# Anti – Bullying Policy

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# ANTI-BULLYING POLICY

**Ethos**

As a Rights Respecting school, the whole community of Newall Green Primary School is committed to dealing with all incidents of bullying. We do not want any member of our community to suffer any form of bullying behaviour. Therefore, we endeavor to create an ethos that regards all kinds of hurtful behaviour as unacceptable. All members of the community of Newall Green need to feel secure within it and should never have to feel fear due to the actions of any other person within the school. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

**Staff with key responsibility for Anti-Bullying and Safeguarding**
- Tom Rudd (designated safeguarding lead)
- Sarah Rudd (Headteacher and deputy safeguarding lead)
- Elizabeth Pattenden (Deputy headteacher and deputy safeguarding lead)
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- Evelyn Uche (PSO and deputy safeguarding lead)
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**What is 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 (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.

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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

**Forms of Bullying**

|  | **Direct** | **Indirect** |
|---|---|---|
| **Physical** |  |  |
|  | Hitting | Getting another person to |
|  | Kicking | assault someone. |
|  | Spitting |  |
|  | Throwing things. |  |
| **Non-physical** |  |  |
| **Verbal** | Verbal insults | Getting someone else to |
|  | Name-calling | insult the victim. |
|  |  | Spreading malicious rumours. |
| **Non-verbal** | Threatening and | Removing and hiding belongings. |
|  | Obscene gestures | Deliberate exclusion from an |

All incidents of bullying should be defined from the victim's point of view.  For example, a child may be prevented from joining in a group game at playtime because one child in the group initiates a collective barrier.   This may not seem too serious to an onlooker but it can be devastating to the child if it continues on a daily basis.

**Bullying is not when children fall out or don't get on with one another.**

**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.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. [1]If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to NGPS ICT and E-Safety Policy http://newallgreen.manchester.sch.uk/files/icte-safetypolicy.pdf

**Signs and Symptoms of Bullying**
Below is a list of the signs or changes in behaviour that staff and parents can look out for if they are concerned a child or young person is being bullied. It might be that the child:
• Is frightened of walking to or from school
• Doesn't want to go on school / public bus
• Changes their usual routine or route to or from school
• Is unwilling to go to school
• Begins to truant
• Becomes withdrawn, anxious, or lacking in confidence

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[1]Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

- Complains of illness, particularly in the morning
- Comes home with torn clothes, or personal items missing / damaged
- Stops eating
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

**Prevention**
We aim to prevent bullying from occurring by educating our pupils.
- We talk to pupils
- Have opportunities built in to the curriculum to develop their understanding e.g. Anti-bullying week/ themed days to celebrate diversity e.g. Downs Syndrome Awareness, social stories
- Educate through Rights Respecting ethos, circle-time, assemblies, PSHE lessons, Peace Mala, Rights Respecting ethos
- Create an ethos of good behaviour and high expectations, where pupils treat one another with respect and have clear, consistent boundaries/consequences

**If bullying takes place pupils:**
- Know to inform their class teacher or trusted adult.
- Can use the 'worry box' or 'things my teacher should know' box in their classroom if they feel uncomfortable discussing it.
- Can inform their school council and rights respecting representative.
- Identify any issues on the pupil questionnaires and in PSHE lessons.
- On the playground, there are Los who have had training in behaviour and prevention available and at least one member of SLT at all times.

**If bullying takes place, school staff will:**
1. involve parents and ensure there is a clear message that school does not tolerate bullying
2. speak to the individual pupils to identify what has been happening and provide appropriate support. This may mean that devices will be need to be monitored but permission must be given by the pupil first.
3. make sure that the bully / bullies and any of their supporters are brought together and the issue discussed
4. at their discretion, whilst dealing with the incident, may invite the victim or they may not be present
5. explain to the other children why they have been summoned and exactly the effect that their behavior has had. They must share the responsibility to put things right.
6. Put sanctions in place for the bully in line with NGPS Behaviour Policy. The consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable. This does not however mean a bully will be automatically permanently excluded from school.
7. Inform the DSL of all bullying issues where there are safeguarding concerns and SLT will discuss the incident in the weekly behavior and inclusion meeting.

8. speak with and inform other staff members, where appropriate and ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
9. ensure that the concern is fully investigated where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying). If required, the DSL will collaborate with other schools.
10. Record a clear and precise account of bullying incidents on CPOMS. This will include recording appropriate details regarding decisions and action taken.

