

Bicton C.E. Primary School and Nursery

Learning for a Lifetime



ANTI-BULLYING POLICY

This policy was reviewed and updated by the Governing Body of Bicton C.E. Primary School and Nursery in March 2024 (delegated to the headteacher).

This policy will be reviewed annually.

Signed

A handwritten signature in black ink, appearing to be 'A. Johnson', written over a horizontal line.

Head teacher

Signed

A handwritten signature in black ink, appearing to be 'J. Freeman', written over two horizontal lines.

Chair of Governing Body

INTRODUCTION

The aim of our anti-bullying policy is to ensure that pupils 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 in school.

DEFINITION OF BULLYING

Bullying can take many forms but three main types of bullying are:

- Physical bullying includes hitting, kicking, tripping, pinching, pushing, taking others' belongings or damaging property;
- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse;
- Social bullying (indirect/covert) includes lying and spreading rumours, mimicking unkindly, playing unkind jokes to embarrass or humiliate, negative facial or physical gestures, or encouraging others to exclude someone from social groups.

The DfE guidance '*Preventing and tackling bullying*' published in July 2017 has the following definition:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

Cyber-bullying

'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.'

Pupils being bullied may demonstrate emotional and/or behaviour problems including: signs of depression, change in mood, 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 absence from school.

Bullying behaviour is not accepted in any form and the staff at Bicton C. E. Primary School and Nursery must be alert to the signs of bullying and act promptly and firmly against it.

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

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the website, home-school agreement, induction meetings and parents' evenings.

OUR AIMS

The aims of the school's anti-bullying strategies and intervention systems are to:

- create an ethos of good behaviour where pupils treat each other and the school staff with respect because they know that this is the right way to behave – this forms part of our whole school values;
- ensure that pupils know we expect them to show respect towards others at all times – in class, when meeting others in the corridor, in the dinner hall, on the playground, when travelling to and from school on the bus and when taking part in school visits;
- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy;
- react to bullying incidents in a reasonable, proportionate and consistent way;
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and offer support for these pupils;
- teach children that they are responsible for their actions and how their behaviour affects others;
- create an inclusive environment in which pupils have the confidence to openly discuss the cause of their bullying, without fear of further bullying or discrimination.

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 our School's values and practice, and is reviewed annually. Governors are informed of the number of incidents (reported at termly meetings of the Governing Body or sooner as necessary) 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:

1. Policy and procedures

The senior members of staff who lead on anti-bullying are:

Mrs Natalie Johnson Head teacher / Designated Safeguarding Lead

Mrs Eleanor Mavin Deputy Head teacher / Deputy Designated Safeguarding Lead

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 outcomes will be provided to the Head teacher, so that incidents can be monitored;
- relevant staff will be kept informed and, if the bullying persists, they will record this and inform the Head teacher and appropriate further action is taken;
- parents / guardians will be kept fully informed;
- 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 (PSED) under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative.

2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered continuous support
- restoring their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date / time to discuss outcomes and appropriate follow-up

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved / the motivations behind it
- establishing clearly what behaviour needs to change, and how the school can support this change
- informing parents / guardians of agreed actions, and establishing how they can support
- arranging a review date / time to discuss outcomes and appropriate follow-up

3. Curriculum

The School promotes anti-bullying in a number of ways, to eradicate any form of bullying. This includes:

- Lunchtime supervisors/support staff promote the anti-bullying message, in accordance with the School's aims and ethos, and discuss any concerns immediately with their class teacher and / or the Head teacher;
- Whole-school and class assemblies are used to clarify and revisit the School's expectations about behaviour and to reinforce the message that bullying is not acceptable under any circumstances;
- Each year group focuses on anti-bullying as part of their PSHE lessons;
- KS2 promote the anti-bullying message through creating posters to display around school and by being alert to and reporting any incidences of unacceptable behaviour to staff;
- School Council members are able to share any concerns about the playground/break-times with the designated staff member at regular School Council meetings;

- Opportunities to share concerns through Safer School surveys and meetings.

Advice will also be taken from the Local Authority Inclusion Service as well as national guidance on bullying.

MONITORING, EVALUATION AND REVIEW

Governors will review this Policy annually and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the School and Nursery. The Head teacher will inform the Governing Body of any significant issues and incidents.

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are 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 340034 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

- | | | |
|---|--|--|
| <input type="checkbox"/> White British | <input type="checkbox"/> White & Black Caribbean | <input type="checkbox"/> 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

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

LEGAL FRAMEWORK

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010

A key provision of The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need 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.*

Maintained schools and Academies are required to comply with the PSED. subjecting them to any other detriment.'

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be dealt with as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should discuss their concerns with the Head teacher/Designated Safeguarding Lead and concerns should be reported to the Local Authority children's social care team. Even where safeguarding is not considered to be an issue, School may draw on external services to provide support for the pupil who is experiencing bullying, or to address any underlying issue which has contributed to a child carrying out bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.'

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside the school premises

School staff have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police / anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

'Preventing and tackling bullying' Department for Education, July 2017