Anti-Bullying Policy

Agreed by Staff: 16th January 2018
Agreed by Governing Body: 30th January 2018
Date of next review: January 2020/2021

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2016 and Childnet's “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

This policy aims to:
- clearly establish definitions for term ‘bullying’ at Shakespeare Primary School
- develop a common approach in preventing bullying from taking place in Shakespeare Primary School and our wider community
- provide clear guidance, supporting staff, pupils, parents and governors to respond to bullying quickly and effectively
- promote equality of opportunity, respect, tolerance of all stakeholders within Shakespeare Primary School's community

Responsibilities
It is the responsibility of:
- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.

Definition of bullying
- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- At Shakespeare Primary School we have helped to define bullying with our children using the acronym S.T.O.P.
  Several
  Times
  On
  Purpose
  We advise our pupils to:
  Start
  Telling
  Other
  People
Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is not …

It is important to understand that bullying is not the single occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Pupils sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of pupils’ development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

Principles

Our school’s community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Bullying in any form is not tolerated at our school.

Our expectations for pupils’ behaviour is clear:

‘At Shakespeare we show respect, share, support one another and keep ourselves and others safe.’

Pupils and adults are expected to treat one another, with respect at all times.

We promote a consistent approach to positive behaviour across our school through our school rules:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything
As a school, we make the following commitments to ensure that children do not experience bullying of any type:

- To monitor and review our anti-bullying policy on an annual basis in light of new research and best practice.
- To support staff to promote positive relationships between pupils to help prevent bullying.
- To recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- To intervene by identifying and tackling bullying behaviour appropriately and promptly.
- To ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- To require all members of the community work with the school to uphold the anti-bullying policy.
- To report back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- To seek to learn from good anti-bullying practice elsewhere.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern. The incident will be recorded on the school’s ‘Incident Report Form’, which is stored online in staff/inclusion/incidentreportform.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of school staff will interview all parties involved to get a true picture of incident(s). This could be a Teaching Assistant, Class Teacher, Phase Leader, Deputy or Headteacher if required.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions and support for individuals will be implemented, in consultation with all parties concerned.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school’s behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures, which includes our school ‘Incident Report Form’. This will include recording appropriate details regarding decisions and actions taken and will allow staff to share information effectively. This information will be used to track incidents over time and support SLT and the head teacher in taking the most effective action when required. The ‘Incident Report Form’ can be located in staff/inclusion/incidentreportform and can also be found as an appendix to this policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible. This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.

The school will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- The headteacher or staff member will confiscate and / or search (with consent from pupil) pupils’ electronic devices, such as mobile phones, in accordance with the statutory guidance set out in the DfE Searching, Screening and Confiscation Guidelines (2014)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

Inform the police if a criminal offence has been committed.

Support information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

**Supporting pupils**

**Pupils who have been bullied will be supported by:**

- Providing pupils with a number of strategies to notify a member of staff about bullying at the earliest opportunity including ‘SPS Against Bullying’ cards and the use of the ‘Whisper Button’ for online reporting.
- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Providing ongoing support; this may include: engaging with parents and carers, working and speaking with staff, offering therapeutic support (if appropriate).

**Pupils who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
Preventing bullying: Our Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially with mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example when online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as including the views of our pupils across the school through the School Council.
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem through our extensive PSHE and SEAL curriculum.

At Shakespeare Primary School, we use ‘Social Emotional Aspects of Learning’ to teach positive behaviour.
SEAL is used as a whole school approach to the learning of emotional literacy skills. Assembly-led themes are introduced by the Head teacher through a whole school assembly and continued through Phase Team assemblies. The theme is followed up throughout the age groups using SEAL class-based resources, culminating in an end of theme assembly led by the SEAL Co-ordinator.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they have to play to prevent bullying through the School Council and SEAL curriculum.
- Provide opportunities to gain an understanding of children and young people’s views on the extent and nature of bullying through pupil questionnaires.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum including national events such as Anti-Bullying Week.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Support parents to work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school’s action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

We will know when this policy has been successful if:

- Pupils understand what bullying is and its seriousness.
- Pupils are able to report bullying to a member of staff.
• Parents and pupils feel included and listened to.
• Staff follow the procedures outlined in this policy and complete a bullying incident form.
• Victims, perpetrators and their families are given the support they need.
• The number of incidents of bullying decrease

Useful links and supporting organisations
• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net

SEND
• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-module_final.pdf

Cyberbullying
• Childnet International: www.childnet.com
• Digizen: www.digizen.org
• Internet Watch Foundation: www.iwf.org.uk
• Think U Know: www.thinkuknow.co.uk
• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com/
• Show Racism the Red Card: www.srtrc.org/educational
Appendix

Shakespeare Primary Incident Report Form

<table>
<thead>
<tr>
<th>Type of incident (tick relevant)</th>
<th>Online safety / Whisper / Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>Name of person incident relating to</td>
<td>Staff/Pupil/Visitor</td>
</tr>
<tr>
<td>Location/Environment incident took place (i.e. In teaching session/Club/Lunch Time/Home etc)</td>
<td>Date of Incident</td>
</tr>
<tr>
<td>Incident Details</td>
<td>Reason Why Concern</td>
</tr>
<tr>
<td>Action Proposed/Taken (Please expand and give details taken)</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Phase Leader Signature</td>
<td>Comments</td>
</tr>
</tbody>
</table>

**Online safety type:** (please tick appropriate box)
- Cyberbullying
- Misuse
- Sexting
- Other

**Co-ordinator Response to Concern**

<table>
<thead>
<tr>
<th>Coordinator received by (date)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Action</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>
SPS Against Bulling Card

Stand Up
Speak Out!

Name:
Class:
Date:

Adult: .............................................