



Anti-Bullying Policy

This policy was reviewed by the staff, pupils and the Curriculum and Standards Committee in November 2022 and approved by FGB on November 2022.

Signed P. Lyall Headteacher

Signed J. Darmanin Chair of Committee

Signed _____ School council pupil representative

Review: November 2024

Safeguarding statement of intent

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a "Safer School" and at least one member of staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly

Aims of this Policy

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

- 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 to trigger actions to support these pupils.

This policy is linked directly to the following policies:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Confidentiality Policy
- Equal Opportunities (*Race Equality, Disability Equality, SEN policies, additional policies related to protected characteristics under the Equality Act 2010*)
- PSHE Policy
- Prevent Extremism and Radicalisation Policy
- SEND policy
- Early Years Policy
- Curriculum Policy
- Whistleblowing Policy

This policy takes into account the following documents:

- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies
- Working Together to Safeguard children
- Keeping Children Safe in Education
- Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Partnership (SSCP) Anti-Bullying Charter
- SSCP Child Protection Procedures
- SEND code of Practice.

Context

Bullying can take 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.

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)

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.

Pupils are encouraged to report bullying in this school by talking to any member of staff that they trust or by talking to a friend.

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 prospectus, induction evenings, curriculum based or Healthy Schools/Safer Schools work, adopting and displaying the Anti-Bullying Charter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

Roles and responsibilities (Appendix 2)

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 headteacher 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 headteacher and staff:

1. Policy and procedures

There is a senior member of staff who leads on anti-bullying:

Name: **Mrs Penny Lyall** role: **Headteacher**

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. (Appendix1)

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 support
- raising 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
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

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.

Our three core values of Be Ready, Be Respectful and Be Safe encompass our zero tolerance for anti-social behaviour of any kind including bullying.

The policy will be promoted and implemented throughout the school

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness regularly, through auditing the Behaviour Log, CPOMS log of incidents and questionnaires with pupils.

This policy was reviewed by:

Staff, governors and school council in October 2022.

It will be reviewed again in October 2024 or earlier as required.

APPENDIX 1

Shropshire Schools Hate-Related Incident Report Form

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:

<p>Religion/belief</p> <input type="checkbox"/> Buddhist <input type="checkbox"/> Rastafarian <input type="checkbox"/> Don't know <input type="checkbox"/> Christian <input type="checkbox"/> Sikh <input type="checkbox"/> Hindu <input type="checkbox"/> Other <input style="width: 100px;" type="text"/> <input type="checkbox"/> Jewish <input type="checkbox"/> No religion <input type="checkbox"/> Muslim <input type="checkbox"/> Prefer not to say	<p>Sexual orientation</p> <input type="checkbox"/> Heterosexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay/Lesbian <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Don't know
<p>Ethnicity</p> <input type="checkbox"/> White British <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> Indian <input type="checkbox"/> White Irish <input type="checkbox"/> Pakistani <input type="checkbox"/> White & Asian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Other white background <input type="checkbox"/> Black Caribbean <input type="checkbox"/> Any other mixed background <input type="checkbox"/> Black African <input type="checkbox"/> Eastern European	<input type="checkbox"/> Any other black background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic background <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Don't know

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

APPENDIX 2

The Legal Framework:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

provides that every school 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;

gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

The Duty has three aims.

It 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.

Schools are now required to comply with the new Equality Duty and additional specific duties require them:

To publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

Safeguarding Children and Young People

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, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the 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 Communication 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."