Anti-Bullying Policy

Reviewed and updated with input from School Council December 2020

Approved by Governors: 14th December 2020

Next Review: December 2022

<u>Key Contacts in school:</u>

Leadership Staff Responsible for the policy:

Luke Paramor - Headteacher

Designated Safeguarding Lead(s):

Lorraine Delaney
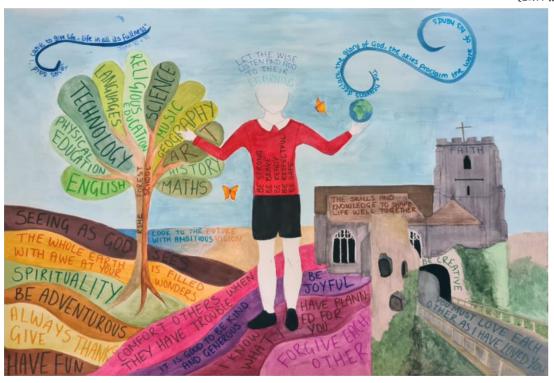
Luke Paramor,

Kelly Kerr

Emily Skillen

Lyn Davenport

Safeguarding Governor with lead responsibility:

David Stewart

This policy will be reviewed every two years, and following any concerns and/or updates to national and local guidance or procedures

Our Vision

"At PaWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)

Aims

At Pevensey and Westham School we take all forms of conflict, friendship problems and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all pupils in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the pupils.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.
- To recognise the impact of online bullying on both 'the person being bullied' and 'the person bullying'
- To ensure children have the skills and strategies to resolve bullying concerns after they have left Pevensey and Westham School.

The policy will refer to 'the person bullying' and 'the person being bullied' rather that 'bully' and 'victim', both of which can be defined as negative labelling.

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Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support and uphold this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both pupils disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as "behaviour by an individual or group – usually repeated over time – that intentionally hurts another individual or group, either physically or emotionally".

(DfE "Preventing and Tackling Bullying", July 2017)

Bullying can take many forms:

- Physical bullying (including hitting, kicking, pinching or taking things)
- Verbal bullying (including, name calling, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm)
- Indirect bullying (rumours or stories, exclusion from a group, invading privacy, graffiti designed to embarrass, withholding friendship)
- Cyber/Online bullying (sending nasty phone calls, text messages or emails/chat rooms. Linked to schools' Acceptable Use Policy. Cyber bullying can happen at all times of day and night. The search powers of the Education Act 2011 give teachers the power to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this policy

This policy covers all types of bullying including but not exclusively:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

Some bullying is done because a pupil is deemed to belong to a certain group. This has been labelled "prejudice based bullying" and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of pupils with learning or other disabilities and may be logged as a 'hate incident' (linked to Equalities Policy).

Bullying outside school premises

Headteachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

Where bullying outside the school is reported to school staff, it will be investigated and acted upon. The Headteacher will consider whether it is appropriate to notify the police or local authority of action taken against the pupil.

Strategies for preventing bullying behaviour

Whole school approach

- Issues surrounding friendships and bullying behaviour are taught through our RSHE Life Skills curriculum. Pupils are taught to explore some of the ups and downs of relationships, including the positive aspects and benefits of friendships and the negative aspects of relational conflict.
- The school's Computing curriculum directly addresses online bullying and covers objectives liked to the consequences to pupils and others in not communicating appropriately and respectfully online.
- Whole school assemblies are also used to discuss bullying and raise children's awareness of what bullying looks like, and how they can respond.
- Class time/circle time provide opportunities for more detailed discussions and role play activities to explore the nature of bullying.
- Class and school councils will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
- Peer support aims to enable pupils to resolve friendship problems and low level bullying behaviour without adult intervention. Upper Key Stage 2 pupils are trained as Peer Mediators to try and resolve conflict between peers. They also enable another level of support for pupils.
- The School Rules will be upheld at all times. All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
- The school will also incorporate an annual anti-bullying week into the school curriculum to ensure anti-bullying in school to ensure the whole school community recognises the importance of this policy.

Strategies for responding to bullying behaviour

Where bullying does occur, this will be followed by an immediate and appropriate response, including the use of disciplinary sanctions where necessary.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through

- Speaking to their teacher/teaching assistant or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed
- Speaking to their school council representative or their peers

When bullying is known to have happened or be ongoing the class teacher will discuss the incident(s) with the pupil being bullied. It is important that they are listened to and believed.

