



ANTI BULLYING POLICY

Policy reviewed October 2019

Next review October 2021

Crowmoor School Anti-Bullying Policy

This policy takes into account the following documents:

Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE – 00062-2011

Working Together to Safe guard children 2013

Keeping Children Safe in Education 2019

Shropshire Children’s Trust (SCT) and Shropshire Safeguarding Children Partnership (SSCP)

Anti-Bullying Charter first signed in 2014

SSCP Child Protection Procedures 2019

Context

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Bullying is defined as:

behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Shropshire Children’s Trust and Safeguarding Children Partnership Anti-Bullying Charter 2014

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- Radicalisation and Extremism

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings

- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Bullying is deliberately hurtful behaviour, repeated over a period of time.

Bullying can involve:

- **physical or mental verbal attacks**
- **name calling**
- **malicious gossip**
- **damaging or stealing the property of the victim**
- **coercing the victim into acts which they do not wish to do.**

One-off incidents, whilst they may be very serious and will always be dealt with, following the guidance in our Behaviour Policy, do not fall within the definition of bullying. Bullying is repetitive, meaning that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

The School Ethos and our adoption of the principles of the United Nations Convention on the Rights of the Child should help establish a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and have recognized rights and responsibilities, bullying is far less likely to be part of their behaviour. Pupils are encouraged to report bullying in this school by discussions in the curriculum/through Healthy Schools/Safer Schools work and surveys, The annual Anti-bullying week focus and production of posters and other materials developed by pupils. The use of Playground Buddies and Prefects to act as points of contact, the Learning Mentors "Drop box". By constant reminders to say "No" and to tell a friend or trusted adult.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together through the prospectus, induction talks, the website adopting and displaying the Anti-Bullying Charter, parental involvement in the reviews of the Behaviour Policy. If a parent suspects that their child is being bullied they should immediately inform the school and arrange to meet with the class teacher or learning Mentor as soon as possible.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This policy is linked directly to the following policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy/statement
- Equal Opportunities (*Race Equality, Disability Equality, SEN policies, additional policies related to protected characteristics under the Equality Act 2010*)
- PSHE policy.

Aims of this Policy

The aims of the school’s anti-bullying strategies and intervention systems are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy and to react to bullying incidents in a reasonable, proportionate and consistent way
- Safeguarding those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Roles and responsibilities

The role of the Governing body

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school’s values and practice, and is reviewed annually.

The governors should agree the principles of Shropshire Children’s Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these.

Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school’s values and practice, and is reviewed annually. The governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. The governors should

agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these through the Head's report to Governors. The aims of the school's anti-bullying strategies and intervention systems are to: prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy and react to bullying incidents in a reasonable, proportionate and consistent way; safeguarding those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils. The Governing Body supports the Staff in all attempts to eliminate bullying from our school including where necessary the use of internal or external exclusion and where required the involvement of the Police.

The role of the head teacher and staff:

1. Policy and procedures

There is a senior member of staff who leads on anti-bullying:

Name: Alan Parkhurst

Role: Headteacher

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

It is the responsibility of the headteacher and all staff, pupils and parents to implement the school anti-bullying strategy and to ensure that all those involved with the School are aware of the school policy and know how to deal with incidents of bullying and that bullying is wrong and how everyone has rights and responsibilities with regard to bullying incidents. Anti-bullying measures are part of the school's overall safeguarding duties to protect all children, so this policy needs to be read in conjunction with the School's Child Protection policy.

All staff are made aware of this policy and its clear links to other key policies when they start working at Crowmoor and through the School Handbook. Teachers will use pink slips to notify parents/carers of inappropriate behaviour and will keep accurate records of bullying incidents.

The Office maintain an electronic register for recording all Pink Slip Incidents (including Bullying which should be recorded on a Pink Slip even if a letter is sent as well) and a copy of all Pink Slips needs to be sent to them. The Learning Mentor will monitor the Register on a termly basis and prepare a Report for the SLT/Governors monitoring committee by the last Thursday of each term.

The Parents/Carers of victims/aggressors will be notified of bullying incidents on the day they occur by phone or slip. It is the responsibility of the Class teacher to ensure that this occurs regardless of where or when the incident happened.

The following steps will be taken by staff when dealing with incidents:

if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached each incident will be investigated thoroughly, sensitively and effectively a clear account of the incident, actions taken and review date will be recorded and placed in the File maintained and co-ordinated by the Learning Mentor (a copy of the records should be retained by the staff member) so incidents can be monitored. The Learning Mentor, Class Teacher will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action can then be taken parents/carers will be kept informed appropriately appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour. The school has a legal obligation to inform the Local Authority of any racist incident. The Learning Mentor is available to deal with incidents or support any child with concerns and to work with those responsible to prevent incidents occurring in the future.

