Manland Primary School

Anti-bullying Policy

Last Review by School	Feb 2019
Next Review by School	Feb 2022

Last Review by HfL	
Next Review by HfL	

To be read in conjunction with:

- **Safeguarding Policy**
- **Internet Safety (including Anti Cyber bullying) Policy**
- **Equality Policies**
- **Behaviour Policy**

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1. Aims of our anti bullying policy

Manland Primary School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.
The key legislation, government policies and guidance which influence anti-bullying policy and practice are listed in the Appendix 5 of this document.
This policy should be used in conjunction with Safeguarding Policy, Internet Safety (including Anti Cyber bullying) Policy, Equality Policy and Behaviour Policy.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people.' (Safe to Learn, DCSF 2007).

We aim to:

1. Have an ethos, curriculum and environment which supports anti bullying
2. Value diversity
3. Have a consistent approach to anti bullying throughout the school
4. Have an agreement about the strategies we will use to support children subjected to bullying behaviour and for challenging bullying behaviour
5. Be able to articulate the school's approach to preventing and dealing with bullying
6. Minimise the occurrence of bullying in our school
7. Improve children's safety and well-being
8. Change the behaviour of the people/person using bullying behaviours
9. Change the behaviour of witnesses so that they feel able to take the appropriate actions

2. Agreed Principles

- Children's behaviour is underpinned by the stage they have reached in **social and emotional development**, their **behavioural skills** and **emotional well-being**
- Children's **social, emotional and behavioural skills** underpin the choices they make about bullying behaviour
- Bullying behaviours are made more or less likely by **environmental factors**
- An ethos in which **diversity is valued and celebrated** is important in reducing the likelihood of bullying behaviours
- **Positive recognition and reinforcement of appropriate behaviour** is likely to elicit continued positive behaviour
- **Positive relationships with children** are key to positive behaviour
- We need to draw on **participants' experiences and knowledge**
- It is important to have a **solution-focused approach**

3. Definition and Characteristics of Bullying (as defined by the DCSF, 2007 and DFE, 2014)

The DCSF identifies three characteristics that are included in most definitions:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target/s

"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. Many experts say that bullying involves an imbalance of power between the perpetrator and the target. *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."*

Increasingly cyber bullying is of concern and the DFE explains this is due to *"the rapid development of, and widespread access to, technology* which *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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones."*

DFE: Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014

4. Roles and Responsibilities within the school

The Role of the Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our School. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our School and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the School Policy regularly. The Governors require the Head teacher and

to keep records of all incidents of bullying and report to the Governors (Health and Safety Committee) on request about the effectiveness of School bullying strategies.

The Governing Body responds within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases, the Governing Body notifies the Head teacher and will ask her to conduct an investigation into the case and report back to a representative of the Committee.

The Role of the Head teacher

It is the responsibility of the Head teacher to implement the School anti-bullying strategy and to ensure that all staff (both teaching and support) are aware of the School policy and know how to deal with incidents of bullying. The Head teacher reports to the Governing Body about the effectiveness of the anti-bullying policy. The Head teacher ensures that all children know that all bullying is wrong and that it is unacceptable behaviour in our School. The Head teacher draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the Head teacher can use an Assembly as a forum in which to discuss with other children why this kind of behaviour is wrong and why a pupil/pupils are being punished.

The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Head teacher sets the School climate of mutual support and praise for success (Behaviour Policy), so making bullying less likely. When children feel they are important and belong to a friendly, welcoming and caring School, bullying is far less likely to be part of their behaviour.

The Role of Manland staff

Staff in our School take all forms of bullying seriously and intervene to prevent incidents taking place. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then after consultation with the Head teacher, the School informs the parents. If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the perpetrator. We spend time talking to the child who has bullied. We explain why the action of the child was wrong and we endeavour to help the child change their behaviour in the future. If a child is repeatedly involved in bullying other children, the Head teacher and the Deputy Head teacher are informed. We invite the child's parents into School to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Head teacher and/or Deputy Head teacher, may contact external support agencies.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Pupils

Pupils will always be encouraged to report any incidents of bullying behaviour whether they are victims or witnesses.

Pupils are expected to take responsibility for personal behaviour and actions and treat one another with respect and kindness
Pupils who are concerned about any incidents of bullying should report

With the help of staff and parents/carers, pupils should play a part in creating a positive atmosphere for learning within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged

The Role of the Parents/Carers

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Class Teacher immediately. Parents have a responsibility to support the School's anti-bullying policy and to actively encourage their child to be a positive member of the School.

