Stanford-le-Hope Primary

Anti-Bullying Policy
July 2019

Signed: ___________________________ Nominated Governor
Signed ____________________________ Head teacher
Anti-Bullying Policy

This document sets out the Anti-Bullying Policy for Stanford-Le-Hope Primary School, in consultation with a range of stakeholder views.

We believe that challenging bullying effectively will improve the safety and happiness of our children, it also shows that the school cares and makes it clear to bullies that their behaviour is unacceptable.

Aims of the Policy

We aim:

- to nurture an environment in which our children feel safe and positive interaction is valued and rewarded
- to ensure that all pupils will be taught what is meant by bullying, including cyber bullying
- to teach that bullying is unacceptable inside or outside of school, through special focus days (Anti-Bullying week), visits, assemblies, discussions, role play, stories and circle time etc.
- develop a culture in which telling someone about bullying is seen as positive
- to ensure that all adults are aware of the possible signs
- to deal with bullying swiftly and when it occurs fully support children who are being bullied
- to help bullies to change their behaviour by providing support and advice in a range of ways, depending on the individual.
- to protect vulnerable children and be aware that they could be more susceptible to bullying
- to monitor and review systems to develop effectiveness and keep pupils, parents and staff informed of the School’s approach to bullying and the School’s Anti-Bullying Policy
- to implement the Osborne Trust’s Statement of Expectations for Positive Behaviour for Learning

School’s accountability
Pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

“Every Child Matters”….because
- Everyone has the right to feel welcome, secure and happy.
- We should treat everyone with consideration.

**Definition of Bullying**
A defined by the Department for Education, bullying is 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the individual's vulnerability.

It is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel.

Bullying, either verbal or physical, will not be tolerated at Stanford-Le-Hope Primary School. It is everyone's responsibility to prevent it happening and, with this in mind, guidelines have been laid down as part of the Trust’s Behaviour Policy.

**Different Types of Bullying**

**Cyber-bullying** The prolific growth and increased access to technology has provided a new medium for ‘virtual bullying, which can occur in or outside of school. Cyber-bullying is a different form of bullying and it can happen at all times of the day, with a potentially more widespread audience, as content is easily forwarded with the click of a button. The Education Act 2011 was amended to allow a member of staff, when authorised by the headteacher, to seize a device such as a mobile phone, and examine the data or files, and delete these where there is good reason to do so. If the member of staff has reasonable grounds to suspect it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practical.

**Cyber** all electronic or internet misuse including: texting, email, internet chat rooms or gaming chat rooms

**Misuse of associated technology** i.e. cameras and video facilities including hose on mobiles.
Mobile threats by text messaging and calls.
Emotional being unfriendly, excluding, tormenting, threatening behaviour
Verbal name calling, sarcasm, spreading rumours, teasing
Physical pushing, kicking, hitting, punching or any use of violence
Extortion demanding money/goods with threats
Racist racial taunts, graffiti, gestures
Sexual unwanted physical contact, sexually abusive comments
Homophobic because of, or focusing on the issue of sexuality

Vulnerable Pupils
Some pupils are more likely to be the target of bullying because of the attitudes
and behaviours some young people have towards those who are different from
themselves.
For example
- children with Special Educational Needs and Disability (SEND)
- those suffering from a health problem
- new to the class or school
- nervous and anxious nature
- different in appearance, speech or background from the other pupils,
  including children who are adopted
- those with caring responsibilities

As SEND children are particularly vulnerable as they often lack the social or
communication skills to report such incidents, staff are alert to the potential
bullying this group faces. It is vital for us as a school to ensure that we support
and develop their skills so that they can recognise, report and deal with any
alleged bullying. In some cases a Pastoral Support Plan (PSP) will need to be
drawn up to meet the needs of the individual.

What are the possible signs and symptoms of Bullying?

Vulnerability is not always visible to an adult and the victim can be any child. Some
signs that are particularly indicative of bullying include:-

- reluctance to come to school or an insistence on being collected/delivered
  by parents. also, arriving or leaving school at different times to the other
  children
- the child’s possessions e.g. pens, books etc. are lost, their work books
  destroyed or defaced, clothing going missing or spectacles being broken
- a reluctance to go out at break time / lunchtime and, if persuaded to, staying
  close to an adult supervisor
- the child is continually in need of money and says that it has been lost or
  used for unlikely reasons
• the child suffers from low self-esteem, anxiety, depression, sadness or lacking in confidence.
• the child becomes aggressive, abusive, disruptive or unreasonable
• the child suffers from imaginary illness
• the child’s performance in school begins to drop
• the child becomes nervous or jumpy
• the child changes their usual routine

Unfortunately, the signs may not always be as overt and teachers and other adults within the school, must try to be aware of less obvious clues e.g. child may ask to sit next to someone else in class or carefully avoid contact with certain other pupils.

