



## St Peter at Gowts Church of England Primary School

<b>Policy</b>	<b>Anti-Bullying Policy</b>
<b>Date adopted</b>	<b>November 2016</b>
<b>Date reviewed</b>	<b>March 2020</b>

### **Introduction**

This policy is a statement of the beliefs, values and aims of St Peter at Gowts CE School with regard to the management of anti-bullying procedures at our school. It reflects the consensus of opinion of all the teaching staff, and has the full agreement of the staff and Governors. The implementation of this policy is the responsibility of the Headteacher and all the teaching and non-teaching staff.

### **Rationale**

St Peter at Gowts is a school based on Christian values. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff, or communicate through the worry box. There will always be a swift response.

### **What Is Bullying? – Definitions used in school**

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets 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 SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

### **Types of bullying**

Many 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 SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Emotional      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical        pushing, kicking, hitting, punching or any use of violence

- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email; mobile threats by text messaging & calls; misuse of associated technology.

**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. 3.6. 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.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Peer on Peer Abuse:** The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

### **Bullying outside of school**

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.

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 town or village centre.

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 can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

### **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. Pupils who are bullying need to learn different ways of behaving and children who have been effected by bullying can be supported.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Objectives of this Policy**

All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is. All Governors and teaching and non-teaching staff should know what the policy is on bullying, and follow it when bullying is reported. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a church school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

### **Roles and responsibilities**

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, on CPOMS to allow for proper analysis of the data collected.
  - Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Reporting incidences of bullying to the governing body on a termly basis.
- Arranging appropriate training for staff members.

Teachers and Deputy DSL's are responsible for:

- Being alert to social dynamics in their class and communicating these within the safe and well meetings.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## **Statutory implications**

St Peter at Gowts school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **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 attend the school
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to fall behind academically
- comes home with clothes torn or books damaged
- has possessions which are damaged
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- 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. If staff become aware of any factors that could lead to bullying behaviours, they will notify the headteacher, deputy headteacher, and a Deputy DSL who will investigate the matter and monitor the situation.

## **Procedures**

### **Immediate Action**

1. The responsible member of staff must deal with the incident calmly and firmly. If the adult considers that there is a cause for concern they will listen to the 'victim' first. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.  
They must avoid becoming involved in fact-finding or apportioning blame. All possible incidents of bullying will be recorded and dated by staff involved. The member of staff will adopt a problem-solving approach wherever possible. Record in safe and well logs in class and shared with the headteacher or deputy.
2. If the incident occurs at break the teacher on duty will inform the class teacher. During lunchtime, it will be reported to the senior mid-day supervisor who will discuss the issue with the class teacher involved. Follow up discussions may be appropriate with individuals, and clear reminders of what is acceptable/unacceptable behaviour and the consequences of this. This will be recorded in safe and well logs in class and shared with the headteacher and deputy.
3. A meeting with both (or groups) of pupils may then be held if necessary, again using a problem-solving approach and encouraging the children themselves to say what needs to be done.
4. If a bullying issue is reported by parents this will, in the first instance, be addressed by the class teacher. If the issues persist and parents continue to have concerns, the Headteacher or SLT will address the issue.
5. In the case of cyber bullying, the above procedures will be followed and the e-safety policy will be referred to.
6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL or Deputy DSLs immediately.

### **Longer Term Action**

If the bullying persists and all procedures normally used are not effective further action will be necessary:

1. The incidents will be reported to the Headteacher or Deputy and SLT– recorded in Bullying Log kept in the Business Manager's office and CPOMS.
2. The Headteacher or SLT will investigate the incident.
3. They will decide if parents of the pupils involved should be informed and be asked to come in to a meeting to discuss the problem.
4. The child's parents will be invited in order to discuss the concerns, at which time any written comments may be used as evidence. Wherever possible, agreement is reached between parents and the school as to appropriate strategies to adopt that are consistent, firm and enforceable.
5. The Headteacher will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times
6. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

### **Outcomes**

1. The bully (bullies) will be made to apologise. Other consequences may take place i.e. written apology, removal of privileges.
2. If possible, the pupils will be reconciled and an attempt will be made to help the bully change their behaviour resulting in the difficulties being resolved to the acceptance of both parties.
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In the instance of cyber bullying the School may remove IT access to those children who are not using School IT resources in line with the E-Safety policy.
5. At the discretion of the School, outside agencies may become involved.
6. If necessary and appropriate, police will be consulted.
7. In serious cases, fixed term or permanent exclusion will be considered by the Headteacher. If there is to be a formal exclusion the procedure is detailed in the Exclusions Pack 2015.

## **Prevention**

The school uses preventative measures to combat bullying by:

- a clear and unequivocal commitment from the Headteacher, staff and Governing Body to develop and implement an anti-bullying approach
- the provision of a hierarchy of positive and negative consequences (see behaviour policy)
- the allocation of time at 'Safe and Well' meetings to enable the discussion of any bullying issues
- a commitment to staff development and training to combat bullying
- the involvement of parents and pupils by giving clear information
- children will be taught about safeguarding, including on-line safety as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions - Citizenship and Peer Mediation Programme

## **Monitoring**

Monitoring the success of this policy will take place in the following ways:

- monitoring the frequency of recorded incidents using recorded data from CPOMS
- regular discussion with pupils including the victim and perpetrator record on CPOMS
- through the comments of parents and staff on the effectiveness of procedures
- responses from parents and pupils on the annual 'How good is our school?' questionnaire (school self-evaluation)

## **Reporting to Governors**

The Headteacher will prepare an anonymised termly report for governors that outlines any allegations of bullying and how these have been dealt with by the school. Governors will monitor levels of bullying and the success of the policy

This policy will be reviewed every two years.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- 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 guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy/procedure should be read in conjunction with all other safeguarding related policies within school – see agreed safeguarding file. In particular:

- Safeguarding (child protection) Policy
- Safe Recruitment Policy
- Health and Safety Policy
- Medicines in School Policy
- Behaviour Policy
- Positive Handling Policy
- E-safety Policy