

**Policy for**

# Anti-Bullying

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**Anti-Bullying Designated Lead**

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# Anti-Bullying Policy 2016

This is a model DCC policy, adapted for our school, and is based on DfE guidance "[Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies](#)" and supporting documents "[Supporting children and young people who are bullied: advice for schools](#)", "[Cyberbullying: advice for headteachers and school staff](#)", "[Advice for parents and carers on cyberbullying](#)" November 2014 . It also takes into account "[Keeping Children Safe in Education](#)" 2016.

## 1) Objectives of this Policy

This policy outlines what Hayfield Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

## 2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Aims to gain the support and cooperation of parents/carers in upholding this policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## 3) Definition of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant

Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

#### **4) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic and biphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology – ‘cyberbullying’.

#### **5) Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities, through the curriculum, to develop pupils’ social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, inclusion and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and our school parliament.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff, including teachers teaching assistants, administration staff, lunchtime supervisors and site support staff, to identify all forms of bullying, and follow the procedures outlined in this policy.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create ‘safe spaces’ for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied (see Dealing with Bullying Incidents).

- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media positively and responsibly.

## **6) Dealing with Bullying Incidents**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded in the class blue book and given to the head teacher and/or designated safeguarding lead.
- The head teacher/ designated safeguarding lead or nominated person will interview all parties involved and will record the incident in accordance with school procedures.
- Teachers and other relevant members of staff will be kept informed as appropriate.
- When responding to cyberbullying concerns the school will take all available steps to identify the child using bullying behaviour, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
  - If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
  - If a criminal offence has been committed then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- Where the bullying takes place outside of the school site (including cyberbullying) then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

## ***Supporting Pupils***

Pupils who have been targets of bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Encouraging them to always tell an adult immediately about any bullying concerns or worries they might have, and to keep this dialogue open
- Older children, where appropriate, being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Reassuring the pupil, building confidence and self-esteem, and providing continuous support
- Involving parents/carers, as appropriate to the individual case

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance, where needed

Pupils who have used bullying behaviour will be helped by:

- Discussing what happened and establishing the concern and the need to change behaviour
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education, support and intervention (e.g. 'Socially speaking', Positive Play)
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour & discipline policy. This may include restorative justice, formal warnings, detentions, removal of privileges, fixed-term and/or permanent exclusions.
- Speaking with police or local services, if deemed appropriate.

### ***Supporting Adults***

Adults (staff and parents) who have been bullied or affected by bullying will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead (headteacher) and/or a senior member of staff, usually the deputy headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying is happening in school, fully investigating the matter and taking appropriate action in accordance with our Managing Staff Allegations and Staff Code of Conduct policies, and/or our Home/School Link Agreement.
- Instigating disciplinary, civil or legal action, if appropriate.
- Where the bullying is outside of school, offering support and signposting the victim of bullying to other relevant services.
- If the bullying takes place online, reporting content and/or accounts to the service provider as appropriate.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

## **7) Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying, through assemblies, the PSHE curriculum, Anti-Bullying Week and as and when issues arise.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embed messages in the wider school curriculum.

- Publicise the details of help lines and websites through newsletters and our own school website.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **8) Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

## **9) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including those on:

- Behaviour and Discipline
- Safeguarding and Child Protection
- Online Safety (including mobile phone policy) and Acceptable Use of ICT
- Physical Intervention
- Special Educational Needs & Disability (SEND)
- Complaints
- Staff Code of Conduct
- Managing Staff Allegations
- Curriculum Policies such as PSHE and Computing
- Health & Safety

## **10) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## 11) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

The named Governor with lead responsibility for this policy is: LAURIE JAMES

The named member of staff with lead responsibility for this policy is: CLAIRE MCKENZIE

## 12) Policy Review

This revised policy will be reviewed bi-annually (in line with policy on Behaviour & Discipline) by the Governing Body and updated, as appropriate.

<i>Reviewed on</i>	<b>Signed by Chair of Governors</b>	<b>Signed by Headteacher</b>

**Please see appendices 1 – 5 attached.**

## Appendix 1: Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

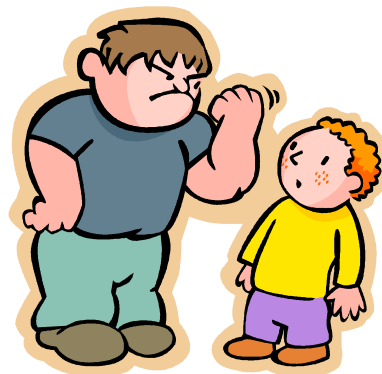


## **APPENDIX 2: Support for staff in identifying bullied pupils**

Research has identified three general characteristics of the sort of children who may be bullied.

### **PASSIVE VICTIMS** (these make up the majority)

- are often smaller and weaker than their peers
- display an unhappy, withdrawn demeanour and/or are isolated
- are often clumsy or uncoordinated and poor at sport
- are reluctant to go into the playground or keen to stay around adults
- display a lack of confidence, can feel depressed, inferior, helpless and unable to cope
- usually display a positive attitude to school work



### **VICTIMS OF NAME CALLING, RACISM, HOMOPHOBIC AND OTHER SOCIAL PREJUDICE**

- are victimised for being different e.g. race, religion, sexual orientation, size
- are victimised for alleged or actual sexual preferences
- are victimised for being a member of low status groups in society e.g. travelers
- may be vulnerable where they are in small numbers
- may be targeted because they are very bright or have special needs

### **PROVOCATIVE VICTIMS** (a very small minority of victims)

- seek constant attention for pleasing, compliant behaviour
- tease and taunt others and then complain when others retaliate

