

LANDYWOOD PRIMARY SCHOOL



Anti-Bullying Policy

May 2019

Context

Anti-Bullying forms part of the school's duty of care. This policy should be read in conjunction with Landywood's Behaviour and Safeguarding policies. By effectively preventing and tackling bullying, our school can help create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

The Equality Act 2010

A key provision in 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.

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.

Policy development

Pupils have contributed to the policy development & review through our Class and School Councils, assemblies and Life Education. Parents are also encouraged to be involved through our parent workshops.

PSHE / SMSC

We use our own Life Education programme which incorporates PSHE (Personal Social, Health Education) and SMSC (Social, Moral, Spiritual and Cultural) and assemblies to explore/challenge the issue of bullying. Landywood's Golden Rule is to show respect. We actively promote a culture where no child should be scared to tell someone if they are being bullied, which will be tackled through our Life Education programme.

Definition of bullying

"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 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." (DfE: "Preventing and Tackling Bullying" July 2017).

At Landywood, we consider bullying is...

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace."

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate, targeting an individual or a group.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- It can create secrecy through fear of repercussions

What does bullying look like?

Bullying can include repeated:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- prejudice related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance, health or other circumstances
- bullying of vulnerable children
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

HOMOPHOBIC & TRANSPHOBIC BULLYING

The school recognises its responsibility to educate and train our children in how negative and destructive homophobic and transphobic bullying can be, this is always addressed entirely age appropriately and is delivered through our Life Education programme.

Homophobic bullying: using homophobic language

Homophobic language means terms of abuse used towards lesbian, gay, bisexual and transgendered people (LGBT) or those thought to be. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing this behaviour as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Cyber-bullying

The use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. This is dealt with as part of our E-Safety Themed Days and also in response particular issues within a specific class/year group as appropriate. It may be led by the Class Teacher, Phase Leader, IT Leader or Head Teacher; parents are always informed once the nature of the cyber bullying has been established. Whilst most incidents of cyberbullying occur outside school, we offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying. Parent workshops are organised to support parents in managing safety and anti-bullying in the home. See also our Home School Agreement, Behaviour Policy and specific resources for parents/carers on our school website www.landywoodprimary.co.uk and visit our 'E-Safety' area within the Parent Zone section of the site.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effect on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school: *'Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.* In addition: *The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.'* (Behaviour and discipline in schools; A guide for head teachers and school staff' DfE.)

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Dealing with a bullying incident

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Our procedures are organised into three stages, and the related sanctions run parallel to our Behaviour Policy -

Stage One

When an incident is reported to a class teacher, the teacher will speak separately to all children involved, to establish the facts surrounding the incident. They will also speak to any adults who may have witnessed the incident or its circumstances.

When an incident is reported to a member of the support staff (including office, teaching assistants, mid-day supervisors), in the first instance they will inform the relevant class teachers, who will then gather evidence, for example witness statements as outlined above.

If there is clear evidence of an incident occurring, even if accounts are different, the Head Teacher, or Deputy Head Teacher in their absence, will be informed immediately. This will be recorded on the school's Safeguarding and Child Protection software system (CPOMS) system to enable tracking/monitoring to be undertaken over time.

The Head Teacher, or Deputy Head Teacher in their absence, will take a lead role in the investigation and will assess whether parents are to be informed at this point. All documentation is recorded on our CPOMS system.

This will include :

- Meet children involved [perpetrator/target/witnesses] separately.
- Speak to all adults involved
- Speak to the parents of children involved (if deemed appropriate).

Stage Two

Should further or repeated incidents occur, the Head Teacher will lead the school response to tackle issues with both perpetrator/s and target/s and will:-

- Record the incidents on CPOMS and decide how the issues should be tackled.
- Agree with all parties on a practical, supportive way forward to achieve positive behaviour and explore why this incident occurred, in conjunction with the school's Behaviour Policy.

Furthermore, the Head Teacher will review, with class teachers and phase leaders, the children's behaviour and may take any of the following steps:-

- If PSHE (personal \social\health education) SMSC type activities are required these will be incorporated into the children's learning as appropriate.
- If children are in the same class the management and organisation of the classroom will be reviewed to enable some 'space' to be put between children involved in a bullying incident.
- Facilitate a more formalised approach including advice from outside agencies / SENCO.

Stage Three

If bullying incidents are of the most serious nature, involving physical, verbal or emotional elements, the Head Teacher will seek advice from the Local Authority's Safeguarding Team in conjunction with the school's Behaviour Policy.

Stage Three will involve all parents, as well as teachers/support colleagues as appropriate, and will be the responsibility of the Head Teacher, or Deputy Head Teacher in their absence, and may lead to some form of exclusion or statutory action.

Reporting / recording bullying incidents

All children, parents, bystanders and other stakeholders are encouraged to report incidents to school staff. This is very often class teachers or the Head Teacher, but all staff know their role in communicating about bullying in line with this policy and our Safeguarding Policy, DfE document Keeping Children Safe in Education 2018. These are recorded in detail on our CPOMS system.

Monitoring and review including evaluating the policy

Our Anti-Bullying Policy is reviewed annually.

As part of the SMSC/PSHE framework, aspects of staff development relating to anti-bullying are led & managed by the Head Teacher, Life Education Subject Leader and Phase Leaders.

As part of our self-evaluation of anti-bullying procedures we :

1. Review termly our logged behaviour concerns
2. Seek views of pupil voice on how safe pupils feel

In March 2017 OFSTED reported:-

"Bullying is very rare at the school. Pupils are well aware of what constitutes bullying and what its consequences are. Pupils say that they trust teachers to intervene if someone uses inappropriate language or displays aggressive behaviour."

"Pupils feel safe at school. Leaders and governors have a strong focus on ensuring that safeguarding arrangements, and approaches to teaching pupils to stay safe, are effective."

"The school's work to promote pupils' personal development and welfare is good."

“Pupils say that the school is a safe place to be. They know they can trust their teachers and they are confident they can always talk to the adults who work at the school if they have a problem. Pupils are taught how to avoid risks at school and outside school. They are well informed on the dangers linked to the use of social media and the internet. The school also runs workshops for parents on these dangers.”

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Child Protection/Safeguarding Policy	Child protection, keeping children safe
Home School Agreement	E-safety
Equality Policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org.uk

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Childline – www.childline.org.uk

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

Internet Watch Foundation – www.iwf.org.uk

UK Safer Internet Centre – www.saferinternet.org.uk