



ANTI-BULLYING POLICY

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property and cyber bullying. "Cyber bullying" is when a child, is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. The school will follow *'Behaviour and discipline in schools. A guide for head teachers and school staff' Dfe February 2014* , *'Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014, and to formulate this policy.*

The Staff, parents/carers and children at Mansbridge Primary School, work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

The victim(s), their friend(s), their parents/carers or other interested people may bring bullying to the attention of any member of staff.

Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is alright to tell.
- ◆ To listen to parents/carers and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.

- ◆ To monitor incidents of bullying during the school year by the Headteacher, and report on these in the annual Safeguarding Position statement.

Strategy for Dealing with Bullying

The school has an anti-bullying coordinator who is responsible for ensuring that the policy is followed and to carry out training with all members of staff. All bullying incidents are reported to the anti-bullying co-ordinator who then decides which member of staff is responsible to follow it up. This will always be at teacher level or senior management. If the anti-bullying co-ordinator considers it to be a potentially serious case, it will be reported to the head teacher who will decide whether he or the anti-bullying co-ordinator takes responsibility for this case.

In dealing with bullying, staff at Mansbridge Primary School follow these fundamental guidelines.

- ◆ On a half termly basis, the anti-bullying file will be discussed and reviewed by LMT
- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts - several pupils with the same version do not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Inform the anti-bullying co-ordinator of actions taken and records kept.

Strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

All teachers and LSA's will apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures should be followed, where all staff could contribute a full investigation "The Preventing and Tackling" bullying guidance issued in 2011 does not require written records to be kept - however in extreme cases we will do so. Where appropriate the process we will take will be as follows.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.

5. If the bully owns up, make it understood that bullying is not acceptable at Mansbridge Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents/carers of bully and victim.
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example school visit
 - loss of breaktimes/lunchtimes for an appropriate period of time
 - barred from school during lunchtimes for an appropriate period of time
 - fixed period of exclusion from school.
9. Where appropriate provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Where appropriate provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person may support the child during this programme.
11. If a case is deemed serious, the anti-bullying co-ordinator will complete the serious case proformas and store this on CPOMs. This will be monitored on a daily basis. If a case is deemed less serious it may also be recorded on CPOMs and monitored on a less frequent basis e.g weekly see 12
12. For cases that are not serious the class teacher will monitor on a weekly basis and report any further incidences to the anti-bullying co-ordinator. If there are not further incidences for half a term the case is closed and if anything further happens a new case will be opened with reference made to the previous case. Any new allegations should be dealt with accordingly. Any severe cases which cannot be resolved by the school, may result in referral to Local Authority anti-bullying co-ordinator.

In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils. We listen, believe, and act.

Bullying off the School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any 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.

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.

More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools - advice for headteachers and school staff' - see further sources of information below.

Where possible, we shall support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the Headteacher of another school whose pupils are bullying off school premises.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

There are many different forms of bullying and all are unacceptable. Please find different types of bullying listed below:

Bullying directed towards one of the nine protected characteristics

We will not tolerate bullying against anyone The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from any of the protected characteristics The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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.

We have a duty to develop children's understanding of the nine protected characteristics and explore tolerance in PSHE and Citizenship lessons and in Religious Education lessons. We take a proportionate response to the teaching of an understanding of the characteristics dependent on age and level of cognitive ability

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. 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 engaging in bullying. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, 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 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.

Mansbridge Primary School guarantees confidentiality and support for those being bullied. Serious bullying / prejudicial comments and actions may be reported on to the Governing Body , LEA or police as required.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

We make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend may be appointed for the pupil to confide in in exceptional circumstances.

If the bullying is serious, we undertake a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents/carers. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

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Further information

Useful Documents and Resources

Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2013

Behaviour and discipline in schools. A guide for head teachers and school staff Dfe February 2014

Supporting children and young people who are bullied: advice for schools

Ref: DFE-00094-2014

Cyberbullying: advice for headteachers and school staff

Ref: DFE-00652-2014

Advice for parents and carers on cyberbullying

Ref: DFE-00655-2014