Pupils who have been bullied will be supported appropriately by:

having an immediate opportunity to discuss the incident(s) with an appropriate member of staff, usually the Learning Mentor.

They will be reassured; offered support; and utilising the internal programmes and access to external agencies work will be attempted to ensure that their self-esteem and confidence are maintained/improved. This will be done in the 6 weeks following an incident and organised/delivered by the Learning Mentor.

Pupils who have bullied will have their behaviour addressed by:

having an immediate opportunity to discuss the incident(s) with an appropriate member of staff who will establish what behaviour was inappropriate and why the pupil became involved .

Staff will clearly identify what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy).

The aggressor's parents/carers will be informed of agreed actions, and how they can support changes in inappropriate behaviour by the Class teacher/Learning Mentor.

The staff member will arrange a review date/time to discuss outcomes and appropriate follow-up. If a child is involved in bullying other children, the child's parents will be invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the School may contact external support agencies such as Inclusion Services, Woodlands or Severndale Outreach or engage the Early Help Process (though governors have instructed staff not to take on the role of Lead Professional).

Curriculum

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE, other subject areas and through assemblies and other school activities .The PHSE scheme and our UNICEF work is the main way the anti-bullying curriculum is delivered.

The policy will be promoted and implemented throughout the school through our annual Anti-bullying Week work organised by the Anti-Bullying and Safer Schools Group ,Rights Respecting school Rights weeks, assemblies and pupil survey results/parent survey results; alongside the annual Safer School Hot-spot Survey

Staff routinely discuss bullying and how to deal with it with themselves and their pupils. Staff set positive role models for pupils, treating each other with respect and attempt to support all children in their class and to establish a climate of trust and respect for all, stressing the need to recognise rights and responsibilities in all situations. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

2. Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

Pupils who have bullied will be supported by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- establishing what behaviour was inappropriate and why the pupil became involved
- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

Pupils

Pupils must always be closely involved in any work on anti-bullying. Pupils are encouraged to report bullying in this school by telling a Pupil Buddy, Monitor or Prefect .By constant reminders in assemblies to say “NO” and to tell someone ;by posters developed by pupils, through discussions in the curriculum/through Healthy Schools/Safer Schools work. The Schools Council regularly discusses bullying as does the Safer Schools Committee.

The policy will be promoted and implemented throughout the school

Monitoring, evaluation and review

Monitoring and Review

The school will review this policy bi-annually and assess its implementation and effectiveness regularly by the Admionistrator examining the record of incidents at least every term and reporting them to The Safer Schools Committee.This Anti-bullying policy may legally be the Governors’ responsibility; but morally is the responsibility of all involved with our School. The Governors, Pupils, Staff and Parents should help review this policy . A Link Governor should have responsibility for Safeguarding, which will include anti-bullying. Governors should analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

This policy was reviewed by:

pupils

staff

parents/carers

governors

Date of policy review: November 2019

Date ratified by the governors: 20th November 2019

Signed by:

Headteacher

Governor

Pupil(s)

Parent(s)

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

Race Religion / culture Sex

Disability

Sexual orientation Gender identity/presentation

Age*

Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?

Yes (If 'yes' please give details below)

No

Frequency or duration of behaviour

Once or twice

Persisting over one school term

Several times a week

Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member

Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth?

Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over

55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

Sexual

orientation

Buddhist Rastafarian Don't know

Heterosexual

Christian Sikh

Bisexual

Hindu Other

Gay/Lesbian

Jewish No religion

Prefer not to say

Muslim Prefer not to say

Don't know

Ethnicity

White British

White & Black Caribbean Any other black

background

White & Black African

Indian

Chinese

White Irish

Pakistani

Any other ethnic background

White & Asian

Bangladeshi

Prefer not to

say

Other white background Black Caribbean

Don't know

Any other mixed background Black African

Eastern European

Is the victim from a Gypsy or Traveller background?

Yes No Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by.

Role:

D

Date this incident was reported to the authority.

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you

have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share **de-personalised** information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only Yes No

Personal details Yes No

Signature Date

.....

Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

This form is now available on Business World

APPENDIX 2

The Legal Framework:

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.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership . The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

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.

Schools are now required to comply with the new Equality Duty and additional specific duties require them; to publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

The Act also 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 the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

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 team. 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.

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.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members 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."

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter for Action

Crowmoor Primary School

**Together we are working to create a culture where
any form of bullying is unacceptable.**

We define bullying as:

behaviour by an individual or group, usually repeated over time,
that intentionally hurts another individual or group either
physically or emotionally.

Our Service:

- discusses, monitors and reviews our anti-bullying policy and procedures regularly
- supports everyone in identifying and tackling bullying appropriately
- ensures that everyone is aware that all bullying concerns will be taken seriously and dealt with sensitively and effectively
- will learn from effective practice.

Headteacher

7th September 2015

Date

Pupil Representative



Portfolio Holder, Children's Services,
Shropshire Council