5. Preventing and Responding to Bullying

<u>The curriculum</u>

A key element of the curriculum is centred upon the prevention of bullying. This work will include:

- Staff talking to pupils about issues of difference; in lessons, through dedicated events or projects, or through assemblies
- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave
- Helping children to develop respect for staff and other pupils
- Helping children to understand the value of education
- Enabling children to understand how our actions affect others and permeate the whole school environment
- Support and guidance for children in terms of social and emotional development

Within the curriculum, a variety of proactive strategies are deployed, including:

- Cooperative group work
- Circle time
- Specific PSHE focused lessons
- Structured curriculum input – e.g. anti-cyber bullying activities
- Cross-curricular 'themed' approaches
- Visiting groups e.g. theatre groups

To ensure that anti bullying strategies are kept to the fore throughout the year we:

- Have a major focus upon anti bullying in the Autumn Term
- Carry through this focus on a ½ termly basis (at least 1 PSHCE lesson) and as an ongoing class matter
- Use assemblies to reinforce school policy
- Are vigilant and take time to listen to what children are telling us

We value diversity by ensuring:

- Assemblies promote and value diversity of cultural belief
- Opportunities are taken within the curriculum to consider lives different to those experienced by children within our school
- The school is highly inclusive and values all members of its community
- We use the links that children have with other parts of the world within our curriculum
- We value the experiences that children bring from minority cultures within the school
- We keep cultural awareness to the fore in our decision making

What happens when bullying occurs?

We recognise that a consistently applied solution based approach to incidents of bullying can be effective in rescuing incidents of bullying in our school and helping our children to feel safe.

Please refer to Appendix 1 for a flowchart for recommended procedures for responding to all alleged or witnessed bullying incidents.

The suitability of a particular method for dealing with incidents of bullying has been discussed at length and we recognise that because of the varied age, maturity and personalities of children within our school; elements of both the 'Shared Concern' and the 'Support Group' approaches will be useful in tackling incidents of bullying.

These solution based processes are below.

Our solution based approach to incidents of bullying

We take a proactive approach to dealing with incidents of bullying behaviour using a 'no blame' approach. 'No Blame' does not mean 'No Responsibility' – each member of the group takes responsibility for changing their behaviour.
Prior to any work being done with children on specific incidents of bullying some work will need to be undertaken to be sure that an incident of bullying is occurring and the nature of this bullying.
When incidents are occurring, which are not bullying, this should be clarified with the children involved.

When dealing with incidents of bullying, staff will choose (in conjunction with children where appropriate) aspects of one of the methods outlined below.

These methods may be used in other situations; it is therefore imperative that children understand when a matter of bullying is being addressed.
It may be necessary to amend these strategies to meet the needs of the situation; however the principles should be maintained. E.g. it may be necessary to check in with the target on a more regular basis.

A) Staff may choose to use the **method of shared concern**
In this process:

a. Individual interviews are held with the target, the children doing the bullying and witnesses, lasting 5 minutes each. The aims are:
    i. to let the children doing the bullying know that the school is aware
    ii. to gain personal commitment to an action
b. No blame is attached, and facts are not discussed. The focus is on the feelings of the target
c. Follow-up individual interviews, lasting 5 minutes each, with the same group to see if progress has been made
d. Follow-up interview with the target to check that all is well

B) Staff may choose to use the **support group method**
In this process:

a. Facilitator talks with target. Focus is target's feelings – they may write/draw something about how they have experienced the bullying behaviour.
b. A 'group' is formed from those doing the bullying, witnesses and friends of target (6–8).
c. A meeting is held with 'the group' (not including the target)
d. Facilitator explains the problem. The target's feelings are recounted (**not facts which can be disputed**) and their perspective presented
e. The group is reassured that no-one is in trouble and that everyone has a joint responsibility to help X be safe; the reason for convening the group is to help solve the problem
f. Group members are asked for their ideas to help
g. No pressure is put on them – at the end of the meeting the responsibility is placed upon them to solve the problem
h. After a week the facilitator meets with the target, then with each group member one at a time to find out how things are going, and what they personally have done
i. Follow-up sessions are held as appropriate

Where appropriate children may have some input into which approach they feel will be most helpful to them
It is recognised that where incidents of bullying occur with very young /less mature children further strategies may need to be sought. The above strategies should be amended to include aspects such as:

- Involving parents/carers in discussions
- Whole class focus upon supporting positive behaviour

6. Reporting and Recording Incidents of Bullying

1. All instances of bullying or suspected bullying should be reported to the Head teacher or Deputy Head teacher and recorded on the form attached in **Appendix 2 Initial Investigation into Allegations of Bullying**
2. Where there is a racist aspect to the bullying the member of staff reporting the incident should also assist the HT or member of SLT in completing the form in **Appendix 3 Integrated Bullying and Racist Incident Record**
3. If an incident involves Hate Crime the form in **Appendix 4** should be used. **Hate Crime/Incident Report** (Advice for completing form on The Grid.)
4. In all cases of bullying, consideration should be given to how the parents/carers of children involved will be informed; this applies to the target, the person doing the bullying or a witness.
5. In more extreme cases, the Head Teacher may contact external support agencies such as social services.
6. Summative data will be reported to the Governing Body.

