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## **ANTI-BULLYING POLICY**

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**Spring term 2018**

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<b>Anti-bullying policy</b>			
<b>Review frequency:</b>	Annually	<b>Review date:</b>	Spring term 2019
<b>Governing committee responsible:</b>		Pupils, Strategy & Resources committee	
<b>Governor approval:</b>	Spring term 2018	<b>Website:</b>	No
<b>Staff responsible:</b>	Head Teacher Prepared by Bursar	<b>Date produced:</b>	February 2018

## **Introduction**

At Clarborough Primary School we aim to provide a safe, caring and friendly climate for learning for all our pupils, to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, ensuring that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

## **Policy Development**

This policy was formulated in consultation with the whole school community, with input from: members of staff, Governors, Parents, Carers and pupils. Moving forward the community will continue to be involved both in the implementation of this policy and its review, in the following ways:

- Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents are encouraged to contribute by taking part in written consultations, parent meetings)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version to be displayed throughout school and go in planners)

This policy is available on our website and in the office. A copy is given to every Parent or Carer when their child begins their education at our school.

## **Roles and responsibilities**

### **The Head Teacher**

Has overall responsibility for ensuring that this policy is implemented. He will also liaise with the Governing Body, Parents and Carers, Nottinghamshire County Council and outside agencies as and when required. The Head Teacher will also ensure that:

- Further policy development and review will involve pupils, staff, Governors, Parents and Carers and relevant local agencies.

- This policy is implemented and its effectiveness in practice is monitored and assessed;
- Evaluation takes place and that this informs policy review.
- Bullying incidents are managed effectively.
- Bullying incidents are reported and recorded in the correct way.
- Training and support for both staff and Parents or Carers is assessed and co-ordinated where appropriate.
- Strategies for preventing bullying behaviour are effectively co-ordinated.

All governors have a responsibility with regard to Anti-bullying.

## Definition of Bullying

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'*

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

*This can take many forms and is often motivated by prejudice.'*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

## What does bullying look like?

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## Why are children and young people bullied?

Specific types of bullying include:

### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age

- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

- • bullying related to appearance or health
- • bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Reporting and responding to bullying**

Our school has clear and well publicised system for reporting bullying, for the whole school community (including staff, parents/carers, children and young people), this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children in school including bystanders should in the first instance speak to their Class Teacher or an adult supervising in school.

Parents or Carers should, in the first instance contact their child's Class Teacher or the Head Teacher.

All staff and visitors should contact the Head Teacher or the Chair of Governors.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. In the first instance an 'Incident' form should be completed and then handed over to either the Head or Assistant Head Teacher. They will then follow the following steps (where appropriate):

- Interview all parties;
- Inform parents;
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate;
- Keep in touch with the person who reported the situation and Parents or Carers;
- Provide support for the target and aggressor.
- Use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Use the CAF process where appropriate to involve other agencies who may be able to support.

## Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head Teacher. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and will be presented to the governors as part of the Head Teacher's report at termly meetings. The Incident form is available from the office and is also attached to this policy (see Appendix A).

## Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils we promote positive behaviour and discourage bullying behaviour by:

- Celebrating good behaviour and achievements using PSHE/Citizenship lessons, assemblies, modelling behaviour and attitudes, and using cross curriculum opportunities.
- Providing specific curriculum input on areas of concern such as Cyber bullying and Internet Safety.
- Providing support for Parents and Carers.
- Providing support for all School Staff.
- Ensuring that staff training and development is provided for all staff including those involved in lunchtime and before and after school activities.

## Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Acceptable use & e-safety policy	Cyberbullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording

## Evaluation

This policy will be reviewed by the Head Teacher on an annual basis in the Spring term and its effectiveness will form part of the Head Teacher's report given at termly FGB meetings.

## Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay, bisexual and transgender charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)



# INCIDENT FORM

**Date of incident:**  **Time of incident:**

**Nature/Type of incident** (please tick):

Extortion	<input type="checkbox"/>	Personal possessions taken/damaged	<input type="checkbox"/>
Isolation (being ignore or left out)	<input type="checkbox"/>	Forced to do something against will	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Written	<input type="checkbox"/>
Verbal (name calling, taunting, mocking)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber (email, internet, text)	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Details of young people involved:

Names:	Year group:	Gender:	Ethnic origin code:	Role*
1.				
2.				
3.				
4..				
5.				
6.				

\*Role: V = Victim    R = Ring Leader    A = Associate    B = Bystander

**Location of incident** (please tick):

Classroom	<input type="checkbox"/>	School Bus	<input type="checkbox"/>
Playground	<input type="checkbox"/>	Outside/around School Gates	<input type="checkbox"/>
Corridor	<input type="checkbox"/>	To or from School	<input type="checkbox"/>
Toilet	<input type="checkbox"/>		<input type="checkbox"/>

**If you feel the incident was motivated by any of the following** (please tick):

Appearance	<input type="checkbox"/>	Race/Ethnic origin*	<input type="checkbox"/>
Disability/S.E.N	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Gender/Sexism	<input type="checkbox"/>	Home circumstances (including looked after young people)	<input type="checkbox"/>
Religion	<input type="checkbox"/>		

\* Reminder: these incidents should be recorded separately

**Brief summary of Incident:**

Generally

If appropriate was a CAF used?      YES/NO

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**Action taken:**

With individuals

1.

2.

3.

4.

5.

6.

In 'Action taken', please include any exclusions, parental involvement, or involvement with any external agencies.

**Form completed  
by:**

**Date:**

# Anti-bullying Review Sheet

Name of school:

Autumn/Spring/Summer term

Type of incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of young people

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender (M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school	-Cyberbullying
	-other

Motivation

Appearance	
Gender/Sexism	
Religion/culture/race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other (please specify)	