



SANDBROOK PRIMARY SCHOOL

ANTI-BULLYING POLICY

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Author /owner	HEADTEACHER		
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LEGAL BACKGROUND

Schools have a responsibility under the Education Act 2006 to support the emotional well-being of pupils and are required to have a behaviour and anti-bullying policy. All staff, parents, carers, children and governors will be made fully aware of the policy and procedures. The impact of this policy will be annually evaluated.

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.

POLICY STATEMENT

This school is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of the school community have the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.

SCOPE

This policy affects all staff, visitors, pupils and parents/carers at Sandbrook.

EFFECTIVE DATES

November 2013-November 2014

DEFINITION OF BULLYING

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.' (DfE Preventing and Tackling Bullying)

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for bullying, which can occur in or outside school. Cyber-bullying is an aggressive form of bullying because it can happen at all times of the day, has the potential to reach bigger audiences, and can create more accessories to the original bullying as people forward content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

FORMS OF BULLYING

Sandbrook Primary considers all of the following as examples of potentially bullying episodes.

Verbal – name-calling, tormenting, threats, racism, homophobia, comments of a sexual nature, comments regarding a person's disability.

Physical – hitting, kicking, spitting, pulling, pushing, biting.

Indirect – spreading rumours, glaring and staring, isolating, writing graffiti or notes, refusing to talk to a person.

Technological – bullying through social networking, text messages, photo-changing software, emails, prank telephone calls (this can also be called cyber bullying)

THE RESPONSIBILITIES OF STAFF

GOVERNORS

Are responsible for:

- ensuring that there is an up to date Anti-Bullying Policy in place;

ELEMENTS/ POLICY /SAFEGUARDING/2013ANTI_BULLYING

- monitoring the effectiveness of the policy;
- reviewing the policy every 2 years to ensure that it is fit for purpose and meets current legislation or guidance.

HEADTEACHER

Is responsible for:

- Ensuring that the policy is well-advertised within the organisation;
- Ensuring that the policy is fully implemented by all staff;
- Providing appropriate training and updates on current effective practice in anti-bullying;
- Referring cases to social care where necessary;
- Monitoring and evaluating the impact of the policy;
- Reporting to governors on the efficacy of the policy.

ALL STAFF

Are responsible for:

- Being alert to situations or relationships between pupils that may provoke conflicts and sharing this intelligence so that it can be acted upon to prevent bullying;
- Being alert to signs of distress and other possible indications of bullying;
- Discussing bullying and the effects of bullying openly with all classes;
- Listening and taking time to talk to children who disclose bullying, taking what they say seriously and investigating the situation;
- Reporting all disclosed or suspected bullying to the headteacher;
- Displaying anti-bullying messages throughout the school;
- Seeking support from outside agencies if required;
- Being a good role model by not using their positions of authority to intimidate;
- Showing all pupils respect and treat all equally and fairly;
- Being consistent with consequences for perpetrators of bullying;
- Being sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them wherever possible catch the bully in the act;
- Communicating effectively with all involved in working with the child including parents, even if you have little to report;
- Boosting children's esteem by praise, compliments and encouragement;
- Safeguarding all pupils who report bullying;
- Following the school systems for dealing with bullying;
- Keeping school yards highly supervised with staff strategically placed.

TEACHERS

Are responsible for:

- Acting on intelligence about situations or relationships between pupils that may provoke conflicts and sharing this intelligence so that it can be acted upon to prevent bullying;
- Ensuring that a culture of mutual respect is fostered within the school;
- Involving parents early where there may be concerns;
- Planning curriculum activities that allow discussion and awareness raising about differences prejudice and the causes of bullying.

The responsibilities of our pupils

This procedure will be shared at least termly with pupils and shared with parents regularly so they can promote them on behalf of the school.

We expect our pupils to:

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends);
- Keep a diary using the 4 Ws: Who, What, Where and When;
- Be a good friend to all who need one;
- Walk away from dangerous situations or places;
- Never join in with bullying behaviour;
- Not watch bullying behaviour;
- Always report bullying behaviour;
- Tell the truth if asked by a teacher.

The responsibility of parents/carers

We expect our parents and carers to:

- Inform the school of any suspected bullying even if it is not their child;
- Co-operate with the school and work together to prevent any long term damage from bullying;
- Advise children not to retaliate through violence towards any situation;
- Encourage their child to report bullying to a member of staff using the 4Ws Who, What , Where and When;
- Work in cooperation with the school and listen to evidence if your child has been accused of bullying others.

Procedures for dealing with incidents of bullying behaviour

- 1 Reassure the child who is reporting bullying incident.
- 2 Listen to all complaints made by children about the behaviour of others and take them seriously.
- 3 Inform DHT / HT.
- 4 HT/ DHT investigate – listen to both sides and gather evidence from witnesses for both parties if required.
- 5 Record clearly and objectively.
- 6 HT sets up incident log in Behaviour Log and **ALL** incidents between identified pupils **MUST** be passed to HT.
- 7 Sanctions applied if necessary.
- 8 Referrals made if necessary.
- 9 Set up system with the victim so that they have a safe and comfortable way to inform staff of any further incidents.
- 10 HT / DHT review periodically and determine if case is live or closed.

Bullying outside of 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 legislation does not apply to independent schools.

By making good connections throughout the school's community with local residents, transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

Monitoring and review

The policy will be monitored through termly data analysis processes for SSE.

Questionnaires will be used to gather the views of pupils, parents/carers and school staff.

The policy will be reviewed as required and at least every 2 years.