

RAYLEIGH SCHOOLS TRUST

Anti-Bullying Policy

Monitoring, evaluation and review

The Trust will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout each school phase.

Review Autumn 2024

This policy should be read in conjunction with the appropriate:

- Safeguarding Policy
- Child Protection Policy
- The Behaviour Policy
- Sexual and Relationship Education Policy

Vision

At Sweyne Park School we want all pupils to succeed at all levels. We want them to be outstanding learners, to be happy and healthy in their lives, to achieve economic well-being, to be aware of their place in the world and to be able to contribute to society and the greater good.

Rights Respecting School

The Sweyne Park School is a UNICEF Rights Respecting School. As an institution it upholds the rights of all individuals and the values of freedom, respect and equality.

Every child has the **right to an education** (Article 28 of the United Nations Convention on the Rights of the Child) and to **develop and achieve their full potential** (Articles 6 and 29). The following policy has been designed to ensure that all pupils are able to fulfil their potential, becoming healthy, happy and successful young people in the process.

Abuse of an individual's human rights is a serious offence and is taken seriously by the school. Any behaviour which causes harm to another person and/or which damages the education of any child will be dealt with in the manner set out below.

It is our mission at Sweyne Park to ensure that all pupils receive a high quality education that enables them to develop the knowledge, skills and confidence required to successfully make their own decisions and to take responsibility for their own lives and contribute positively to their community.

Central to our school is a **culture based on respect**. We believe all pupils should have:

Respect for themselves, that is to say:

- Be confident of their value as an individual and within the community;
- Demonstrate/display self-confidence and have respect for themselves;
- Be confident of their identity, enabling them to display different behaviour in class to that shown within friendship groups;
- Feel confident to express a desire for all to do well and know how to support others inside and outside of the classroom;
- Be able to manage themselves and curtail instances of impulsive or risky behaviour;
- Develop a skills-set to deal with emotional outbursts and cope when occasions are not going well;
- Be sure of themselves, so they can adapt to different situations;
- Be self-motivated and driven by intrinsic reward;
- Understand the consequences of mistakes and be able to put this in perspective;
- Show genuine leadership (this could mean 'having the courage of one's convictions');
- Be willing to take a sensible risk and speak out;
- Behave safely and feel safe;
- Act humanely because it is the right thing to do, and think of others first.

Respect for each other, that is to say:

- Treat others with dignity;
- Display genuine empathy and tolerance towards others;
- Be able to model positive behaviour to younger pupils;

Respect for the environment/community, that is to say:

- Show respect to the environment and have pride in their school;
- Show natural appreciation of the environment and support of tutors and staff;
- Respect people within, and the environment of, the wider community;
- Be a role model when travelling to and from school, and in the wider community.

Aims of the Policy

- To establish and maintain an environment where everyone feels safe and secure, and where they are encouraged to talk and are listened to seriously;
- To encourage all in the community to challenge bullying and to equip them with the skills to do this;
- To ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty, or concerned about one of their peers;
- To provide an environment where all are encouraged to develop the confidence to make positive choices and develop their potential and self-esteem;
- To value and celebrate the qualities and achievements of everyone in our school community.

We must understand that:

- Bullying Occurs. No school is immune and this must be recognised;
- Bullying is unacceptable and causes considerable distress to individuals and their families;
- Research has shown that the single most important thing a school can do to prevent bullying is to have a clear policy which staff, pupils and parents are committed to.

Definition

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DfE 2017).

It is important to understand that bullying is defined by the impact on the person being bullied, not just the intention of the perpetrator. Bullying is the intentional, repetitive or persistent hurting of one person by another/others, where the relationship involves an imbalance of power. However, single incidents of hurtful behaviour may still leave the

targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact.

Bullying can occur through several types of anti-social behaviour. Among these it can be:

- **Physical:** when a person is for example, punched, kicked, hit, spat at;
- **Verbal:** can take the form of name calling, the use of aggressive language or tone, laughing at and/or ridiculing someone. It includes harmful comments about a person's appearance, race, religion, gender, sexual orientation, etc.;
- **Exclusion:** a person is bullied if he/she is excluded from discussion/activities with those they believe to be their friends, by being excluded from group work, by being ignored or 'sent to Coventry';
- **Damage to property or theft:** a person's property is intentionally damaged, hidden or stolen, verbal or physical threats to coerce the person to hand over property to the bully/bullies;
- **Threats:** to hurt someone, damage their property or get them into trouble, etc.;
- **Cyberbullying:** including posting or sending inappropriate, offensive or degrading text messages, social media updates, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites;
- **Racially motivated bullying:** which would additionally be reported as a racist incident;
- **Passive participation and collusion** by bystanders also need to be considered as bullying/harassment.

All staff and pupils should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it. There must not be any fear of, or intimidation from, other people either physically or psychologically. Staff must be aware of their own actions, language and body language, and the effect these can have on a pupil's confidence.

Roles and Responsibilities

The Governing Body is responsible for ensuring that:

- the school has an anti-bullying policy and that procedures are in place to deal with bullying incidents effectively;
- this policy is reviewed annually.

