

ST GEORGE'S



JUNIOR SCHOOL

S H R E W S B U R Y

ANTI BULLYING POLICY: SEPTEMBER 2017
REVIEW DATE: SEPTEMBER 2018

Anti-bullying policy

Taking into account:

- ***Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing bodies March 2014 DfE – 00062-2011***
- ***Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014***
- ***Working Together to Safeguard children 2013***
- ***SSCB Child Protection Procedures 2014***
- ***Special educational needs and disability code of practice: 0 to 25 years***
- ***Keeping Children Safe in Education 2016***

Context

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, 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 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)
- Radicalisation and Extremism

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

St George's Junior School definition of bullying:

(This definition was generated by the pupils of the school through the school council and is displayed on the school website.)

Bullying:

Sometimes people can be mean to each other. However, if someone has been mean to you, it doesn't mean that you are being bullied.

There is a difference between someone being mean to you and someone bullying you. Bullying is when someone is mean to you over a prolonged period (several times, over and over again).

If someone is mean to you, it is important that it is reported to an adult as soon as possible so they can act promptly and ensure that it doesn't happen again and it doesn't lead to bullying.

You should not worry about speaking to an adult, as this is the best way to make sure an incident doesn't happen again. If you are worried about talking to an adult, then you could use your class worry box.

Everyone is different and being different should be celebrated; not used as a focus of being mean.

Definition of bullying:

Bullying is repeatedly being mean to someone that results in an individual feels uncomfortable, anxious or isolated.

Dealing with bullying:

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 also 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. E.g. Healthy Schools/Safer Schools work, displaying the Anti-Bullying Charter in school and the giving access to the Anti-Bullying policy which can be viewed on the school website.

This policy is linked directly to the following policies:

- Safeguarding - appendices
- Behaviour and Learning Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (Race Equality, Disability Equality, SEN policies)
- PSHE policy

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

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 the school’s values and practice, 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 head teacher in determining measures to promote

good behaviour. Governors are informed of, and monitor, the numbers of incidents and steps the Headteacher, SLT and staff have taken to deal with these at the Staff dismissal, staff discipline, pupil discipline and complaints committee meeting.

The role of the Head teacher and staff

1. Policy and procedures

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

Name: **Paul Glover** Role: **Curriculum team leader**

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 staff member 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 staff member 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 PSHE 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,

Date of policy review: September 2018

Date ratified by the Governors: 25th September 2017

Signed by:

Headteacher

Governor

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:

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

- | | | |
|---|--|--|
| <input type="checkbox"/> White & Asian | <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Other white background | <input type="checkbox"/> Black Caribbean | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Any other mixed background | <input type="checkbox"/> Black African | |
| <input type="checkbox"/> Eastern European | | |

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

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:-

Perpetrator:-

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."