

**ST GEORGE'S CE VA PRIMARY SCHOOL
LANGTON MATRAVERS
ANTI-BULLYING POLICY**



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Approval Committee: FGB – Strategy, Policy & Planning Committee

Next Review: September 2024

Anti-Bullying Policy

In reviewing this policy and making decisions regarding the school's anti-bullying procedure, due consideration has been given to Equality and Safeguarding Legislation.

St George's CE Primary School Anti-Bullying Policy

The lead person with responsibility for developing this policy is

The Headteacher in role (Katy Astle) together with Mr Richard Purchase (Safeguarding Governor) and Miss Hannah Bower (School Council Leader) along with School Council members representing pupils at St George's School

1. Roles and Responsibilities

The lead person will:

1. Develop the policy in line with good practice and legislation
2. Ensure that agreed protocols are followed
3. Evaluate the progress the school is making in relation to the anti-bullying agenda
4. Seek further, external support and advice when required

Class teachers are responsible for the day to day implementation of practices and they will:

1. Support the development of an appropriate and safe culture within school
2. Model appropriate, respectful behaviour
3. Ensure pupils understand what constitutes bullying behaviour e.g. in PSCHE lessons, circle time, class discussions and so forth
4. Respond in a timely manner to pupils who have bullied using agreed procedures
5. Support pupils who have experienced bullying
6. Separate the behaviour from the child and focus on resolving the 'bullying type behaviour'
7. Consider any factors leading to the bullying carefully so a support package can be provided for all in need of help e.g. referral to SENDCo to consider further pastoral support

Pupils and other adults in this school will:

1. Embrace a culture that respects difference
2. Model appropriate, respectful behaviour
3. Report concerns without delay, using the appropriate channels of communication
4. Support pupils who have experienced bullying behaviours

Governors are responsible for monitoring all of the above.

2. Aims and Objectives

Our school considered what we felt the purpose of an anti-bullying policy should be and responses included:

- **To put a stop to bullying type behaviours**
- **To encourage a school culture where bullying behaviour is never tolerated, ignored or accepted e.g. ‘a blind eye’ approach is unacceptable – ‘See it; Stop it’ approach**
- **To encourage children to feel confident to talk about their feelings and report repetitive and unkind behaviour to a responsible adult in school, or at home**
- **To promote strong links between home and school so parents and staff communicate about behaviour that is likely to cause either emotional or physical harm to a child**
- **To support and protect the victim**
- **To support the perpetrator of the bullying type behaviour by giving time to talk and to sort out feelings or triggers**
- **Make school a happy and safe place for everyone to both learn and play**
- **Promote equality and prevent discrimination**
- **Ensure staff, pupils and parents have clear guidance about how to identify bullying**
- **Provide guidance to staff about how to handle cases of bullying type behaviour with consistency and sensitivity**
- **For all to understand the consequences and impact of bullying**
- **To ensure appropriate support is in place to deal with the consequences e.g. internal pastoral school support and external agency support, when needed**
- **Ensure parents are aware of how the school deals with bullying, working in partnership with them to help resolve any serious or repetitive issues in a timely manner**

The aims and objectives of this policy are to develop and maintain:

1. A culture of respect where difference is valued
2. A system of support for pupils who have been bullied
3. A system of clear, fair and consistent responses to incidents of bullying, which may include a supportive package for both the victim, and also the child who has been identified as using bullying type behaviour e.g. Pastoral Support, Behavioural Support Service, Educational Psychologist advice
4. A ‘restorative justice’ approach, where appropriate, so those involved understand the consequences of their actions

Anti-Bullying Policy

3. Defining Bullying

Our school asked pupils to define bullying and they responded that bullying is:

- Repetitive, hurtful behaviour in a wide variety of forms
- People keep doing things that they know you don't like
- Making someone feel small so you can feel big
- Making someone feel bad about themselves by comparing or excluding
- Making someone feel bad by singling them out because they are different
- When someone is jealous and trying to get all the attention or seeking a reaction
- Behaviour that makes you feel alone and left out
- Verbal, physical or emotional (e.g. 'the silent treatment')
- Finding different forms as technology advances e.g. cyber-bullying

Bullying is described as '**behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.**'

The DfE definition of bullying (2016) is as follows:

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, 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.