7. Language

- We refer to **bullying behaviour** rather than 'bullies' and 'bullied'.
- With younger children we may refer to their repeated unacceptable behaviour rather than 'bullying' behaviour.
- We use the phrase **target** rather than victim.

8. Reviewing this policy

This policy should be reviewed every 3 years. Changes should be ratified by the Governing Body.

9. Views of stakeholders

Staff at Manland will be trained in relation to keeping children safe and how to handle incidents of bullying.

Staff will work with children in school to help them understand the content of this policy. Where clarification is needed this will be fed into the policy.

The Head teacher will review any changes to policy.

The Governing Body will ratify any changes to the policy.

This policy will be published on the school website and its publication will be advertised via the school newsletter. Views will be invited. The views of staff and governors will be gathered though usual processes.

10. Impact Assessment

Manland Primary will use a range of information (not just incident reports) to determine levels of bullying and the extent to which children and young people feel safe at school. Sources will include:

- Head teacher Governor Report any bullying incidents recorded
- Health Related Pupil Voice Behaviour Questionnaires
- Pupil Interviews and focus groups

11. Incidents of bullying outside school premises

It should be noted that teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". Where bullying outside school is reported to school staff, it will 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. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Further advice should be sought when dealing with matters of bullying behaviour offsite – *reference DFE: Behaviour and discipline in schools Advice for headteachers and School Staff February 2014.*

APPENDIX 1 Flowchart for recommended procedures for responding to all alleged or witnessed bullying incidents

An incident is reported or witnessed
An alleged or witnessed incident is reported to a member of staff or by a staff member who Witnessed the incident.

Investigation
Incident is investigated by the appropriate member of staff e.g. class teacher, head of year, Deputy or head teacher, who undertakes to establish the nature, roles and seriousness of the incidents and those involved and completes Form 1.

Staff should look for evidence that the behaviour:

- has occurred before or by its nature has caused repeated experience or the fear of it E.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm

Hurtful behaviour has occurred but the definition of bullying/racist incident has not been satisfied

Further action school staff should take:

- Ensure Form 1 has been completed
- Seek advice of Head teacher or Deputy Head teacher
- Provide support to those involved
- Inform parents/carers of the pupils involved in the allegation if appropriate
- Decide if any consequences needs to be applied in accordance with the School's Behaviour Policy
- Provide extra learning and skill practice opportunities if needed
- Seek external agency support as appropriate if necessary

Evidence of bullying/racist incident is found

Further action school staff should take:

- Complete Form 1 has been completed and Form 2 (CSF Integrated Bullying and Racist Incident Record)
- Seek advice of Head teacher or Deputy Head teacher
- Provide support to those involved
- Inform parents/carers of those involved, ensure at each stage they understand the action that the school will be taking
- Decide if any consequence needs to be applied in accordance with the Behaviour Policy
- Provide extra learning and skill practice opportunities if needed
- Engage and inform external agencies if necessary e.g. the local authority about serious incidents
- Consider informing Local Authority

APPENDIX 2 Initial investigation into hurtful incident or allegation of bullying – non racist incident

Initial investigation into hurtful incident or allegation of bullying – non racist incident
Completed by name and role:
Date:
Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:
Form of referral e.g. verbal report, letter, e-mail, phone call:
Details gathered to date:
Action taken to date:
Date: Signed:

Factors to help determine if incident constitutes bullying

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern
- ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies		Definitely applies	Possibly applies
Age/ Maturity			Religion/Belief form 2 also needs to be completed		
Appearance			Gender		
Size/weight			Transphobia/Gender identity		
Class/Socio-economic			Homophobia/sexuality		
Family circumstance (e.g. caring role)			Sexualised		
Ethnicity/Race – form 2 also needs to be completed			SEN and Disability		
			Ability/application		

APPENDIX 3 Integrated Bullying and Racist Incident Record

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the Headteacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*

*See County Guidelines on Dealing with Racist Incidents

2. **Manifestations of Bullying/Harassment** (indicate those that apply)

Perception of individual: feelings of being subject to bullying behaviour/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. **Those involved** – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

4. **Description of** incident(s)

Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	**Any details** (e.g. dates)
Head Teacher		
Chair of Governors		
Form tutor/class teacher		
Head of Year		
'Target' parents/carers notified by *letter/telephone/in person*		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by *letter/telephone/in person*		
'Offending person/s' parents/carers invited to the school		
CAF initiated for *target/offending person*		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially.

