

ST.WINEFRIDE'S SCHOOL

ANTI-BULLYING POLICY

This policy has been drawn up with regard to DfE advice Preventing and Tackling Bullying (July 2017) and Cyberbullying: Advice for headteachers and school staff (2014) Other relevant legislation, Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.

Other relevant legislation includes KCSIE, Sept. 2016, Equality Act, 2010, Children Act, 1989, Malicious Communications Act , 1988.

- **This policy applies to the whole school including EYFS, before and after school care, school activities undertaken outside of the school grounds and bullying which occurs outside school premises.**

This policy supports British Values

Definition

The Government (2017) defines bullying as:

Bullying is behaviour 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.

Bullying can take many forms:

- Physical violence/attacks
- Verbal taunts, name calling and put-downs, mocking
- Threats, intimidation
- Extortion or stealing of money & possessions
- Exclusion from peer groups
- Hiding belongings
- Spreading rumours
- Inappropriate text messaging and emailing,
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Racism, sexism, prejudice in any form
- Homophobia
- Abuse against individuals with SEN
- Abuse against individuals with Disabilities
- Peer on Peer Bullying (KCSIE, 2016)
- Cyberbullying

Regardless of what form the bullying takes, all bullying has to be dealt with seriously and appropriately. A bullying incident should be treated as a child safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Bullying can cause psychological and emotional damage, undermining self-confidence, self-esteem and self worth for the victim. It also has an impact on those carrying out the bullying, other children witnessing the bullying and families.

AIMS

- To develop a safe and supportive school climate
- To ensure that children show respect, value for every individual in the school, adult or child, irrespective of culture, gender, race or disability, religion or sexual orientation.
- To have procedures to ensure that children feel they can report incidents and be heard and that action will be taken.
- To protect children from extremism and radicalisation.

PREVENTION OF BULLYING

Leadership

All members of staff should work to promote an anti-bullying ethos within the school. They should always act as positive role models for the children.

Staff Awareness

- Staff should be aware that the bullied child may be ‘suffering in silence’. However, observations of changes in behaviour can indicate that there is a problem. Signs such as a drop in attendance, deterioration in concentration and achievement and complaints about headaches or stomach aches should be monitored.
- Staff should recognise that bullying behaviour can be the symptoms of deeper problems or issues. Therefore it is necessary to try and gain an understanding of the children carrying out the bullying. This knowledge can influence the strategies used and the help sought for these children.
- Early identification of a problem and responding to it quickly is very important.

Curriculum Opportunities

The anti-bullying policy will be reinforced throughout the curriculum and issues covered in PSCE, SMSC, Citizenship and R.E. Through Art, children can have a medium through which they can convey emotions.

Through ICT classes, children will be made aware of cyber-bullying.

In EYFS, Bullying issues can be addressed through PSED, Communication and Language and Understanding the World.

School Environment

Prominent supervision of children at key times e.g. playtime, on the corridor, in cloakrooms will help prevent bullying behaviour occurring.

ICT (see e-safety policy)

- Mobile phones are not allowed in school (Except in exceptional circumstances which necessitates the approval of the Headmistress).
- Children will not be allowed to use the computer suite without supervision.
- Children will not have access to the Internet in school without appropriate supervision.
- All computers are Child Protected.

DEALING WITH BULLYING

- Children should know that they can report an incident or talk to any member of staff. Children should know that making teachers aware of a problem is not 'sneaking' or 'telling tales'. Children should recognise it as a duty to report instances immediately.
- Peer on Peer bullying: Children are capable of abusing their peers. This abuse can take many forms – verbal, physical, sexting, sexual touching, initiation/hazing type violence. Staff must be constantly alert to the possibility of this behaviour occurring. Children are encouraged to report any forms of abuse that occurs to a member of staff. Any instances should be immediately reported to the DSL or the deputy DSL. These behaviours will then be investigated by management and involving local agencies and parents if/when necessary.
- Incidents outside of the classroom will be reported to the class teacher.
- Incidents will be dealt with immediately.
- Serious incidents will be reported to the Headteacher.
- Persistent incidents will be recorded.
- Explanations as to why the type of behaviour is not acceptable will be given.
- Parents will be informed in the case of persistent bullying.
- Careful monitoring will continue.
- We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.
- If further instances occur, the Behaviour Policy guidelines will be followed.
Any sanctions should:
 - Ensure that the perpetrator understands that what he/she had done is unacceptable.
 - discourage the child from repeating the behaviour again
 - show other children (including the victim) that bullying behaviour is not acceptable and that it will be dealt with appropriately.
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Bullying which occurs outside school premises

- School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's 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 may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. 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.

- While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

SUPPORTING CHILDREN WHO EXPERIENCES BULLYING

- Individual talks with the child where he/she is heard.
- Reassure the child that steps will be taken to prevent reoccurrence.
- Encourage the development of social skills, which will encourage self-esteem and assertiveness.

EQUAL OPPORTUNITIES

We will endeavour to protect the welfare of children regardless of gender, race, culture, disability, religion, sexual orientation.

ASSOCIATED SCHOOL POLICES/DOCUMENTS

- Safeguarding Policy
- Behaviour Policy
- Prevent duty
- Preventing Extremism and Radicalisation Policy
- E-safety Policy

REVIEWED: February 2012
July 2012
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NEXT REVIEW DATE: October 2018