DfE July 2017 Preventing and tackling bullying – advice for head teachers, staff and governing bodies

Bullying behaviour often affects children and adults who are perceived to be different in some way, including those with special needs or disabilities, although it is important to recognise that any child or adult in the school community could be targeted.

4. Bullying Incidents Outside of School

Bullying can occur **both inside and outside of school**. The DfE made it clear in '**Preventing and Tackling Bullying**', **July 2017**, that schools can and should be able to take action if bullying is reported outside of school and affects a pupil of the school:

'School staff members 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.

Anti-Bullying Policy

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 or 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.'

5. Prevention

Our school community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:

- The delivery of an appropriate curriculum, including ensuring positive images are promoted of all people representative of a diverse society e.g. positive role models in history, science, literature, sport etc.
- Through other areas of the curriculum e.g. RE, PSCHE and Computer Science (including e-Safety links and anti-cyber-bullying awareness)
- A system for talking to pupils about differences and diversity through collective worship, dedicated events and lessons
- Anti-bullying week and opportunities in worship/assemblies
- Training for staff to ensure an up to date knowledge about diversity and issues associated with bullying
- Christian values and ethos permeating all our work and lives in school, with our Christian values of **love, truth, respect** and **forgiveness** playing a large part in developing a tolerant and kind school community
- The modelling of appropriate respectful behaviour by staff, pupils and all members of the school community, including parents
- Our 'Home School Agreement' and 'Parents' Code of Conduct' set out our collective expectations clearly
- Celebration and achievement of positive behaviour, attitudes, differences and diversity
- Pupil/peer mediator initiatives e.g. trained 'Friendship Buddies' in the playground.

6. Responding & Supporting

Our school asked pupils about the type of support they would like and they responded with the following ideas:-

- **Knowing that they can talk about a problem to any adult in school and/or home**
- **Being supported both inside and outside school**
- **Parents knowing about the anti-bullying policy and responding quickly to work with and support the school to prevent it happening again (especially the parent of the child who is carrying out the bullying type behaviour)**
- **Peer support e.g. trained 'Friendship Buddies' who wear purple vests for ease of identification.**
- **Professional Advice (NSPCC, Kids Scape, Community Police, Safer School**

Anti-Bullying Policy

Communities Team)

- **ChildLine presentations/workshops and contact details, and other useful organisations**
- **Collective Worship opportunities and Anti-Bullying Week activities/assembly**
- **Having someone they trust so they can regularly check the current situation with the person who was/is being bullied**
- **Listening and not judging**
- **A kind, understanding approach**
- **Discuss what is best for the victim**
- **For the bully to be helped, too, in order to understand and prevent the behaviour happening again**
- **Rights Respecting agenda**
- **Staff to follow up and report incidents promptly**
- **Consider different ways to report concerns when required e.g. or “Worry Monster” toys e.g. for posting notes to staff.**

Our school will address each incident or allegation of ‘bullying type behaviour’ individually and appropriately, taking into full consideration the ‘Procedures for dealing with an allegation of bullying’ outlined in **Appendix One**.

Depending on the circumstance, the member of staff will make a professional ‘judgement call’ about who to involve, depending on the situation and procedures as outlined in **Appendix One**.

The common elements of each response and follow up action/consequence will include:-

1. Listening to the pupil who has been bullied or perceives that (s)he has been on the receiving end of ‘bullying type behaviour’, and if possible, identifying the type of support he/she feels would help if willing to talk.
2. Listening to the pupil who has been involved in the bullying type behaviour and try to identify any triggers. Identify the type of support he/she may need, too.
3. Applying disciplinary protocols consistently and fairly, escalating if necessary.
4. Completing the school’s incident recording system promptly and informing the child’s class teacher. The Headteacher should be kept fully informed and receive a copy of the incident/actions taken as soon as possible.
5. Carefully considering and deciding upon the appropriate level of parental involvement for both parties, following the procedures in **Appendix One** carefully.
6. If necessary, the Headteacher/SLT/SENDCo will involve outside agencies (such as Educational Psychologists and Behaviour Support Service). Parents will be informed for consent if this is deemed appropriate.

