



Anti-Bullying Policy

Date Policy Adopted: May 2016

	Date of Next Review by
Head teacher/SLT	May 2017
Approval	Premises, Safeguarding and Health & Safety

Introduction

The governors and staff of Broseley CE Primary School fully recognise that bullying takes place in schools as it does in other work places. The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2014

Bullying can be related to:

race, religion or culture

special educational needs or disabilities

appearance or health conditions

sexual orientation, sexist or sexual bullying

young carers or looked-after children or otherwise related to home circumstances

verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)

indirect (cyber bullying, spreading rumours, excluding someone from social groups)

Radicalisation and Extremism

Bullying includes:

name-calling, taunting, mocking, making offensive comments, kicking, hitting,

pushing or taking belongings

inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet

producing offensive graffiti

gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Aims of the policy

- To promote a climate of trust and openness that allows a child, parent or member of staff to have the confidence to report any incidents of bullying.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.
- Provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
- Provide a systematic means of monitoring children known or thought to be bullies and support a change in their beliefs and thoughts.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected bullying abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

Roles and Responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually

The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the head teacher and staff have taken to deal with these

Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism

**The role of the head teacher and staff:
Policy and procedures**

- We have a designated member of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right. The named person is **Mrs Sarah Passey Head teacher**
- We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues. The named person is **Miss Liz Simpson Deputy head**
- All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse.
- All members of staff know how to respond to a pupil who discloses bullying.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

The Designated Person is responsible for:

- Adhering to the LSCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.
- All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

3. Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and other school activities

The policy will be promoted and implemented throughout the school

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly

- Our procedures are regularly reviewed and up-dated.
- All new members of staff are given a copy of our anti bullying policy as part of their induction into the school.

Supporting Children who are being bullied

- We recognise that a child who has intermittent or persistent abuse by bullying may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school.
- Delivering explicit and implicit anti bullying messages across the curriculum and throughout the school day.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti-bullying campaigns.
- Notifying Children's Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Offer Peer Support through Shropshire Safeguarding Board.

Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children**. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and re-assurance for the victim paramount.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Bullying of Staff

- Bullying of staff by other staff, pupils or parents will not be tolerated.
- Staff should report any such incidents to the Head teacher immediately. If the allegation is against the Head teacher, this should be reported immediately to the Chair of Governors.

Allegations of bullying against staff

- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher.
- The Head teacher on all such occasions will discuss the content of the allegation with the Principal Officer Child Protection for Schools & Early Years, or in their absence the Safeguarding Advisory Service.
- If the allegation made to a member of staff concerns the Head teacher, the Designated Person will immediately inform the Chair of Governors who will consult with the Principal Officer for Schools & Early Years.
- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.
- If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment in which staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture - has someone to turn to if they are being bullied and that they feel included and valued - at home and at school. This will not be tolerated and parents will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could be excluded from school.

Homophobic/Transphobic Bullying

Homophobic and Transphobic bullying does not only affect lesbian, gay, bisexual and transgender (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a child and can affect their confidence and well-being.

An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of the victim and perpetrator will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Special Educational Needs and Disabilities

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. This will not be tolerated and parents will be informed immediately, making it clear that should the matter persist, the child could be excluded from school.

Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. This will not be tolerated and parents will be informed immediately, making it clear that should the matter persist, the child could be excluded from school.

Cyberbullying

We recognise that bullying increasingly takes place in “cyber” environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises and parents will be informed of that ruling. As such these incidents will be treated as a Child Protection issue.

Upon any incident where “cyber” bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will done with The Designated Person for Child Protection and the Head teacher, and if appropriate, outside agencies.

We recognise and will act in accordance with guidelines set down by the DFE on cyberbullying.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Physical Intervention

- We understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- This policy is in line has been adopted in line with the local authority Policy on Physical Intervention.

The curriculum and Anti-bullying related activities and events

As a school we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regards to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.
- Include in the curriculum on a weekly basis, PSHE, which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Ensure that if there are any incidents of bullying in particular classes or year groups that these are dealt with swiftly, involving the perpetrator and victim and their parents.
- Work with Theatre Groups and other professionals working within the Child Protection arena to equip young people to stay safe.

APPENDIX 1

Shropshire Schools Hate-Related Incident Report Form

requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged? Yes (If 'yes' please give details below) No

Frequency or duration of behaviour

- Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as

birth? Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- Buddhist Rastafarian Don't know
 Christian Sikh
 Hindu Other
 Jewish No religion
 Muslim Prefer not to say

Sexual orientation

- Heterosexual
 Bisexual
 Gay/Lesbian
 Prefer not to say
 Don't know

Ethnicity

- White British White & Black Caribbean Any other black background

- | | | |
|---|--|--|
| <input type="checkbox"/> White & Black African | <input type="checkbox"/> Indian | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> White Irish | <input type="checkbox"/> Pakistani | <input type="checkbox"/> Any other ethnic |
| background | | |
| <input type="checkbox"/> White & Asian | <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Other white background | <input type="checkbox"/> Black Caribbean | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Any other mixed background | <input type="checkbox"/> Black African | |
| <input type="checkbox"/> Eastern European | | |

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

