



ANTI-BULLYING POLICY

Bures CEVC Primary School Governing Body have agreed and adopted this policy as part of their on-going commitment in ensuring excellence and best practice is employed throughout the school.

This policy has been prepared in line with the **Education and Inspections Act 2006** as detailed in **Appendix 1: DfE guidance: Behaviour and Discipline in Schools** document (reference: DFE-00023-2014).

Aims:

- To create within our school community, an atmosphere/ethos of trust, which values, respects and protects the rights of each of its members to be within a safe and secure environment.
- To develop within the ethos and curriculum of our school and Christian values, skills and activities which will prevent all aspects of bullying.
- To foster confidence and openness among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.
- To encourage and foster active parental support in achieving our aims.

Legal Framework

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

We are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.



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Safeguarding children and young people – (Link to Safeguarding Policy – Peer on Peer Abuse)

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.

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 Communications 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.

What is 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.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on 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. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

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For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link <http://www.childnet.com/>.

What Bullying is NOT

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- rough play
- falling out with friends (often they make-up)
- accidental injury
- loss of temper during playtime games
- one-off arguments (or even fights)
- teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children's development to develop the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to our Behaviour Policy.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". 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.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for head teachers and school staff'.

Dealing with bullying

The aim of the school is to create an environment that prevents bullying from being a serious problem in the first place. However, 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 which suits all schools.

When an incidence of suspected bullying is brought to the attention of the class teacher (via child, parent, or support staff member) the teacher will investigate. This will involve talking to the pupils concerned as well as gaining further information from other members of staff.



If bullying is confirmed, the issue will be discussed with a member of the Senior Leadership Team who will decide on an appropriate course of action to take. This may include speaking to the parents of both the victim and the perpetrator, gaining support from other pupils within the classroom – peer support can be very powerful in preventing bullying-type behaviours, or implementing disciplinary measures in line with the School’s Behaviour Policy. (See Appendix A and B offering guidance for parents and pupils should bullying occur).

Careful monitoring will take place to ensure that measures put in place have a positive impact. All staff will be made aware of issues which may occur on the playground through our weekly staff briefings to ensure that information can be passed on in a timely manner.

Prevention / Intervention

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably in line with the school’s Behaviour Policy, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. Considerations will also be given towards the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

We aim to:

- 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 should 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 our approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for all electronic devices.
- 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 or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. The use of any prejudice based language is unacceptable.
- Use specific organisations or resources for help with particular problems.
- Work with the wider community such as the police and children’s services 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.



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- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment. We work in a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Pupils will learn best in a safe and calm environment that is free from disruption and in which education cation is the primary focus.

Date: Autumn 2018

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APPENDIX A - Guidance for Parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's class
- Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Check with the school's anti-bullying policy to see if agreed procedures are being followed
- Follow the School's Complaints Procedure (See website) by discussing your concerns with the Headteacher.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police



APPENDIX B - Guidance for Pupils

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- What has happened to you
 - How often it has happened
 - Who was involved
 - Who saw what was happening
 - Where it happened.
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.