Date……

Member of staff:

Name …… Date …….

8. Outcomes/actions from follow up.

APPENDIX 4 Hate Crime / Incident Report

HATE CRIME / INCIDENT REPORT: Hertfordshire Multi-Agency Initial Reporting Form			
Person taking report:		Signature:	
Reporting Centre:		Date:	

Hatred Motivation *(specify)*						
	Race: ☐	Gender: ☐ ..... *(See Guidance)*		Sexual Orientation: ☐ ..... *(See Guidance)*		
	Religion: ☐	Age: ☐		Disability: ☐		
	Other: ☐					

1. Target / Complainant				**Offender/Persons Involved**			
Family name:				Family name:			
Forename / Personal name(s):				Forename / Personal name(s):			
First Language:		English Speaking:	*Yes/No	First Language:		English Speaking:	*Yes/No
Gender:	*M / F	Ethnicity (*see Guidance*):		Gender:	*M / F	Ethnicity (see Guidance):	
Date of birth:		Place of birth:		Date of birth:		Place of birth:	
Occupation/School:				Occupation/School:			
Home Address: (schools refer to Guidance)				Home Address: (schools refer to Guidance)			
Postcode:		Council/Private/Housing Association		Postcode:		Council/Private/Housing Association	
Tel. Nos.:	(home)	(work/school)	(mobile)	Tel. Nos.:	(home)	(work/school)	(mobile)
Email Address:				Email Address:			
Carer/Contact Name & Details:				Carer/Contact Name & Details:			
Repeat Target:	*Yes/No	If Yes, previous incident(s) and to whom reported:		Description if identity unknown:			

2. Details of Incident			
Exact Location of Incident:			
Time of Incident:	Date of Incident / /	Date Reported / /	Date Attended *(if applicable)* / /
Description of Incident (**MUST include the 'hate' element -** *refer to definition in accompanying Guidance)*			

3a. Action preferred by Target (for person under 17 years)		
Does the target / targets parents / carer support notification to police to discuss possible further action? (as appropriate)	*Yes/No	
Do you feel that further action is necessary?	*Yes/No	
If Yes, explain reason and suggested course of action (*include any history not previously recorded*):		

3b. Action preferred by Target (for person 17 years or over)			
Does the target support notification to police to discuss possible further action?	*Yes/No		
Action taken (*include any history not previously recorded*):			
Is the target opposed to their personal details being disclosed for multi-agency involvement?	*Yes/No	Signature:	
1. Council ☐	2. Racial Equality Council ☐	3. Target Support ☐	4. Social Services ☐
5. Housing Association ☐	6. Other ☐		

DATA PROTECTION - THIS INFORMATION MAY BE RECORDED ON COMPUTER

COPY – Complainant ☐ **COPY** – Retained by Reporting Agency ☐ **COPY** – Police Hate Crime Officer ☐

APPENDIX 5 Related Legislation

Overview

In recent years there has been substantial legislation, policy and guidance issued by national government in relation to bullying. The following is a summary and includes recent government guidance.

The law

• Education Act 2002
• The Children Act, 2004
• Education and Inspections Act, 2006
• Equality Act 2006 and Equality Bill 2009
• Statutory duties regarding: disability, ethnicity, gender (to be expanded to include: religion and belief, sexual orientation and age)

Government policy and guidance

• Race Relations Act
• Disability Discrimination Act
• Sex Discrimination Act
• United Nations Conventions on the Rights of the Child
• Human Rights Act, 1998
• Every Child Matters, 2004
• Working Together to Safeguard Children, 2006
• Equality Act 2006 and Equality Bill, 2009
• Safeguarding Children and Safer Recruitment in Education, 2006
• The Children's Plan, 2007
• Safe to Learn: embedding anti-bullying work in schools, 2007 – and the suite of separate detailed guidance on
o bullying related to ethnicity, religion and culture, 2006
o cyberbullying, 2007
o homophobic bullying, 2007
o bullying involving pupils with special educational needs and disabilities, 2008
o sexist, sexual and transphobic bullying, 2009
• The Staying Safe Action Plan, 2008, White Paper
• Improving behaviour and attendance: guidance on exclusions from schools and pupil Referral units, 2008
• Ofsted Guidance to School Inspectors, September, 2009
• Hertfordshire Children and Young People's Plan