



Reach for the Stars

Cheswardine Primary and Nursery School

Anti-Bullying Policy

Reviewed and updated November 2022

Cheswardine Primary and Nursery School Anti-bullying policy

This policy takes into account the following documents:

- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011
- Working Together to Safe guard children July 2022
- Keeping Children Safe in Education September 2022
- Shropshire Safeguarding Community Partnership Guidance September 2022

Context

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined by the children in CheswardineSchool as:

Cheswardine children defined bullying as behaviour by an individual or group which hurts another individual either physically or emotionally on purpose over and over again. The Anti-Bullying Alliance Definition is: ‘

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 online’.

There are four key elements to this definition:

- Hurtful
- Repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- Radicalisation and Extremism

Cheswardine children feel bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school by using worry boxes in classrooms, talking through concerns in PSHE times, circle time in classrooms, talking to other pupils such as those on the school council who can help them go to a teacher, working through the safer schools questionnaire and meetings where pupils are represented, developing and displaying posters around the school in line with our anti-bullying charter and having easy access to staff who can help and listen to their concerns and are committed to doing so.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together in the prospectus, through the website, in our Safer Schools work, by seeing the anti-bullying charter, curriculum theme letters, themed workshops, induction evenings and through regular contact with staff when coming into school so that concerns can be voiced and worked through quickly for the children.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This policy is linked directly to the following policies:

Behaviour Policy

Child Protection Policy

Confidentiality Policy/statement

Equal Opportunities (*Race Equality, Disability Equality, SEN policies, additional policies related to protected characteristics under the Equality Act 2010*)

Radicalisation and Extremism Policy

PSHE / SRE policy.

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Roles and responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually.

The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these.

Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism.

The role of the head teacher and staff:

1. Policy and procedures

There is a senior member of staff who leads on anti-bullying:

Name: Corinne Davies-Griffith role: Deputy Headteacher

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up
- Learning Mentor Support is considered appropriate and necessary.

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

3. Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE /RSE and other subject areas and through assemblies and other school activities The school takes part in the Anti-Bullying week every year in November (using the Anti-Bullying Alliance materials) and revisits e-safety issues every year in line with internet safety day in February. 1Decisions has been bought into as a school which supports out RSE delivery and gives some effective anti-bullying advice particularly when we cover protected characteristics.

The policy will be promoted and implemented throughout the school by actively involving the children in its review and the design of an anti-bullying charter, which puts the policy into a child-friendly accessible form.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly

This policy was reviewed by:

pupils
staff
parents/carers
governors

Date of policy review: November 2022

Date ratified by the governors: C&S Committee Spring 2023 1.3.23

APPENDIX 1

Shropshire Schools Hate-Related Incident Report Form

report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to *EducationImprovementService@shropshire.gov.uk*; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged? Yes (If 'yes' please give details below) No

Frequency or duration of behaviour

Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

Buddhist Rastafarian Don't know
 Christian Sikh
 Hindu Other
 Jewish No religion
 Muslim Prefer not to say

Sexual orientation

Heterosexual
 Bisexual
 Gay/Lesbian
 Prefer not to say
 Don't know

Ethnicity

White British White & Black Caribbean Any other black background
 White & Black African Indian Chinese
 White Irish Pakistani Any other ethnic background
 White & Asian Bangladeshi Prefer not to say

- Other white background Black Caribbean Don't know
 Any other mixed background Black African
 Eastern European

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only

Yes

No

Personal details

Yes

No

Signature

Date

Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

APPENDIX 2

The Legal Framework:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

provides that every school must have measures to encourage good behaviour

and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

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 and additional specific duties require them:

To publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

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

Safeguarding Children and Young People

Under the Children Act 1989 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 their local authority children's social care team. Even where safeguarding is not considered to be an issue, 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.

Criminal Law

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, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication 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 to send an electronic communication 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."