



Anti-Bullying Policy



Anti-Bullying Policy

Policy Review

This policy will be reviewed in line with the Mosaic Federation policy review cycle.

The policy was last reviewed and agreed by the Governing Board on

It is due for review in

Head Teacher:	Date:
Chair of Governors:	Date:
Vice Chair of Governors:	Date:



Anti Bullying Policy

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Rationale

All children and young people at our school are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. Our Anti-Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There is a zero tolerance policy in place at this school

What is bullying?

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

Bullying is generally characterised by:

Repetition- Incidents are not one-offs but frequent and happen over a period of time.

Intent- The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.

Targeting- Bullying is generally targeted at a specific individual or group.

Power imbalance- Whether real or perceived, bullying is generally based on unequal power relations.

Types of bullying:

Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Categories of bullying include:

Verbal – name calling, imitating, teasing, insulting, spreading rumours, swearing, making threats.

Physical – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.

Emotional – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.

Cyber – online threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

Racial and Sexual harassment- Racism and sexual harassment are bullying and will be treated as such; we will make it clear to pupils that such behaviour is intolerable. The framework described above to deal with incidents of bullying will be applied to incidents of racial or sexual harassment. The same procedures of observation and recording will be employed and the same levels of support provided.

Homophobic, biphobic and transphobic bullying (HBT) - Homophobic, biphobic and transphobic bullying is bullying directed at someone who is perceived to be lesbian, gay, bisexual or trans (LGBT) and we will make it clear to pupils that such behaviour is intolerable. The framework described above to deal with incidents of bullying will be applied to incidents of homophobic, biphobic and transphobic bullying. The same procedures of observation and recording will be employed and the same levels of support provided.

Signs to look for:

Children subjected to bullying may exhibit the following:

- Headaches, stomach aches, anxiety, irritability, stress

- They may refuse to attend school
- They may appear to have few, or no, friends
- They may lose money or property
- They may have unexplained bruises
- They may have an unwillingness to talk about school

Legal issues related to bullying

Under the Equality Act 2010, the school has a responsibility 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; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Headteachers has acknowledged this, adding to their guidelines that headteachers must 'satisfy themselves' that their school's anti-bullying policy complies with the HRA 1998. Headteachers cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications could be considered criminal offences:

- Under the Malicious Communications 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 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.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information in any media including internet sites.
- Other forms of bullying, which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

How will we prevent bullying?

- By being vigilant; watching and listening to pupils in classrooms while they are working, during P.E. lessons, in corridors, in the cloakroom, in the playground and in the dining hall.
- By communicating to each other what we have observed; all the adults in school must all be involved and everyone must share their observations. Pupils must be aware that bullying behaviour is unacceptable and that teachers, teaching assistants and supervisory staff are all exercising vigilance. Any suspicion of bullying or any incident that is witnessed will be reported to the Headteacher or Deputy Headteacher who will record it in the *Incident and Behaviour File* (kept by Headteacher). All members of the school community should be made aware of the school's Anti-Bullying Policy. All staff members should have received some training on identifying and dealing with bullying as well as preventative strategies. The children's awareness of these records and systems should in addition work as a preventative measure.
- By developing in school a culture of openness and encouraging the pupils to communicate with the adults in school. Providing opportunities for pupils to talk about bullying in general and encouraging them to be open and honest about incidents they may witness or be involved in. Our Inclusion manager and all other staff have an 'open door' policy of which all children are aware.
- By including the issue of bullying and appropriate behaviour towards each other in the *Personal, Social and Health Education* (PSHE) curriculum and also by raising the issue in assemblies. [Bullying is addressed in PSHE in all year groups and through Family Group themes. Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work. Changing and organising seating arrangements in class can help to prevent instances of bullying. Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.
- By providing opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups, social skills groups, 'Happy to be Me' workshops, emotional resilience groups/ one to one sessions and mediation between children in order to prevent bullying situations developing. These activities will be led and organised by the Inclusion Manager who will be made aware of individual pupils' circumstances and needs.
- The PSHCE lead will annually review children's happiness and wellbeing in school in order to ensure we provide what the children feel they need in terms of support.

The *Incident and Behaviour File* will be used to record the name of any pupil who is required to be observed particularly closely; such observation might be as the result of parental concern or may be due to concerns which have arisen in school. When incidents of bullying are drawn to our attention we will monitor the victim in the classroom and through the *Lunchtime Supervisors' behaviour logs* for an initial period of two weeks. After this time the situation will be reviewed by the Headteacher. Throughout this time informal support will be provided for the victim.

