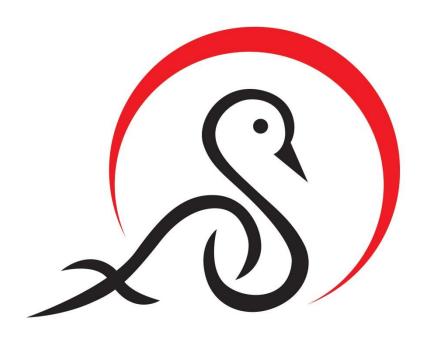# Stoneferry Primary

Anti-Bullying Policy

Stoneferry Primary

Anti-Bullying Policy

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that the following guidance is read: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

1) Objectives of this Policy

This policy outlines what Stoneferry Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our aims:-

The governors, head of School, leadership team and all staff at Stoneferry Primary School acknowledge that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim to:

- To educate children so that they fully understand what bullying is and is not.
- Show commitment to overcome bullying through practising zero tolerance.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously and acted upon.
- Have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- Ensure a consistent school response to any bullying incidents that do occur.
- Make the school community aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To reassure children that they will be listened to and that it is alright to tell.
- To deal effectively with any incidents of bullying.

To achieve our aims we need to work effectively with parents and pupils and ensure that everyone works together to prevent any incidents of bullying.

3) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

4) Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful

behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying is **not:**
- When a friend chooses to play with someone else.
- Not liking someone.
- Accidentally bumping into someone.
- Making other children play things in a certain way (being bossy).
- A single act of telling a joke or teasing someone.
- Arguments.
- Expression of unpleasant thoughts or feelings towards others.
- Isolated acts of meanness.

5) Forms of bullying covered by this Policy
Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying, including sexual innuendos
- Bullying via technology –"cyberbullying"

We acknowledge that children with SEND, may be more susceptible to all forms of bullying, and are more likely to be targeted due to difficulties they can face in communicating what has happened to them. Therefore, we make certain that SEND children are responded to carefully when they have or show signs of concern.

6) Preventing, identifying and responding to bullying
The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

At Stoneferry Primary we use a range of prevention strategies to support our positive behaviour ethos. These include:
- Jigsaw.
- PSHE.
- Circle time.
- Anti-bullying awareness raising and key messages.
- Participation in Anti-Bullying Week, special events.
- Behaviour - rules, code of conduct, rewards / sanctions.
- Friendship/social groups.
- Supervision by staff.
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world.
- Support programmes for vulnerable pupils.
- A safe and secure physical environment.
- Involvement of pupils, for example peer support.
- Healthy Schools.
- Working with the School Council.
- Transition procedures for children in Y6.

7) Involvement of pupils
We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

8) Liaison with parents and carers
We will:
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.

9) Bullying outside school premises

Head teachers have 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 head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. 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 the local area.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will consider whether it is appropriate to notify the Police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

10) Sexual Harassment
Definition of Sexual Harassment
Unwanted conduct of a sexual nature, which would include:
- Sexual comments
- Sexual "jokes" or taunting
- Physical behaviour
- Online conduct

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Sexual harassment is likely to: violate a child's dignity, make them feel intimated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Stoneferry Primary will be taken seriously, and the school will utilise appropriate sanctions, as outlined in the behaviour policy.

11) Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

12) Sanctions
If necessary, we will invoke the full range of sanctions that are detailed in the school's behaviour policy. These may include:

- Application of the school colour system
- Loss of breaktimes and/ or lunchtimes
- Loss of extra curricular clubs
- Loss of trips away from the school site

Children displaying persistent, inappropriate behaviour, or who are involved in serious incidents, will be encouraged and supported by staff to develop appropriate behaviour.

This support will take the form of a positive behaviour programme:

- A daily report card.
- Working with Mrs Morgan (school's well-being officer).
- Daily meetings with the Head of School or Acting Assistant Head
- Regular meetings with parents.
- Guidance from the behaviour support service.

Persistent breaking of the code or serious incidents will be dealt with by the Head of School, who will contact the parents or carers so that the issue can be resolved together.

In extreme cases (determined by the Head of School) temporary exclusion from lunchtimes, or school in general, for a fixed period of time, may be used. Decisions to exclude a child will not be taken lightly and will usually be issued when all other behaviour strategies in school have been exhausted.

At Stoneferry Primary School we will only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there may be exceptional circumstances in which the Head of School may decide to permanently exclude a pupil for a 'one-off' offence.

A child at risk of exclusion will have a Pastoral Support Programme outlining expectations and small step strategies to achieve these expectations. Pupil, staff and parents will work closely together with daily/weekly liaison; support from outside agencies will be sought where necessary. Success will be celebrated regularly and the programme will be shared with parents or carers.

13) Links with other school policies and practices
This Policy links with a number of other school policies, practices and action plans including:
- Behaviour policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

14) Links to legislation
There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

11) Responsibilities

It is the responsibility of:
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head of School, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Lisa Gadd

The named member of staff with lead responsibility for this policy is: Mandi Morgan

12) Monitoring & review, policy into practice
The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- 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
- Show Racism the Red Card: www.srtrc.org/educational

Additional Content

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies can often victims too – that can be a reason why they bully.

The procedures should be followed by the Head of School or a member of the Senior Management Team.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Stoneferry Primary and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
   - withdrawal from favoured activities, for example school visit.
   - loss of breaktimes for a period to be determined by the headteacher.
   - barred from school during lunchtimes for a period to be determined by the headteacher.
   - fixed period of exclusion from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person (usually the head or deputy head) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.
11. If necessary and appropriate, the police or other local services will be consulted

Help for victims and bullies.

The whole purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described above to help resolve matters it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:
- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

Supporting Adults
Adults (staff and parents) who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/head of School
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:
- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

Advice to parents
- Watch for signs of distress in your child e.g. headaches or stomach ache, not wanting to come to school etc.
- Take an interest in your child's social life—discuss friends, playtimes etc.
- Contact school immediately if you think your child is being bullied.
- Keep a written record if bullying persists.
- Work with your child's class teacher to create support strategies.

Advice to victims and parents
(guidelines for parents of children being bullied)
- Advise your child to speak to an adult in school.
- Identify places where bullying takes place and if possible avoid them.
- Advise your child not to give into their demands.
- Work out a plan of action with your child and their class teacher.

School procedures
- We watch for early signs of distress in pupils that may be the early signs of bullying.
- We listen carefully and record all incidents.
- We monitor the use of the internet and do not allow access to chat rooms in order to avoid opportunities for cyber bullying.
- We offer the victim immediate support.

- We speak to the bully and their parents.
- We ensure that there is always a member of staff on duty at break/lunchtimes.
- We may use peer counselling groups to resolve problems.
- We keep a record of all incidents.
- Promote e safety to pupils and parents on a regular basis.

Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school

This policy will be reviewed every two years.

June 2019
Next review June 2021