The Headteacher is responsible for:

- ensuring that all members of the school community are aware of and comply with our anti-bullying policy;
- making parents aware of the school's anti-bullying policy;
- checking that systems are in place to deal with bullying incidents;
- making sure that staff have the training required to deal effectively with bullying incidents;

- ensuring that we keep a log of bullying incidents and monitor impact of action;
- enabling an ethos of respect and a safe and secure environment at the school.

All staff are expected to:

- understand and comply with the school's anti-bullying policy and to challenge inappropriate or disparaging use of language directed at any pupil perceived to be different;
- deal with any bullying incidents that may occur, following proper procedures;
- model the way in which they expect pupils to behave.

Pupils, parents/carers, supply staff and volunteers are expected to:

- be aware of and comply with the school's anti-bullying policy and support its aims;

As a school community we promise to work together to create a school where bullying is NEVER acceptable and always tackled whenever it occurs.

Preventing and responding to bullying incidents

Preventing bullying

The best way to prevent bullying is by developing a positive ethos of respect. At Sweyne Park we do this by:

- adopting 'respect' as the key school concept – respect for oneself, respect for others and respect for the environment/community;
- making the school a safe, accessible, welcoming place for all members of our community;
- promoting positive attitudes towards all;
- using language which encourages other people to feel positive about themselves whatever their race, gender, appearance, sexuality, disability, etc.;
- treating other people in a way that makes them feel accepted and part of the community;
- doing what we can to raise the self-esteem of all members of our community;
- nurturing pupil voice activities within school and encouraging pupils to take part;
- celebrating achievements of everyone in our community;
- developing emotional intelligence;
- being a listening and telling community.

Responding to bullying

- Sit down with the pupil and listen to their account of the incident, allowing them to fully express their feelings relating to it. Reassure them that they have done the right thing by reporting the incident(s);
- Agree with the pupil that the incident will be referred immediately to the appropriate person – usually the Head of Year;

- Make a decision as to whether the pupil is able to return to class or needs to remain with a member of staff while the incident is being investigated;
- Heads of Year will gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity;
- A list of actions to be taken to deal with the perpetrator(s) will be determined. This may include discussion, restorative approaches and/or sanctions;
- Heads of Year will inform the pupil and parents/carers how the incident is being dealt with, taking into account the pupils views as appropriate;
- We will talk to the pupil at all times about how they feel and whether they require further support;
- Address any specific issues that have occurred through the curriculum, tutor time or assembly as appropriate;
- The incident will be recorded on Go4Schools and also be included in the school's Bullying Log by the Head of Year. If appropriate, the Deputy Head and Headteacher will be informed;
- Entries in the bullying log will be reviewed half termly with the Headteacher to monitor and analyse impact of strategies and look for any trends and patterns.

The sanctions applied to each case of bullying will depend on the extent and severity of the incident. The Head of Year will discuss this with the SLT link. It should also be recognised that pupils who bully need support as well. There may well be personal, social, intellectual, physical and other individual reasons why pupils bully and reactions to bullying should be guided by individual needs. In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

Bullying that occurs outside of school

The Headteacher has 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.)

Where bullying outside school is reported to school staff, it should be investigated and acted on, using the procedures above. This may include sharing information with other schools if the perpetrators are not from this school.

Incidents involving mobile phones and social networks may also be investigated if pupils and parents have followed initial guidance about age restrictions, blocking and reporting.

The Head of Year/SLT Link should also consider whether it is appropriate to notify the Police of the actions 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.



Glebe Primary School

At Glebe Primary School we treat bullying very seriously. The aim of our anti-bullying policy is to ensure that pupils 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 schools. All members of the school community should feel comfortable to tell someone and know that it will be dealt with promptly and effectively.

BULLYING

At Glebe Primary School we agree with the local authority definition of bullying, which states that:

Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation

The main areas of Bullying are:

- Emotional: being unfriendly, excluding, tormenting
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Religion: prejudice of any religious group or acts
- Cyber: All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities

Within the school we foster the ethos of respect as a prerequisite and as such we teach the children that using any prejudice based language is unacceptable.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

The Law

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 discipline pupils for poor behaviour that occurs **even when the pupil is not on school premises** or under the lawful control of school staff.

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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

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.

Implementation

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the headteacher
- A member of the Senior Leadership Team will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the class teacher will advise the appropriate subject teachers.
- Parents will be informed.

- Punitive measures will be used as appropriate and in consultation will parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.
- Setting up a peer/buddy support that will involve chosen children from both the child and teacher. This in some cases may include the bully

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

Protocol first steps

If a child or parent contacts the school regarding a suspected bullying issue, the teacher or member of staff will immediately report the incident to the Headteacher, which will then be recorded. This also is the case of a racist incident or e-safety incident.

The following disciplinary steps can be taken:

- Sanctions carried out in line with the school behaviour policy
- Meetings with pupils and parents
- Official warnings to cease offending
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion.
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- The issues relating to Cyber Bullying will be addressed through the school's ICT curriculum.

Appendix 1 Information from the Kidscape website

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Department for Education resources:

- DfE Behaviour and Discipline in Schools Guidance:
- <http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>
- Make Them Go Away (A video resource about bullying involving young children with disabilities)
- Let's Fight it Together (A video resource about Cyber-bullying)

Legislative links:

- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

- The Equality Act 2010

Specialist organisations:

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying:

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

- EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.