All incidents of concerning behaviour are logged on CPOMS, so it enables us to build up a picture of whether bullying is occurring and this is discussed in the weekly inclusion and behavior meetings with SLT. For the first incident, the parent/carer is informed and the child is sent to SLT for a detention - we make it very clear to parents/carers that we will not tolerate bullying. If incidents continue, then the tiered sanctions are started, which are outlined in the policy. Depending of the severity of the incidents, they may pose a fixed term exclusion at any given time (Refer to the Behaviour Policy).

**Involvement of pupils**
We will:
•Ensure that pupils understand the school's approach and rights respecting ethos and are clear about the part they play in preventing bullying.
• Regularly canvas children and young people's views on the extent and nature of bullying through regular pupil questionnaires and school councillors.
• Ensure that all pupils know how to express worries and anxieties about bullying.
• Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
• Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum including antibullying week.
• Utilise pupil voice in providing pupil led education and support.
• Publicise the details of internal support, as well as external helplines and websites.
• Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

**Involvement and liaison with parents and carers**
We will:
• Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
• Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
• Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
• Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
• Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
• Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

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**Monitoring and review**
• The school will ensure that they regularly monitor and evaluate mechanisms
to ensure that the policy is being consistently applied.
• Any issues identified will be incorporated into the school's action planning.
• The Head teacher will be informed of bullying concerns, as appropriate.

**Intervention - Support for pupils who are bullied**
School will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

**Where bullying has a severe impact**
In some circumstances the consequences of bullying may lead to a child or young person
experiencing pronounced social, emotional or mental health difficulties. School will ensure that provision is available to meet a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then school will consider whether the child will benefit from being assessed for SEN.

**Intervention support for pupils who bully**
The child who bullies often has social and emotional needs themselves. To support them we
   • talk to the pupil
   • discuss issues with parents / carers
   • offer the family Early Help Support
   • assign the child to group or individual support to address the issues identified.

**The Education (Independent School Standards) Regulations 2014**
The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as is reasonably practicable, by drawing up and implementation of an effective anti-bullying strategy.

**Safeguarding children and young people**
When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer,
significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

**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

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Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff 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 school premises**
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.

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.

**Specialist organisations**
The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**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. www.anti-bullyingalliance.org.uk

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. https://www.antibullyingpro.com/

**Kidscape:** Charity established to prevent bullying and promote child protection providing 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. For our Parent Advice Line call 020 7823 5430 (Mon-Tues, 10am-5pm)

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**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. www.bullyinginterventiongroup.com

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

**Cyber-bullying and online safety**
**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. https://www.childnet.com/

**Digizen:** provides online safety information for educators, parents, carers and young people. Intenet Matters: provides help to keep children safe in the digital world. http://www.digizen.org/

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. https://www.thinkuknow.co.uk/

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.' https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

**LGBT**
**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying. http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

**EACH: (Educational Action Challenging Homophobia):** provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. 0800 1000 143

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

**Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. https://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/

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference. https://www.changingfaces.org.uk/

**Cyberbullying and children and young people with SEN and disabilities:** Advice provided by

the Anti-Bullying Alliance on developing effective anti-bullying practice. https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/cyberbullying-and-send-module-final%281%29.pdf

**Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents. https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/north-west/manchester

**Mental health**
**MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. https://www.minded.org.uk/

**PSHE Association – guidance and lesson plans** on improving the teaching of mental health Issues. n https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-association-lesson-planning-tool

**Race, religion and nationality**
**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. https://annefrank.org.uk/contact/

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation. https://educateagainsthate.com/

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. http://www.theredcard.org/england

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools. http://www.kickitout.org/

**Tell MAMA: Measuring Anti-Muslim Attacks (MAMA)** allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies. Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. https://tellmamauk.org/

*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*

**Sexual harrassment and sexual bullying**
**Ending Violence Against Women and Girls (EVAW):** A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff

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to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse. https://www.endviolenceagainstwomen.org.uk/

**Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom. https://www.disrespectnobody.co.uk/

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying. https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

**The role of PSHE at Newall Green Primary School**
Children are regularly told through assemblies, the P.S.H.E programme and the curriculum, of the appropriate people to tell if they are being bullied.   This is to create a culture where pupils know that bullying will be dealt with properly.   Victims need to be confident that the bullying will stop without any further repercussions.

**Appropriate people for a victim to tell about bullying are:**

> Parent/Carer
> Class teacher
> Classroom support staff/ Other support staff
> The office staff
> Lunchtime organisers
> Deputy headteachers
> Assistant Heads
> Safeguarding Leads
> Parent support officer
> Any member of staff