**Prevention**
Through the teaching and demonstration of the cooperative values by all members of the school community, we create an inclusive ethos of good behaviour where pupils treat one another and the school staff with respect, because they know that is the right way to behave.

- regular work in school which develops empathy and emotional intelligence through a range of ways including:
  - special focus days/weeks
  - assemblies,
  - Personal, Social, Health and Education (PSHE) lessons
  - cross-curricular lessons
  - circle time
  - role play
  - social skills training

- pupils are taught what bullying is, what they should do and the part they can play to prevent bullying, including when they find themselves as bystanders. They are reminded of who they can tell. They are made aware that some vulnerable pupils are unable to recognise signs of bullying for themselves and therefore it is everybody’s responsibility to report any concerns
- ensure parents understand we do not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied
- the consequences of bullying reflect the seriousness of the incident so others see that bullying is unacceptable
- the School Council includes bullying on its agenda.
- encourage open discussions around the differences between people that could motivate bullying, such as religion, gender, disability, sexuality, or appearance and establishing that using prejudice based language is unacceptable
preventative measures such as adaptation and improvement of the school environment are made wherever possible to reduce the risk of bullying
the Governing body and SLT monitor bullying via audit strategies, annual pupil and parent questionnaires.
regular staff training to refresh staff knowledge on the procedures for dealing with bullying incidents.
the policy is distributed to all new staff.
draw on the expertise from organisations with experience of dealing with certain forms of bullying
Dedicated pastoral team available for children and parents.
Involve pastoral, mid-day assistants & LSAs in training and discussion of how to affect better behaviour in the playground.
The use of lunchtime clubs to provide positive activities to work with children.

Intervention – Policy in practice

When an incident of bullying has been either witnessed or reported on, staff will:-

- take the incident or report seriously
- have discussions with the victim, bully and any witnesses separately and record conversations. If older children you could ask them to write a statement.
- re-assure the victim and offer support and advice
- give a clear message to the bully that bullying will not be tolerated
- informing a member of the Senior Leadership Team/Pastoral team
- inform the parents of all involved of the action taken or intended to be taken for both pupils
- create an action plan with details of support and monitoring of the plan outlined.
- use the schools’ sanctions to punish the bully, explaining the consequences clearly and why it is being used. Sanctions could include:
  - BIB sessions
  - withdrawal of playtime/lunchtime
  - internal exclusion
  - withdrawal from certain privileges or activities
  - exclusion from school (fixed term or permanent)
- provide support for the victim and perpetrator as appropriate, this could include
  - 1:1 mentoring
  - circle of friends
  - pastoral support.
victims (where appropriate) should be made aware of the sanctions that are being used
all incidents of bullying or alleged bullying will be recorded centrally in the bullying file and on the child’s file.
inform Governors of recorded incidents and action taken on a half termly basis

Monitoring

Monitoring procedures can be used for 2 purposes:

1) To enable the school to follow up and record progress. Individual incidents which are, on the surface, seemingly isolated occurrences, may be part of a much larger pattern of bullying behaviour. Monitoring will help the school identify such patterns. Staff will need to take account of:-

- Who was involved (or alleged to be involved)
- Where and when it happened
- What happened
- What action was taken
- How it was followed up

2) To identify whether or not the anti-bullying policy is really being effective. Records of incidents can show whether bullying is becoming less frequent or changing in nature. The results can be used in evaluating the policy and can provide insight into ways in which practice resulting from the policy (or the Policy itself) needs to be adapted or changed.

Refer to our Equality Policy for more information.

Incidents outside of school

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 says that a schools disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, cyber bullying, outside the local shops, or in a town or village centre. Where bullying outside the school is reported to staff, it will be investigated and acted on. The Head teacher 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. Once investigated appropriate procedures and actions will take place.

**Support for staff who are bullied**

Our school takes measures to prevent and tackle bullying among pupils; however it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members is unacceptable. Please refer to the Osborne Trust -----Policy for further details.

**References**

Preventing and tackling bullying (Advice for Head teachers, staff and Governing bodies) - July 2017-Department for Education Guidance
The Education Act 2002
The Equality Act 2010
The Special Educational Need and Disability Act 2001
The Race Relations (amendment) Act 2000
The Disability Discrimination Act 1995
Cyberbullying: Advice for headteachers and school staff –Nov 2014
Statement of Expectations for Positive Behaviour for Learning

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the Co-operative values. All Osborne Co-operative Academy Trust Schools will develop their Positive Behaviour Policy and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated and individuality is valued;
- Create an environment to support the development of resilient students, providing excellent learning opportunities to enable children to become positive, responsible and increasingly independent members of their Academy and the wider community;
- Secure an environment in which students develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge students to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all students irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop student aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our students are led by example. All adults and students will model the co-operative
and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

The legal framework:

Teachers’ Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils’ property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
  2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
  a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
  b. Causing personal injury or damage to property; or
c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.