

Manland Primary School

Anti – Bullying Policy



Adopted on : October 2011

Reviewed: Spring 2015

Chair of Governors:.....

Headteacher:.....

Due Date for Next Review	Review completed without, or with only minor, amendments (as per committee minutes)	Date of ratification by FGB	Initialed by Chair and Head
Spring 2015	Amendments made in response to government guidance of Oct 2014		

To be read in conjunction with
Internet Safety (including Anti Cyber bullying) Policy
Equality Policies
Behaviour Policy

1 Aims of our anti bullying policy

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

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 DFE October 2014

"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 The curriculum

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

5 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.

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 outlined in section 6.

6 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

7 Reporting

1. All instances of bullying or suspected bullying should be reported to the Headteacher or member of the SLT and recorded on the form attached in Appendix 1 **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 2 **Integrated Bullying and Racist Incident Record**
3. If an incident involves Hate Crime the form in Appendix 3 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.

8 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

9 Reviewing this policy

This policy should be reviewed every 3 years.

10 Views of stakeholders

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.

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 through usual processes.

11 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*



**Form 1 page 1/2 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:



Form 1 page 1/2 Initial investigation into hurtful incident or allegation of bullying – non racist incident

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/namecalling, 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		



Form 2 page 1/3 **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:	



Form 2 page 2/3 Integrated Bullying and Racist Incident Record

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		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
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.

HATE CRIME / INCIDENT REPORT: Hertfordshire Multi-Agency Initial Reporting Form APPENDIX 3

Person taking report:		Signature:	
Reporting Centre:		Date:	

Hatred Motivation <i>(specify)</i>	Race: <input type="checkbox"/>	Gender: <input type="checkbox"/> <i>(See Guidance)</i>	Sexual Orientation: <input type="checkbox"/> <i>(See Guidance)</i>
	Religion: <input type="checkbox"/>	Age: <input type="checkbox"/>	Disability: <input type="checkbox"/>
	Other: <input type="checkbox"/>		

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 <i>(see Guidance)</i> :			Gender: *M / F	Ethnicity <i>(see Guidance)</i> :		
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 <i>(if applicable)</i> / /
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 <i>(include any history not previously recorded)</i> :	

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 <i>(include any history not previously recorded)</i> :	
Is the target opposed to their personal details being disclosed for multi-agency involvement?	*Yes/No
Signature: _____	
1. Council <input type="checkbox"/>	2. Racial Equality Council <input type="checkbox"/>
3. Target Support <input type="checkbox"/>	4. Social Services <input type="checkbox"/>
5. Housing Association <input type="checkbox"/>	6. Other <input type="checkbox"/>

DATA PROTECTION - THIS INFORMATION MAY BE RECORDED ON COMPUTER
 COPY – Complainant COPY – Retained by Reporting Agency COPY – Police Hate Crime Officer