



Welton Primary School

Policy to Prevent Bullying

Including behaviour prohibited by the Equality Act 210

Background

Some forms of bullying are illegal and can be reported to the police. The Education and Inspections Act 2006 states schools must have policy that includes measures to prevent bullying. This policy is decided by the school. The Equality Act 2010 requires public bodies to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act. The Education and Inspections Act 2006 gives schools the power to address pupils' conduct when they are not on school premises if it would be reasonable to do so. This may include bullying incidents. Preventing and tackling bullying 2017 (DfE) states "school staff, head teachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying."

Statement of Intent

All schools have a duty of care for pupils and staff, to protect their physical and emotional wellbeing. Here at Welton primary School, we strive to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We feel that school should provide a safe, caring and happy place for children to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

As a school, we educate and support children and staff to become more aware of the impact of their actions and to know how and when to respond appropriately to signs of bullying and to be able to determine the difference between bullying and other inappropriate behaviours.

We are a *TELLING* school. This means that *anyone* who knows or suspects that bullying is happening is expected to tell the staff. This can form the basis of discussion or immediate response. Perceived or actual bullying incidents are recorded and monitored. A telling school is also a talking school, where children talk/role play and develop strategies about different forms of behaviour and the appropriate actions to take.

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make children aware of what action they can take both now and in their adult life, whether victims of bullying, or as bystanders.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and strategies and education are as important as sanctions and consequences. Bullies can also be victims albeit in a different context/place and therefore both victims of bullying and bullies need support and guidance.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when perceived or actual bullying is reported.

Bullying will not be tolerated.

All adults and children should be able to ascertain the difference between bullying and disagreements.

Definitions

What Is Bullying?

It is important that all children and adults are clear about the difference between bullying and other behaviours. At Welton bullying is defined as:

- repeated
- intended to hurt someone either physically or emotionally
- could be discriminatively motivated-aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

It is important to note that bullying can be peer to peer, teacher to student or student to teacher. In most cases, bullying is repeated over time and is rarely a one off incident. When a person bullies, they are aware of the adverse impact of their actions.

Types of discrimination

It is against the law to discriminate against anyone because of protected characteristics; some examples are:

- age
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You are protected from discrimination in education

Forms of behaviour that do not constitute bullying:

"Bullying differs from friendship fall-out or other aggressive behaviour. If two young people of about the same age and size have the odd fight or quarrel. It is NOT bullying". (Olweus 1989, 1993, 1999). Children and adults should be taught that some disagreements are inevitable and learn appropriate strategies to deal appropriately with disagreements but this is not bullying.

Children and adults are not always aware of the impact of their actions or words and sometimes need to develop a greater awareness of others but if there is not a malicious intent, it should not be classed as bullying.

More than one child or adult citing bullying, does not necessarily mean that a bullying incident has occurred.

If a child or an adult has bullied in the past it does not automatically mean that the incident is a bullying one.

Bullying can be:

Physical: pushing, kicking, hitting, pinching, blocking/confining and any other forms of violence.

Threats that incite fear in another person: Examples: "Give me your dinner money or you'll be sorry." "If you don't do this, I will hurt your family!" "I will get/set X onto you!"

Verbal: name-calling, sarcasm, spreading rumours. It can include commenting negatively on a person's lifestyle, appearance or beliefs, with the intention of belittling them.

Emotional: exclusion, isolation, tormenting (hiding books, threatening gestures), ridicule, humiliation.

Racist: racial taunts, graffiti, gestures.

Sexual: unwanted physical contact, verbal abuse.

Homophobic: physical or verbal abuse based on stereotyping sexual orientation. Cyber bullying: using technology to bully text, setting up abusive websites, posting photos, misusing social networking sites, sexting.

Religious: denigrating someone for an aspect of their faith/beliefs.

Cyber Bullying

"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen 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.

Reported cyber-bullying incidents that happen off the school premises and involve children from Welton Primary school will be investigated in school. The school has the right to discipline any pupil for confirmed cyber-bullying attacks made off premises if they are intended to have an effect on a pupil or they adversely affect the safety and well-being of a pupil while in school.

If a cyber-bullying incident should occur on school premises the pupils involved will be sanctioned in accordance to the school behaviour policy.

Staff should refer to the school's e-safety policy including the policy against Cyber bullying for more information.

Different forms of cyber bullying

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

Outing: Sharing secrets about someone online including private information, pictures, and videos.

