HAYFIELD LANE PRIMARY ANTI-BULLYING POLICY

At Hayfield Lane Primary, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners (extended schools, visiting external providers in school). Pupils contribute to the development of the policy through the school council, circle time discussions, etc. Parents were encouraged to contribute by: taking part in written consultations/ parent meetings.

Roles and Responsibilities

The Head teacher, Mrs Tempest, has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is Mrs L Tempest.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Mr A Gooderham

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. - Safe to Learn: embedding anti bullying work in schools (2007).

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required. In order to make this definition understandable to the majority of students and their parents, the STOP campaign is utilised in school:

Several
Times
On
Purpose

Start
Telling
Other
People

What does bullying look like?

Bullying can include:

• name calling

• taunting

• mocking

• making offensive comments

 • physical assault

• taking or damaging belongings

• cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet

 • 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:

 • bullying related to race, religion or culture

• bullying related to special educational needs or disabilities

• bullying related to appearance or health

 • bullying relating to sexual orientation

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

• sexist or sexual bullying

• Peer on Peer Abuse (as defined in the school Safeguarding Policy)

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

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 systems to report 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)

We operate a STOP system:

Several Times On Purpose

Start Telling Other People.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

Procedure for investigating alleged cases of bullying:

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully

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 Anti-bullying coordinator. All alleged bullying incidents are recorded on the "Prejudice Reporting Form" and uploaded onto CPOMS. The information stored will be used to ensure individuals 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 presented to the governors as part of the termly reports.

The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils ,at Hayfield Lane Primary we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in Anti Bullying Week and 'Being Safe' relationship units within the school's learning journeys.
- PSHE/citizenship sessions
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups
- Peer mentoring schemes
- Playground Peacemakers
- Parent information events/information
- Staff training and development for all staff
- Restorative Justice

<u>**Links with other policies**</u>

Behaviour Policy

Safeguarding Policy

Keeping Children Safe in Education

Acceptable IT Use Policy - Cyberbullying and internet safety

Equalities Policy - Race, Homophobia, SEN and Disability

<u>**The Equality Act 2010**</u>

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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.

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.

<u>**Children Act 1989**</u>

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 the local authority children's social care. Even where child protection is not considered to be an issue, the child may need safeguarding and 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.

<u>Criminal law</u>

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. This covers incidents of Cyber bullying. The Protection from Harassment Act 1997 The Malicious Communications Act 1988 The Communications Act 2003 The Public Order Act 1986

<u>Government Guidance</u>

Bullying Advice for Head teachers, staff and governing bodies -Department of Education July 2011 Behaviour and Discipline in Schools - Guidance for Teachers and School Staff (Dept of Education July 2011)

<u>Associated resources</u>

Anti-bullying Alliance (ABA) – 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

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.

The lesbian, gay and bisexual charity Educational Action Challenging Homophobia

(EACH) - 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 free phone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – 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

The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines

- Embedding anti-bullying work in schools – DCSF-00656-2007

- Homophobic bullying – DCSF – 00668-2007

- Cyberbullying – DCSF – 00658-2007

- Bullying Involving Children with Special Educational Needs and Disabilities

– DCSF 00372- 2008

www.teachernet.gov.uk/publications

- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue

Appendix 1

BULLYING/PREJUDICE-BASED INCIDENT REPORTING FORM

This document must be scanned and uploaded to CPOMS with the relevant coding.

Type of report (circle as appropriate)		Date of incident:
BULLYING	PREJUDICE BASED INCIDENT	Reported by?

Perpetrator's details	
Name:	
Year Group:	
Gender:	
Ethnic Origin:	
Religion:	
Home Language	
Repeat Perpetrator Y/N	

Target's details *some incidents may not have a target	Is the target vulnerable or especially distressed? Is the target safe? Consider arrangements for travelling to and from school. Has the target experienced this prejudice-based incident/bullying before
Name:	
Year Group:	
Gender:	
Ethnic Origin:	
Religion:	
Home Language	
Repeat target Y/N	

Have the parents/carers of both parties been informed?   YES / NO

<u>Type of Bullying/Incident</u> (circle)

Race/Ethnicity	Religion/Belief	Disability/SEND	Teasing	Physical Harm
Name Calling	Gender	Gender Reassignment	Sexual Orientation	Threats
Other (specify)				

<u>Where did the incident/bullying take place?</u> (circle)

To or from school	Outside school premises	Toilets/changing areas	Classroom	School Grounds
Dining Hall	School Corridor	Other (specify)		

<u>Description of incident/bullying reported</u>


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What action has been taken?

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Support for the target




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Restoration/Sanction for the perpetrator




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Has the incident been reported to the police? YES / NO

Has the incident been reported to Social Care? YES / NO