7. Child Protection

Referral to External Agencies a) Social Services

Our school recognises that under the Children Act 1989 a bullying incident should be addressed 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, our school staff will report their concerns to the Designated Safeguarding Lead for Child Protection, who will refer to Children’s Services Social Care.

Anti-Bullying Policy

If 'peer on peer abuse' is suspected, the Designated Safeguarding Lead should be informed without delay. (See Safeguarding and Child Protection Policy – '**Procedures for Managing Allegations against other Pupils**', Appendix 4)

If there is a concern relating to pupils being at risk of being coerced into radicalisation, the Prevent Lead should be informed and preventative steps taken, which may include engagement with the Channel programme.

*Channel is a **programme** which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The **programme** uses a multi-agency approach to protect vulnerable people by: identifying individuals at risk and assessing the nature and extent of that risk.* 23 Oct 2012

Referral to External Agencies b) Police

Although bullying in itself is not a criminal offence in the UK, the school recognises that some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

Please refer to the Safeguarding and Child Protection Policy Appendix 'Procedures for Investigating and Managing Incidents of 'Youth Produced Sexual Imagery' (YPSI) for school procedures if it is suspected that the incident falls under this category.

In the event that school staff believe that a criminal offence may have been committed, this will be escalated immediately to the Headteacher, who may then seek assistance from the police. Similarly, where bullying outside school is reported to school staff, it should be investigated and acted upon. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator 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 will always be informed.

8. Reporting

Our school has a clear system for gathering information about what is happening within school and monitoring procedures through:

- **My Concern as a holistic whole school approach**
- **Annual Safeguarding audit**
- **Pastoral service**
- **Class teacher presence on the playground at the beginning and end of the day**
- **Office email and phone communication (parents can communicate concerns to staff via these channels)**
- **Some pupils with SEND have home-school communication logs**
- **School Council feedback and pupil voice**
- **Regular pastoral focussed staff meetings**

Anti-Bullying Policy

- Annual staff wellbeing survey
- Parent surveys e.g. on parents' evenings
- Drop boxes for staff, parents and pupils (red post boxes housed in each classroom and also in the foyer)
- Termly Headteacher's report to Governors to report bullying incidents, including, for example, incidents concerning homophobic /racist/transgender issues and actions/outcomes
- Close links with other policies; for example: Safeguarding and Child Protection Policy, Behaviour Policy, E-Safety and Cyber-Bullying Policy, Social Networking Policy, Equality Policy and Action Plan, Accessibility Plan, SEND Policy and the Local Offer (*this is not an exhaustive list*).

Please refer to Appendix One for a detailed flow chart explaining procedures for staff dealing with allegations of bullying. Should there be a concern arising about actual or possible harm to a child, please refer to the Child Protection Policy and procedures.

9. Evaluating

We will monitor the outcomes of reported incidents of bullying by initially talking to those involved in the incident(s): children, parents/carers, staff members e.g. SENDCo, class teacher, and a wider pastoral support team, if required.

Our school will monitor the progress we are making with respect to the anti-bullying agenda by completing surveys at appropriate time intervals, or following a major incident (see Appendix Two and Appendix Three). For example, a selection of parents e.g. of affected pupils will be sent response forms to gauge views and consider next steps. We recognise that success will be associated with satisfaction shown by pupils and parents/carers and not necessarily via a reduction in reported incidents in the first instance.

Our school uses My Concern for the reporting and monitoring of bullying type behaviour, which is used to identify and address any patterns. Any bullying incidents, including homophobic and racist incidents are reported to Governors in Headteacher Reports and advice sought from appropriate County specialists if a persistent problem occurs e.g. Behaviour Support Service or Educational Psychologists. Other agencies are contacted for support as necessary e.g. Children's Safeguarding Board, The Safer School Communities team, the police and social care as appropriate to the case, after consideration has been made regarding any connections with other types of bullying and related policies e.g. cyber-bullying. Evaluations will also be able to be drawn from the support and advice from other services in these cases.

Our school will share the results of any formal surveys undertaken with relevant people with the aim of continuously improving our practice.

