

# ST GEORGE'S



## JUNIOR SCHOOL

S H R E W S B U R Y

**ANTI-BULLYING POLICY - NOVEMBER 2016**

**REVIEW DATE: NOVEMBER 2017**

## **Anti-Bullying Policy**

### **Taking into account:**

- Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies March 2014
- Working Together to Safeguard children 2013
- Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children's Board (SSCB) Anti-Bullying Charter 2014
- Shropshire Safeguarding Children's Board (SSCB) Child Protection Procedures 2014

### **Context**

The aim of this policy is to ensure that pupils at St George's 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:**

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted 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.

### **Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2011**

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 (Mobile phone use is strictly prohibited during the school day. Any pupils that do bring a mobile phone to school for emergency contact use must hand it in to the school office until the end of the school day)

- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. 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.

Bullying issues are discussed with pupils in class and highlighted through assemblies that coincide with the national anti-bullying week. Any bullying issues will be solved through:

- Individual or group discussion led by a member of staff.
- assemblies
- through learning mentor sessions
- through discussions in the curriculum
- through Healthy Schools and Safer Schools work
- posters developed by pupils
- circle time activities

Pupils are encouraged to report bullying in this school by talking to a member of staff.

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

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, Healthy Schools/Safer Schools work, displays of the Anti-Bullying Charter and the Anti-Bullying policy which can be viewed on the school website.

Other related policies –

This policy is linked directly to the following policies:

- Safeguarding - appendices
- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- Personal Social and Health Education policy.

## **Roles and responsibilities**

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 practices, and is reviewed annually. The Governors agree with the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and this is clearly displayed. The Governing Body must make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. Governors are informed of, and monitor, the number of incidents and steps the Headteacher/Deputy Headteacher and staff have taken to deal with these at the Staff dismissal, staff discipline, pupil discipline and complaints committee meeting.

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.

## **The Role of the Headteacher and Staff**

### **1. Policy and Procedures**

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

**Name:** Paul Glover **Role:** Deputy 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 (Incident report form), given to the Headteacher/senior manager and kept in the office file so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the Headteacher/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.(see Appendix 1 for report form)

### **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).
- arranging a review date/time to discuss outcomes and appropriate follow-up
- Timetabled Learning Mentor sessions
- informing parents/carers of agreed actions, and establishing how they can support

**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 Personal Social and Health Education and assemblies and through other school activities.

The policy will be promoted and implemented throughout the school through distinct PSHE sessions and cross-curricular activities.

**Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness regularly.

This policy will be reviewed by pupils, staff, parents/carers and governors,

This policy was adopted by the school governors in November 2016.

Signed by Governors on: .....

..... Headteacher

..... Governor

# Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto: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:

**Religion/belief**

- Buddhist                       Rastafarian                       Don't know  
 Christian                       Sikh  
 Hindu                       Other   
 Jewish                       No religion  
 Muslim                       Prefer not to say

**Sexual orientation**

- Heterosexual  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

**Ethnicity**

- White British                       White & Black Caribbean                       Any other black background  
 White & Black African                       Indian                       Chinese  
 White Irish                       Pakistani                       Any other ethnic background  
 White & Asian                       Bangladeshi                       Prefer not to say  
 Other white background                       Black Caribbean                       Don't know

- Any other mixed background     Black African  
 Eastern European

**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

Date this incident was reported to the authority:

**Police involvement:**

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes  No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only  Yes  No

Personal details  Yes  No

Signature  Date

**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim:-



### **The Equality Act 2010**

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."