regularly feels ill in the morning
- Begins to do poorly in school work
- comes home with clothes torn or books damaged o Has possessions go "missing"
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues or 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:

- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying to both pupils and parents
- Teaching a structured programme of PSHE to raise self-esteem in pupils.
- The use of a learning mentor and Family safeguarding officer and Nurture teacher to monitor and work with children suspected of being bullied or of bullying
- 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.

Cyber Bullying

Cyber Bullying is carried out through 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:

- Be upset and/or withdrawn after the use of internet, mobile phone (call or text), and gaming site.
- Have unknown numbers appearing on calls and messages or unknown people on social media sites
- Will not talk or share information about the use of internet and phone calls or will display high emotions such as anger, aggression or withdrawn after use of technology
- May not want to go to school or have low Self-Esteem
- May have difficulty in sleeping

Strategies to Prevent Cyber Bullying

- Ensure all school based privacy settings are active
- Be cautious to what information is shared online including what is loaded and sent (images, videos, personal information)
- Ensure children know to only acknowledge and accept friends or people you know online. Only teach the importance of making sure passwords are secure and only to be known to the person
- Teach children to block anyone who engages in bullying via social media
- Ensure pupils know the importance of reporting cyber bullying to an adult (Teacher, Parents /Carer)
- Ensure pupils kno to report the perpetrator of cyber bullying to the relevant social network
- Routinely advice parents about legalalites and enforcing limits, for example, age limits applied to certain social media applications

(Refer to E-safety policy for further details)

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, the phase leader and the safeguarding lead.
- The member of staff responsible for safeguarding will be in charge of the recording and overseeing of incidents. A decision will be made on the best person to investigate this. This would always be the phase leader alongside the learning mentor, the class teacher or the safeguarding lead.
- The head teacher 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:

  - A member of staff wishing to report an incident of bullying should approach the class teacher and the phase leader(s) of the bully and the perpetrator. This will then be reported to the Safeguarding lead
  - 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 phase leader or the safeguarding lead). It will be subject to a fuller and investigation.
  - Staff will investigate alleged bullying by consulting the victim(s). Appendix 1 - Form for investigating an incident of bullying provides a framework for investigating an incident.
  - The safeguarding lead 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, the safeguarding lead alongside the phase leader 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 the class teacher, the phase leader, the safeguarding lead and the 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
  - Records of bullying to be reported to Governors termly.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The School Safeguarding Link Governor, Ms Jane Lucas, will liaise with the Senior Leadership team to review and monitor behaviour at Gallions. The governing body will monitor incidents of bullying and cyber-bullying that occur, and will review the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to investigate the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

Bullying outside school Premises

This policy applies to all members of Gallions Primary community both in and out of school as the headteacher is required by the Education and Inspections Act 2006 as is reasonable regulate the behaviour of pupils when they are off the school site and impose disciplinary penalties for inappropriate behaviour and bullying. The headteacher and staff at Gallions will, when asked, direct parents to guidance and support to empower them to deal with bullying that occurs out of school.

This is pertinent to incidents of bullying that occur outside of school and includes incidents of online or cyber-bullying via email, social networks and instant messaging applications that may take place outside of the school, but is linked to membership of the school.

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) o   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 establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist, School Counsellor, CAHMS 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 2019' 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 another child might carry out some cases of child abuse. 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 safeguarding lead 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.

This policy has been written in conjunction with the following legislation:

- Keeping children safe in Education (September 2019)
- Children Act (1989)
- United Nations Convention on the Rights of the Child (1989)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Education Act (2011)
- Children Act 2004
- Children and Young Persons Act 2008
- 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)
- Sexual violence and sexual harassment between children in schools May 2018
- Children Act 1989
- Sexting in schools and colleges - UK council for child internet safety.

Appendix 1 Form for investigating an incident of bullying

	Person completing this form:
Today's Date:	
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.

Signed by:

_____ Chair of Governors Date: __/__/__

_____ Headteacher   Date: __/__/__