



# Anti-Bullying Policy

SPRING 2017

## **Introduction**

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community and is based on cooperative core principles and values shown above. It is written with reference to the 'Behaviour and Discipline in Schools Guide for Head Teachers and School Staff 2016' with core British Values being at the heart of expectations and vision.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel that they or others are unsafe. We would also want parents/guardians to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/guardians and working with other agencies outside the school where appropriate.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- members of staff- through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governors meetings, training
- parents/guardians – questionnaires
- children and young people – pupils contribute to the development of the policy through the school council, circle time discussions, etc.

## **Roles and Responsibilities**

The head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/guardians, LA and outside agencies. The head teacher is also the anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The responsibilities are:

- policy development and review involving pupils, staff, governors, parents/guardians and relevant local agencies
- implementing the policy and monitoring and assessing its effectiveness in practice
- ensuring evaluation takes place and that this informs policy review
- managing bullying incidents
- managing the reporting and recording of bullying incidents
- assessing and co-ordinating training and support for staff and parents/guardians where appropriate
- co-ordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying behaviour is Jackie Wilson.

## **Definition of Bullying**

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 through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

## **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent
- Occasionally an incident may be deemed to be bullying, even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger then intervention is urgently required

## **What does bullying look like?**

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyberbullying (inappropriate text messaging and emailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices)
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Specific types of bullying include:

### *Prejudice Related Bullying*

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation
- social class

- asylum seeker/refugee status

These are called 'protected characteristics'.

As part of the requirement of schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

*Other vulnerable groups include:*

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

*Prejudice Related Language*

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/guardian or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/guardians.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying. We do not tolerate any negative name calling at Pinewood and work hard to ensure children know how to be kind and talk nicely to each other.

### **Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/guardians and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- posting prejudice/hate messages

- impersonating someone on line
- public posting of images
- exclusion
- threats and manipulation
- stalking

We will ensure that our children are taught safe ways to use the internet (see our Internet Safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### **Reporting and responding to bullying**

Our school has clear and well publicised systems to report bullying for the whole school community including staff, parents/guardians, children and young people. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

In the event of a bullying incident this should be reported to the head teacher or the deputy head teacher. The head teacher will then following the stages identified in the procedures in order to get an accurate account of the incident. Information will be recorded on the school bullying incident report sheet and these will be kept confidentially in the head teachers locked cabinet. This will reported to governors annually.

### **Procedures**

All reported incidents will be taken seriously and investigated, involving all parties. The staff are aware of and follow the same procedures.

The school will take the following steps:

- Interview all parties
- Inform all parents/guardians
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident and will send out a message that bullying is unacceptable at Pinewood
- Follow up, in particular keeping in touch with the person who reported the situation, parents/guardians
- Issuing a complaints policy to parents/guardians who are not satisfied with the school's actions
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyber-bullying or hate crime.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the anti-bullying coordinator.

Prejudice related bullying/incidents will be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014).

**These will be sent in a secure electronic format, with a password sent in a separate email, to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk).**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to [ecas@nottsc.gov.uk](mailto:ecas@nottsc.gov.uk) stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings as needed. This information will be presented to the governors as part of the annual report.

(A sample summary sheet is attached)

The policy will be reviewed and updated annually.

### **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Pinewood Infant School and Foundation Unit have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

#### *1. An ethos of celebrating good behaviour*

- PSHE lessons and cross curriculum themes.
- specific curriculum input on areas of concern such as internet safety
- school council
- peer mentoring
- playground buddying

#### *2. Reactive programmes for vulnerable groups such as:*

- nurture groups
- small group work

#### *3. Specific initiatives for identified groups such as young people whose first language is not English, Army children, LACLA*

#### *4. Support for parents/carers*

- parent/guardian information events/information

#### *5. Support for all school staff*

- staff training and development for all staff including those involved in lunchtime and before and after school activities

### **Useful organisations Anti-bullying Alliance (ABA)**

[www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **Mencap**

[www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

### **Stonewall**

[www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay, bisexual and transgender charity

**Educational Action  
Challenging Homophobia  
(EACH)**

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**Childnet International**

[www.childnet-int.org](http://www.childnet-int.org)

Childnet International -  
The UK's safer internet  
centre

**NSPCC/ChildLine**

[www.nspcc.org.uk](http://www.nspcc.org.uk),  
[www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card**

[www.theredcard.org.uk](http://www.theredcard.org.uk)