### **WHAT TO LOOK FOR:**

Pupils being bullied tend to show particular changes in behaviour, which could include:

- a reluctance to come to school
- erratic attendance
- a reluctance to walk home with other pupils
- depression, tearfulness, unhappiness
- unlikely excuses for possessions damaged or destroyed, for example, school books scribbled on, spectacles broken, dinner money stolen etc
- isolation in the playground, dining room, during games etc

### **COMMUNICATION WITH PARENTS/CARERS**

Tell tale signs of children being bullied in school often appear during conversations with parents or in notes coming into school. For example, there may be no likely explanation given by parents or teachers for a child:

- having problems with sleeping, bedwetting, nightmares
- who has a lack of appetite, anorexia, bulimia, excessive comfort eating
- self-harming
- developing a tendency to stammer
- displaying promiscuous sexual behaviour
- attempting suicide
- spending excessive amounts of time on websites/mobile phone and hiding what they are doing
- having poor attendance

## APPENDIX 3: Information for older pupils

### Do you think you are being bullied?

Nobody has the right to hurt other people by hitting them, kicking them, calling them names, being nasty on social media, spreading rumours about them or by doing anything else which is intended to be upsetting. Bullies may pick on someone who is tall or small, fat or thin, wears glasses, has a different accent, is another religion, shy or clever, too good looking, disabled or . . . any excuse will do! If this is happening to you tell yourself that it is not your fault, and that it is the bullies who need to change, not you.

#### What to do

- Talk to someone you can trust, a teacher, parent, older friend or relative.
- If the first person you talk to ignores you don't give up, speak to someone else.
- If you can, write down everything the bullies have done or have said to you, and how you feel. When you've found someone you can trust, share what you've written with that person. Be very careful to only write down things which really did happen.
- If you find it hard to talk to an adult, ask a friend to come with you, or speak for you.
- You could telephone Childline (Freephone 0800 1111). Their helpers provide a confidential counselling service for young people in trouble or danger.
- If you are being bullied online, report the incidents to CEOP.
- Most importantly, **do something**. Sometimes bullying stops quickly but doing nothing means it may continue until someone is seriously upset or hurt. If their behaviour is not challenged they are unlikely to stop.
- And remember, be proud of who you are. It is good to be individual!

#### What not to do

- Don't try to deal with the problem on your own.
- Don't hit the bullies- you might end up being accused of bullying yourself!
- Always tell the truth about what has happened. If a small part of what you are saying is shown to be untrue then people might not believe the rest!
- Don't believe the lies that the bullies tell about you.
- Don't hide what is happening. Keeping things secret is the bully's biggest weapon against you. That is why bullies go to so much trouble to try to stop you telling.

#### What do you do if you think someone else is being bullied

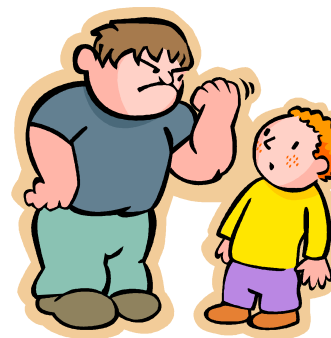
- a) Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

**NEVER KEEP BULLYING A SECRET. ALWAYS TELL A TRUSTED ADULT - THAT'S THE WAY TO MAKE IT STOP!!**

# **BULLYING** means hurting someone

**Several Times On Purpose = S T O P**

**Is someone hurting or upsetting you?  
It might not be 'bullying' but it still  
hurts! So here's what you need to do!**



- **DO** ask the person politely to **STOP**
- **DO** tell an adult if the person keeps upsetting you
- **DO** tell someone else if things don't get better
- **DO** tell the whole truth about what's happened
- **DON'T** try to hurt the other person back
- **DON'T** keep the problem to yourself or allow the person to keep hurting you
- **Don't** tell lies about what's happened

**REMEMBER: S T O P** also means

**Start Telling Other People!**

## Anti-Bullying Pledge

*I won't watch someone get picked on,*

*Or wound up, or hurt*

*Because I am not a do nothing person.*

*I care.*

*I can help change things.*

*I can be a leader.*

*In my world there are no bullies allowed.*

*Bullying is bad because it hurts.*

*Bullying bothers me and should bother **EVERYONE**.*

*If I see bullying, I won't stand aside,*

*I will tell someone – this is my responsibility and  
**THE RIGHT THING TO DO.***

Signed.....

Date.....

## Appendix 6:

# Our Anti-Bullying Charter

We are committed to providing a caring, friendly and safe environment for all our children, staff and visitors. Bullying of any kind is unacceptable and will not be tolerated.



### If you are being bullied...

- Tell a grown-up straight away
- Make sure you are listened to, that your voice is heard
- Grown-ups will help you feel safe again
- If things don't get better, tell another grown-up

*Remember, it is your right to feel safe in school*

### If you engage in bullying behaviour...

- Know that bullying of any kind will not be tolerated
- Take responsibility for your actions and accept sanctions given
- Take steps to repair the harm you have caused
- Talk to a grown-up about your worries and concerns

*Remember, it is never acceptable to hurt or harm others*

### The staff in this school promise...

- To do their best to keep every child in their care safe and happy at school
- Be approachable and listen, so that children feel confident in reporting bullying
- To deal with bullying and take steps to help children feel safe again
- To help children to rebuild their confidence and resilience
- To manage children's behaviour in line with school policy
- To teach children how to behave appropriately and managing their feelings
- To ensure that children are taught the British values of democracy, the rule of law, individual liberty, respect and tolerance of others