The incident will then be discussed with the pupil engaging in bullying.

Information will be gathered from witnesses to explain what they saw. The class teacher/Deputy Headteacher and/or Headteacher will be informed.

Sanctions in line with the school's Behaviour Policy will be used where appropriate and proportionate. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Missing break or lunchtime to reflect on behavior
- Alternative provision for break or lunchtime put into place
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Parents of those involved will be informed of action taken. It may not always be possible to divulge to parents all the details about support put in place about another child.
- Records will be kept.

Where a pupil or group of pupils deny involvement in bullying behaviour the pupils concerned will be observed and monitored. The pupil being bullied may be asked to record and report any incidents which cause them concern.

Cyberbullying

At Pevensey and Westham our Computing curriculum has been designed to ensure issues relating to online safety, including cyberbullying, are taught termly. Information for parents about keeping children safe online, including the use of social media, can be found on our website:
https://pevenseyschool.org.uk/safeguarding/online-safety

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;

- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behaviour policies.

- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence such as with a staff member acting as a
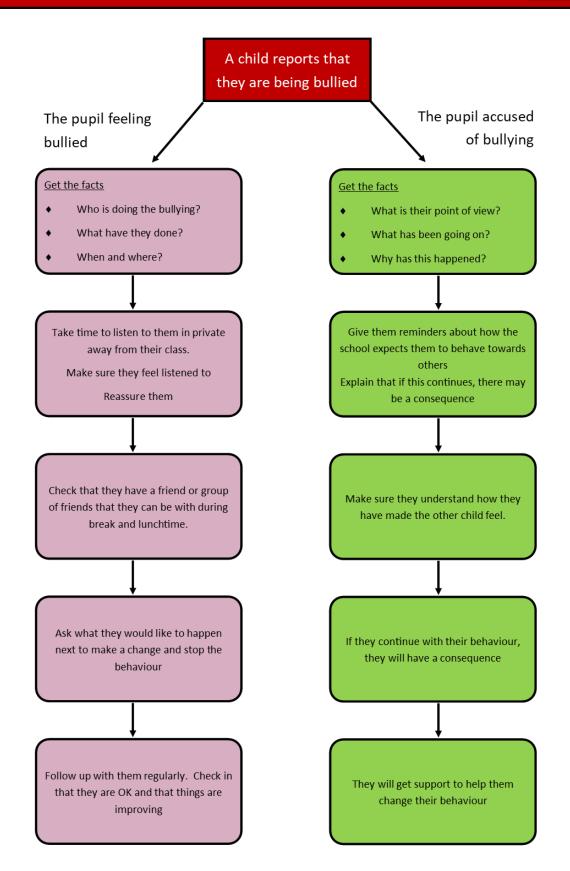
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers. This may also include a 'Playground Angel' which is an allocated member of staff who the child knows they can discuss any concerns with.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have been bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Flowchart developed by School Council December 2020

A child reports that they are being bullied

The pupil feeling bullied

Get the facts
- Who is doing the bullying?
- What have they done?
- When and where?

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Take time to listen to them in private away from their class.
Make sure they feel listened to
Reassure them

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Check that they have a friend or group of friends that they can be with during break and lunchtime.

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Ask what they would like to happen next to make a change and stop the behaviour

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Follow up with them regularly. Check in that they are OK and that things are improving

The pupil accused of bullying

Get the facts
- What is their point of view?
- What has been going on?
- Why has this happened?

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Give them reminders about how the school expects them to behave towards others
Explain that if this continues, there may be a consequence

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Make sure they understand how they have made the other child feel.

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If they continue with their behaviour, they will have a consequence

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They will get support to help them change their behaviour

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance and the views of the whole school community.

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with
SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for- child-internet-safety-ukccis

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama:www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com/
Show Racism the Red Card: www.srtrc.org/educational

LGBT
Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-
Coalition-Schools-Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-
campaign-posters
Anti-bullying Alliance: advice for school staff and professionals about developing
effective anti-bullying practice in relation to sexual bullying: www.anti-
bullyingalliance.org.uk/tools-information/all-about- bullying/sexual-and-gender-
related

www.gov.uk/government/publications/preventing-and-
tackling-bullying