WOODLANDS PRIMARY SCHOOL

ANTI-BULLYING POLICY

Updated: July 2016

Review Date: July 2017

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ANTI BULLYING POLICY 2016

All of the policies at Woodlands Primary School are under pinned by the Every Child Matters philosophy but no policy embodies this agenda more than the anti bullying policy.

WHAT ARE THE SCHOOLS STATUTORY OBLIGATIONS WITH REGARD TO BULLYING? (DFE ADVICE 2011)

1. THE EDUCATION AND INSPECTIONS ACT 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

- Gives Head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

2. THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on schools and other public bodies will come into force in **April 2011**. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

3. SAFEGUARDING CHILDREN AND YOUNG PEOPLE

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 doing the bullying.

4. CRIMINAL LAW

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication 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.

5. OFSTED

In 2012, the new Ofsted framework came into force, which included 'behaviour and safety' as one of its key criteria for inspections.

Schools should be able to demonstrate the impact of anti-bullying policies.

What is Bullying?

Bullying is a subjective experience that can take many forms. From accounts of children and young people and research on the topic**, the Anti-Bullying Alliance defines bullying as the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.**

Woodlands Primary School recognises that bullying can occur in both adult and child relationships.

Bullying can be physical and can include damage to belongings. It may be verbal such as threats, insults or teasing. It may be indirect such as rumours, social exclusion, being ignored or not spoken to. Bullying could also be emotional, for example, direct exclusion or indirect e.g. through cyber-bullying. Bullying can also be because of prejudice against particular groups e.g. SEN, race, religion, gender, sexual orientation, transgender status or because of caring duties.

Right to be Safe

Everyone has the right to be safe and we care for all children and adults in our community (ECM2). We take seriously the emotional health and well being of all within the school (ECM1). We aim to create a caring climate where anti- social and bullying behaviours are **not tolerated.**

How do we deal with bullying?

Woodlands ethos is one of care and respect towards everyone in the school community.

Strategies to support our ethos of care include:

- Anti Bullying Week
- Class/house points
- 'Helping Hands'
- Peer support
- Co-operative strategies
- School council
- SEAL/Circle time
- Childline workshops
- Kidsafe workshops
- Therapeutic interventions for target pupils with School Counsellor
- Assemblies i.e. Star of the Week
- PSHE and citizenship lessons
- Friendship stops
- Drama within the school
- Outside theatre groups
- Residential trips
- Curriculum weeks
- 1:1 support with School Counsellor

Bullying off the school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. 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. (Department for Education Advice April 2011)

At Woodlands we encourage pupils **to tell us** about incidents that happen inside and outside school so that we can

- Raise concerns and take steps as appropriate e.g. contact police to alert them as necessary
- Alert colleagues in another school whose pupils are bullying off premises;
- Map safe routes to school in the event of a pupil being bullied on their journey to school;
- Offer pupils strategies to handle bullying off the school premises
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In order to keep our policy relevant and current to all stakeholders the school will:

- **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** so all children understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Use the curriculum, especially PSHE/SEAL, RE and assemblies to raise awareness of the school's expectations.

- **regularly evaluate** and update its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers and informing parents and children of the latest danger guidance related to cyber technology.

- **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 provoke bullying**, such as religion, ethnicity, disability, gender or sexuality. Teach children that the language of prejudice is unacceptable and will be challenged e.g. gay, when used in a derogatory context.

- **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 for example, police community officer for cyber bullying and out of school bullying.

- **consult/provide effective staff training** on the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support (model positive behaviours ECM4). Invest in specialised skills to help staff understand the needs of pupils, including those with Special Educational Needs and/or disability.

- **work with the wider community** such as the police and children's services where bullying is considered serious or persistent and where a criminal offence may have been committed.

- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted upon.

- **create an inclusive, safe environment** where staff and pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Encourage members of the school community to behave positively and to reject anti- social behaviour in or out of school.

Following consultation with the School Council, parents and staff the school has the following procedures:

Investigate the situation by talking to all:
- pupils involved
- witnesses
- staff members

Record – as appropriate in oral, written or picture form, the situation from:
- pupils involved
- witnesses involved
- consider safeguarding guidelines

Respond – to the bully by
- Showing clearly that their behaviour is wrong
- Applying disciplinary measures fairly and consistently taking account of any SEN or disabilities and taking into account the needs of vulnerable pupils
- Considering the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator
- Considering that the child may need the support themselves
- Ensuring that they recognise, own, and reflect on their behaviour/s and how it affects others
- Applying appropriate sanctions – see school council report
- Guiding, supporting, advising and offering them strategies to change their behaviour
- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents
- Involving outside agencies when necessary

Respond to the **pupil** who is bullied, hurt or upset by
- Actively listening to the child
- Offering support and strategies to deal with unwanted behaviours
- Protecting the child and ensuring their safety as and when necessary
- Involving parents
- Involving outside agencies to support the child as appropriate

Respond to the situation and prevent other situations by providing a foundation for pupils to explore issues through the **curriculum**

Review – the situation with
- Pupils involved
- Parents/ carers and others as appropriate

Review appropriate policies
- Regular review of behaviour policy
- Regular review of school rules and class codes of conduct
- Policy issues through school and class councils

As part of **our monitoring** strategy we:

- Meet with pupils and give them regular opportunities to tell us if the policy is working from their point of view and if the school is responding to incidents

- Review the effectiveness of the policy annually with staff including mid day staff/caretaker, pupils and parents

Review date: June 2016

APPENDIX

FREQUENTLY ASKED QUESTIONS

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How do schools with a religious character – or schools dealing with parents with particular religious beliefs – respond to prejudice based bullying?

A: Notwithstanding the particular tenets of their faith, schools with a religious character should uphold the values of tolerance, non-discrimination and respect towards others and condemn all forms of bullying, as in any other school.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. Schools should exercise their own judgment.

Appendix

FURTHER SOURCES OF INFORMATION

DfE resources

Link to Behaviour And Discipline In Schools - Guidance For Head Teachers And School Staff

Make Them Go Away (SEND DVD):
http://www.youtube.com/user/educationgovuk#p/u/6/ug_8lY52B1Q

Lets Fight it Together (Cyberbullying DVD): http://www.youtube.com/watch?v=dubA2vhIIrg

Legislative links

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89 http://www.legislation.gov.uk/ukpga/2006/40/section/89

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5) http://www.legislation.gov.uk/ukpga/2006/40/section/89

The Equality Act 2010 http://www.equalities.gov.uk/equality_bill.aspx

Resources from external organisations

The Anti-Bullying Alliance Mencap	General bullying issues with expertise in SEND bullying.
Stonewall EACH Schools Out	Expertise in homophobic bullying and LGBT issues
BeatBullying ChildNet	Expertise in cyber-bullying