Anti-Bullying Policy

10. Organisations and Resources

Our school is aware of organisations and resources that can support this work and an appendix of useful reference points and links can be found in Appendix Four. As noted above, we also recognise we can talk to other services and teams e.g. the Educational Psychologist, Behaviour Support Specialists and the Safer School Communities Team, who will support us with work in this area.

11. Support for Staff

It is important to recognise that although this policy details the approach and actions our school will take to prevent and tackle bullying amongst pupils, it is equally important that we make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable, for instance by inappropriate comments made on social media. The Department for Education has published a separate advice note which provides advice for Headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens:

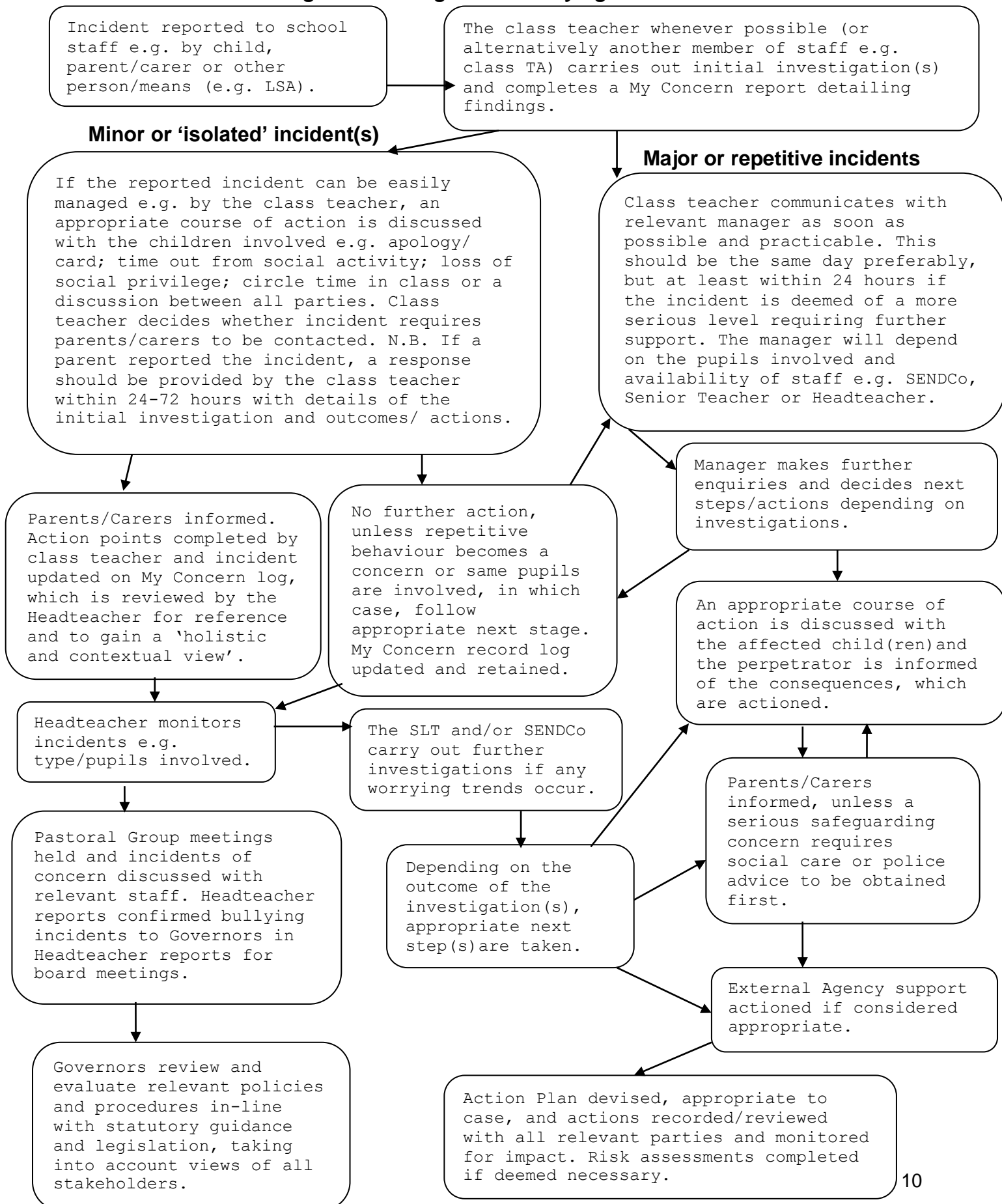
www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Other policies are also relevant to provide support for staff; for example, Social Networking Policy and Dignity at Work Policy.

