Morton Trentside Primary School
Anti-Bullying Policy

Approved by the governing body on:	
Signed (Chair of Governors)	
Review Date	

At Morton Trentside Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Morton Trentside Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil 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.

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. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct, Equal Opportunities Policy, E-Safety Policies and the school's Vision, Aims and Values.

<u>Criminal law</u>

Although bullying in itself is not a specific criminal offence in the UK, however we do recognise that 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.
If school staff feel that an offence may have been committed they will 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.

Principles

It is the responsibility of the Governing Body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils and this is reflected in our aims:-

- To nurture talents and strive to ensure that every individual achieves their potential.
- To develop every individual so they have the skills, attributes and understanding required to make positive decisions about their lives.
- To provide an exciting curriculum that encourages creativity, motivates children, and supports them to become independent learners.
- To foster positive relationships and develop effective links between the school, parents and the wider community.
- To provide a caring and nurturing environment where every individual feels safe, valued and happy and all children and adults are treated with fairness and respect.
- To create a high quality, stimulating environment which supports learning and celebrates success.

Aims

We try to ensure that our school is a caring, welcoming place where children are happy and relaxed enough to take advantage of all the educational opportunities which we offer. However, we have strategies in place to minimise the possibility of this type of bullying behaviour.

- We reward children who behave well
- Children's concerns are taken seriously
- Children may talk to the class teacher, TA , MSA or a member of the SLT
- Children are encouraged to take responsibility for themselves and others and are encouraged to follow our Golden Rules
- All areas of the building are carefully supervised and patrolled during breaks and lunch times
- Children may talk to the Head or SLT in confidence
- Outside speakers such as the NSPCC annually visit the school to speak to all children in assembly and complete additional workshops with Year 5 and 6 pupils.

Bullying Definition

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

At Morton Trentside Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons; in addition we have an Anti Bullying week. We recognise that cases of bullying may take a number of forms. These include **persistent:**

- Name calling

- Kicking / hitting
- Teasing
- Taunting / mocking
- Threatening behaviour
- Rumour spreading / gossiping
- Humiliating behaviour
- Manipulation to gain favours, money etc
- Making fun of someone
- Breaking others property.
- 'Banter' which is one sided or causes great offence
- Offensive language/comments
- Taking belongings
- Producing offensive graffiti
- Deliberately excluding people from groups

Other Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying can be via text messages, social media or gaming, which can include the use of images and video.

Please see our Online Safety policy

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

- Children who require or desire gender reassignment
- Children whose parents may be not marriage or in a civil partnership
- Children from different religious belief
- Gender differences
- Young Carers

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, Anti Bullying Week, Drama lessons and Circle time this allows children to become familiar with and to acquire the necessary skills to solve problems without confrontation. They gain confidence in dealing with unwanted issues because Circle Time is a respected part of school life. It is vital that time should be given for children to reflect upon the feelings of others.

Our school has adopted a restorative approach to dealing with incidents with children. Children who have been harmed are able to express how this has affected them and the perpetrator is given the opportunity to understand how their actions have affected their victim.

Pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

At Morton Trentside Primary School children are also encouraged to support one another. Mini Police play a pivotal role in supporting their peers and helping them deal with incidents. Whisper - an online report site where children who are being bullied can report this to staff via a blog.

Sometimes the staff may only see a glimpse of an activity so these incidents are recorded on CPOMS. The SLT regularly reviews these incidents to check whether there any patterns emerging which could indicate that there is a form of bullying being used.

Staff will always try to inform parents and involve them if there are any problems, when they give rise for concern

The Governors also regularly question pupils in regards to bullying in our school and action is taken if reports are made.

Staff at Morton Trentside Primary School

- never ignore bullying behaviour
- encourage the children to be assertive, not aggressive
- don’t get them to repeat name-calling
- don’t over protect victims but get them to respond appropriately
- give time for pupils to talk to each other
- record events to track down bullying patterns
- involve parents at an early stage where possible
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also

children with different family situations, such as looked after children or those with caring responsibilities.
- we also teach children that using any prejudice based language is unacceptable

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Techniques which staff might suggest to a victim:

- saying no
- saying "no I don't want to"
- broken record Bully "you give me £5" Victim "no I won't give my money away"; "no I won't give my money away"; " no I won't give my money away"….
- positive self talk
- walking away
- assertiveness
- safe place
- 'check in' board

Strategies for dealing with the bully involve:

- Parental involvement
- Discussion using the restorative conversation sheets
- Shared concern
- Ask the bully to tell you about it
- Ask the bully how they feel that they can make improvements and make the victim feel better
- Arrange another meeting to discuss progress
- Withdrawal of privileges (things which are important to a child may vary)
- Sanctions if "time out" (sanctions must be applied in a consistent manner)
- They may be denied playtime or lunchtime recreation time for a time – seclusion
- Advice and support from outside agencies may be sought
- A Behaviour Support Plan or Pastoral Support Plan may be put in place
- In extreme cases or where a child is a persistent offender and despite intervention is not changing – then a child may be given either a fixed term exclusion or permanent exclusion

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/SLT

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or SLT) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or SLT) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped. The pupil may be placed on a PSP or BSP and outside agencies may become involved, including BOSS, Children Services or PCSO.

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.

Cyber bullying

When responding to cyber bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:

♣ Looking at use of the school systems;
♣ Identifying and interviewing possible witnesses;
♣ Contacting the service provider and the police, if necessary.

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- This may include:

♣ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
♣ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.

- Requesting the deletion of locally - held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyber bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

♣ Advising those targeted not to retaliate or reply;
♣ Providing advice on blocking or removing people from contact lists;
♣ Helping those involved to think carefully about what private information they may have in the public domain.

Useful links and supporting organisations
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyber bullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyber bullying
Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama: www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com/
Show Racism the Red Card: www.srtrc.org/educational

LGBT
Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
Disrespect No Body www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
Note:
Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
.uk/government/publications/preventing