Trickery: Tricking someone into revealing personal information then sharing it with others.

Impersonation: Pretending to be someone else when sending or posting mean or false messages online.

Harassment: Repeatedly sending malicious messages to someone online.

Cyberstalking: Continuously harassing and denigration including threats of physical harm.

Children in school will be continually educated about cyber bullying and its effects through assemblies, class PSHE sessions, on-going lesson involving the use of the internet and annual e-safety events.

Reasons why children may get bullied:

There could be a power imbalance so that the victim does not feel able to defend him/herself .

It might relate to racism, faith, homophobia, sexism or ageism.

It might relate to a disability or a special educational need (SEN). In these examples, victims may not be aware of being bullied, and other stakeholders need to be vigilant.

Children who bully may find something to focus on, small or large: wearing glasses, red hair, being intelligent and getting good marks as well as struggling academically.

Signs and Symptoms:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the school / public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.

- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to underperform.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or " go missing."
- Asks for money or starts stealing money (to pay bully).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Adults who are being bullied may show the following behaviours:

- Not sleeping or eating well.
- Being vague about events or incidents.
- Withdrawing from social groups.
- Afraid to use the internet or mobile phone.
- No longer receiving calls or failing to respond to messages.

Just as with children, these signs could indicate other problems and not always a direct result of bullying.

Effects of bullying

Persistent bullying could result in:

- depression
- low self- esteem
- shyness
- academic achievement
- isolation
- threatened or attempted suicide or self-harm
- The victim may start to bully someone else.

Bullying can also damage those who bully, who learn that they can get away with violence, and that aggression and threats can be an effective way to control people. It can also affect their own self-esteem and self-worth.

Procedures:

All children and adults are encouraged to report all forms of bullying, whether carried out by another child or adult. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. All staff should first immediately secure the safety of the child before following school procedures.

Investigation of incidents

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. “on the balance of probabilities” it is more likely than not that a fact is true. This means that the head teacher should accept that something happened if it is more likely than it did not happen. (Statutory Guidance for exclusions 2017)

- In cases of bullying, the incidents will be recorded by staff.
- Perceived bullying could also be recorded by staff to monitor trends in both behaviours and accusations.
- Parents will be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted e.g if a serious physical attack has taken place on school grounds.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change their behaviour through discussion, social groups and regular monitoring.
- If the school feels there is a safe guarding issue involving the child, external agencies may be contacted.
- If an adult is bullying another adult then the Grievance Policy could be used.

Staff will ensure that any cases are treated thoroughly and reports made will be kept confidential.

Outcomes and Monitoring

- Pupils found to have been bullying will be sanctioned by the school. This will be part of a graduated response and will include one or more of the following:
 - i. internal exclusion from break times
 - ii. internal exclusion from the classroom
 - iii. fixed term exclusion
 - iv. permanent exclusion
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place in relation to the school’s behaviour policy.
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Parents will be informed of any outcomes and progress.

Prevention

As well as responding to actual or perceived bullying at Welton School we will have in place preventative measure to minimise times when bullying occurs. As and when appropriate, these may include:

- Welton's expectations for behaviour will be made clear to all children, by all staff and at all times.
- The Policy to Promote Positive Attitudes and Behaviours at Welton Primary School will be used consistently.
- British Values will be clearly displayed in school and regularly referred to.
- Assemblies will contain themes that promote harmony.
- Reading materials will be used to educate pupils. For example, the author Todd Parr covers inclusion in a child friendly and highly engaging way.
- PSHE lessons (Jigsaw) will develop self-esteem, confidence and self-worth in all pupils and will enable them to develop good relationships with peers. Drama, music, lyrics, role play, story writing could be used to develop further understanding.
- Pupil Voice will be developed so that the view of the children is understood.
- Peer Mentors, Play Leaders and Pupil Council members will engage in activities and make suggestions that further develop good peer relationships.

The school will also take account of Preventing and Tackling Bullying, Advice for Headteachers, Governors and Staff (DfE 2017)

Successful schools also:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable.
- Use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents are acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination and celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Legislative links

Schools' duty to promote good behaviour: **Section 89 Education and Inspections Act 2006** and **Education (Independent School Standards) (England) Regulations 2014**

Power to tackle poor behaviour outside school

The Equality Act 2010

Exclusion from maintained schools, academies and pupil referral units in England

Ref: DFE-00184-2017

School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014