Anti-Bullying Policy

Appendix One

Procedures for dealing with an allegation of bullying



Anti-Bullying Policy

Appendix Three

Dear Pupil,

This school is currently reviewing its response to bullying. I am writing to gather your views about how well you feel that the school deals with the problem.

Class:

Boy/Girl/Prefer not to say (please circle)

Can you write an explanation below (or ask an adult to write it for you) what you think 'bullying type behaviour' is?

Do you know how to report an incident of bullying? **No / Yes**

Do you know what will happen if you report an incident of bullying? **No / Yes**

Do you know what support is available for pupils who experience bullying? **No / Yes**

How safe do you feel at this school?

1	2	3	4	5
Never	Not often	Sometimes	Most of the time	Always

In the space below, please tell us about any improvements you think we could make within our school with respect to dealing with bullying incidents and bullying type behaviour:

Thank you for your help in completing this survey. We will use this information to think about what we do to tackle bullying and make [St George's CE VA Primary School](#) one where pupils and parents are confident that we review our systems to ensure we support children.

Yours sincerely,
Head teacher

Anti-Bullying Policy

Appendix Four

Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <https://www.anti-bullyingalliance.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <https://www.kidscape.org.uk/>

Restorative Justice Council: Includes best practice guidance for practitioners 2011. <https://restorativejustice.org.uk/>

Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. <http://www.childnet.com/>

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. <https://each.education/>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. <http://www.schools-out.org.uk/>

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues. <http://www.stonewall.org.uk/>

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

Anti-Bullying Policy

Key Documents, Links and Legislation

- i. Behaviour and Discipline in Schools. Advice for Head Teachers and School Staff. DfE January 2016 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- ii. Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> (Last update 04 07 17)
- iii. Use of Reasonable Force in Schools. Guidance about the use of physical restraint in schools for Governing Bodies, Head Teachers and School Staff. DfE. July 2013 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- iv. School exclusions <https://www.gov.uk/government/publications/school-exclusion>
- v. Searching, Screening and Confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying. www.homeoffice.gov.uk/equalities/equality-act
- vii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys
- viii. Safety, Your Rights and the Law www.dorsetforyou.gov.uk/young-people/safety-rights-law
- ix. Dorset Safeguarding Children's Board www.dorsetlscb.co.uk/
- x. Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- xi. SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- xii. Advice for Headteachers and School Staff about how to deal with cyber-bullying www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- xiii. Advice for parents/carers about how to deal with cyber-bullying www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
- xiv. Prevent Duty <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- xv. Channel programme <https://www.gov.uk/government/publications/channel-guidance>

Legislative Acts

Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998 <http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002 <https://www.legislation.gov.uk/ukpga/2002/32/contents>

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89) <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5)) <https://www.education.gov.uk/.../Preventing%20and%20Tackling%20Bullying.DOC>

The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Sections 90 and 91 of the Education and Inspections Act 2006 <https://www.legislation.gov.uk/ukpga/2006/40/contents>

Anti-Bullying Policy

For further support, you can also ask your link Educational Psychologist about commissioning support to take you through all the steps in the process of creating a young person-centred anti-bullying policy for your school.

If the bullying/prejudice related incident is connected with one of the protected characteristics under the Equality Act 2010 (race/ethnicity, sex/gender, disability, sexual orientation, gender reassignment, pregnancy/maternity) you may wish to contact the Ethnic Minority and Traveller Achievement Service (EMTAS) (01305 228300) who can arrange bespoke training.

EMTAS from time to time will also offer training in the above areas, available through Nexus online.

Other Relevant Policies:

Behaviour Policy

Safeguarding and Child Protection Policy

E-Safety and Anti-Cyberbullying Policy

Social Networking Policy

SEND Policy, Information Report and Local Offer

Equality Policy and Action Plan

Whistleblowing Policy

Dignity at Work Policy

Staff Code of Conduct Policy

Acceptable User Agreement