If the behaviour of any pupil or group of pupils causes concern, a more formal behaviour observation record will be kept and the parents of those involved will be invited to school to discuss the matter further (please refer to the school's behaviour policy for a more detailed statement on this matter).

Staff guidance principles

- Prevention will be at the forefront of our Anti- Bullying Policy.
- Staff will treat reports of bullying very seriously.
- Staff will not ignore suspected bullying.
- Unpleasantness from one pupil towards another will always be challenged and never ignored.
- Staff will take action immediately. This applies to all staff, not only teaching staff.
- Staff will respect pupils' privacy, and information about specific instances of bullying will not be discussed with others, unless in a setting that the victim gives consent to.

Roles and responsibilities:

- It is the responsibility of all staff to be alert to possible harassment of pupils and deal with incidents of bullying as the highest priority.
- The governors will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
- The Headteacher will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The Headteacher will keep a record of all reported incidents and provide appropriate training for staff members.
- Each class teacher will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
- Class teachers will be alert to social dynamics in their class and be available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.
- Class teachers will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups. Throughout the year, the composition of groups shows sensitivity to those who have been the victims of bullying.

- Parents/carers should inform their child's teacher if they are concerned that their child may be bullied or be involved in bullying.
- Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, pupils should walk away from any dangerous situations and avoid involving other pupils in incidents. Pupils should be advised to retain all evidence of cyber-bullying.

Procedures for dealing with bullying

Minor incidents will be reported to the pupils' teacher who should investigate the incident, set appropriate sanctions for the perpetrator, and inform the head Teacher or Deputy Head Teacher about the incident and outcome. This will be noted in class logs by the teacher.

The procedure outlined below will be adopted by all staff in serious incidents.

Interviews:

- The victim, alleged bully and witnesses are all to be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed, for example by texting.
- If a pupil is injured, take the pupil immediately to the appropriate member of staff for a medical attention.
- Use a room that allows you to interview in privacy. A witness is recommended.
- If appropriate and/or necessary, ask all parties (bully, victim, witnesses) to write down details of the incident. This may need prompting with questions from you to obtain the full picture.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non- confrontational and do not attach blame until your investigation is complete.
- Adopt a 'problem-solving' approach, asking the bully to suggest ways they could have improved the situation, and, if the victim has provoked the bullying incident, helping them to understand more appropriate ways of behaving.
- Inform all pupils concerned that they must not discuss the interview with other pupils.

Record keeping:

The teacher who conducted the interviews should write out a brief summary of the incident. This record should then be forwarded on to the Head Teacher. All notes, observations and reports should be recorded in the Incident and Behaviour File. When further action is considered to be necessary, this will also be noted. These records may be presented to other parties such as governors and other agencies involved with supporting children when considered necessary.

Action and sanctions:

Conventional sanctions, such as missing playtimes or lunchtimes, may be pursued. In addition to this, the following actions should be taken. Discretion can be used.

Appropriate action to deal with the child presenting bullying type behaviour:

- If you are satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, try for reconciliation and a genuine apology from the bully. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured)
- Make sure they realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Try to reach an agreement on reasonable long-term behaviour.
- Prepare the perpetrator to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. Face-to-face meetings with the Class Teacher or Head Teacher may be appropriate.
- The Class Teacher should informally monitor the pupils involved over the next half term.
- The inclusion manager will also provide opportunities for the child to develop more positive behaviours and relationships with peers through support groups.

Appropriate actions to deal with the victims of bullying:

- Class Teacher should informally check whether the bullying has stopped after the complaint of bullying.
- The Deputy Head Teacher or Head Teacher should formally check whether the bullying has stopped the week after the bullying, and again during the same half term.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after-school club or activity.
- The inclusion manager will also provide opportunities for the child to develop more positive relationships with peers through support groups, emotional resilience training, etc.

Follow-up:

- The progress of both the perpetrator and the victim should be monitored by their Class Teacher/s. One-on-one sessions to discuss how they are getting on may be appropriate.
- If the incident was sufficiently serious, follow-up correspondence with parents may be necessary. This should be from the Deputy Head Teacher or Head Teacher.

Pupils who have been bullied will be supported by:

- Being listened to and having an immediate opportunity to meet with their Class Teacher or a member of staff of their choice
- Being reassured
- Being offered continued support.

Pupils who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.
- Understanding what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers.

Bullying outside of the school

Where bullying outside school is reported to school staff, it should be investigated and acted on. 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.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

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.

Other related Policies

This policy should be read in conjunction with;

- E-Safety
- Safeguarding Children
- Behaviour Policy

Appendix

- Incident/ behaviour log
- Pupil questionnaire