Anti-Bullying Policy

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ANTI-BULLYING POLICY

Ethos

WE believe that by effectively preventing and tackling bullying, our school can help to create a safe, calm, orderly environment where pupils are able to learn and fulfil their potential.

The whole community of Thornley Primary School is committed to dealing with all incidents of bullying. We do not want any member of our community to suffer any form of bullying behaviour. Therefore we endeavour to create an ethos that regards all kinds of hurtful behaviour as unacceptable. All members of the community of Thornley Primary School need to feel secure within it and should never have to feel fear due to the actions of any other person within the school.

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety for all pupils is obviously our school's first priority but we also accept that emotional bullying can sometimes be more damaging than physical. It is more difficult to determine whether emotional bullying is taking place and so school staff 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.

Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable in our school and can help prevent low-level negative behaviours escalating.

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Forms of Bullying

	Direct	**Indirect**
Physical		
	Hitting	Getting another person to
	Kicking	assault someone.
	Spitting	
	Throwing things.	
Non-physical		
Verbal	Verbal insults	Getting someone else to
	Name-calling	insult the victim.
		Spreading malicious rumours.
Non-verbal	Threatening and	Removing and hiding belongings.
	Obscene gestures	Deliberate exclusion from an
		activity.

All incidents of bullying should be defined from the victim's point of view. For example, a child may be prevented from joining in a group game at playtime because one child in the group initiates a collective barrier.   This may not seem too serious to an onlooker but it can be devastating to the child if it continues on a daily basis.

Bullying is not when children fall out with their friends, or just don't get on with one another.

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 Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the head teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give

the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. [1]If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to the school's e-safety policy.

Prevention
We aim to prevent bullying from occurring by educating our pupils.
- We talk to pupils
- We have opportunities built in to the curriculum to develop their understanding e.g. Anti-bullying week
- We educate pupils through circle-time, assemblies, Family Groups and PSHCE.
- We create an ethos of good behaviour, linked to the Rights Respecting Schools Award where pupils treat one another with respect
- We expect children to walk around school sensibly, using their manners and to show respect for adults and peers.

If bullying takes place school staff

- Will speak to the individual pupils to identify what has been happening
- Will ensure that the bully / bullies and any of their supporters are brought together and the issue discussed
- Will, at the discretion of the member of staff dealing with the incident, invite the victim to be present
- Will explain to the other children why they have been summoned and exactly the effect that their behaviour has had. They must share the responsibility to put things right.
- Will ensure that the perpetrator/ perpetrators share the responsibility of putting things right
- Will ensure that sanctions are put in place for the bully in line with the school Behaviour Policy. *The consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable. This does not however mean a bully will be automatically permanently excluded from school as this is not legally possible*
- Will involve parents and ensure there is a clear message that school does not tolerate bullying

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[1] Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

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Support for pupils who are bullied

School will support all children who are bullied. The nature and level of support will depend on the individual circumstances varying level of need. Types of support can include:

- a quiet word from a teacher who knows the pupil well
- referring the child to school's own services: 'Relax Kids, Lego Therapy or Listening Matters
- referring to the school counsellor
- engaging with parents
- referring to local authority children's services
- referring to Child and Adolescent Mental Health Services (CAMHS).

Intervention support for pupils who bully

The child who bullies may have complex social and emotional needs themselves. To support them we

- talk to the pupil
- discuss issues with parents / carers
- refer the child to school's own services: 'Relax Kids, Lego Therapy or Listening Matters
- refer the child to the school counsellor
- offer the child's family Early Help Support
- assign the child to group or individual support to address any issues identified.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in School.

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.

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, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

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Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

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.
www.anti-bullyingalliance.org.uk

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
https://www.antibullyingpro.com/

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. For our Parent Advice Line call 020 7823 5430 (Mon-Tues, 10am-5pm) **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. www.bullyinginterventiongroup.com

Restorative Justice Council: Includes best practice guidance for practitioners 2011.
https://restorativejustice.org.uk/

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Cyber-bullying and online safety
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. https://www.childnet.com/

Digizen: provides online safety information for educators, parents, carers and young people. Intenet Matters: provides help to keep children safe in the digital world. http://www.digizen.org/

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. https://www.thinkuknow.co.uk/

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

LGBT
Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.
http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. 0800 1000 143

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. http://www.schools-out.org.uk/training.htm

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.
https://www.stonewall.org.uk/

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. https://www.mencap.org.uk/

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. https://www.changingfaces.org.uk/

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
https://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/cyberbullying-and-send-modulefinal%281%29.pdf

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.
https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/findyour-local-ias-service/north-west/manchester

Mental health
MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. https://www.minded.org.uk/

PSHE Association – guidance and lesson plans on improving the teaching of mental health Issues.   n   https://www.pshe-association.org.uk/curriculum-and-resources/resources/psheassociation-lesson-planning-tool

Race, religion and nationality
Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. https://annefrank.org.uk/contact/

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation. https://educateagainsthate.com/

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. http://www.theredcard.org/england

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. http://www.kickitout.org/

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies. Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. https://tellmamauk.org/

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying
Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff

to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse. https://www.endviolenceagainstwomen.org.uk/

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom. https://www.disrespectnobody.co.uk/

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.
https://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf

Appropriate people for a victim to tell about bullying are:
         Parent/Carer
         Class teacher
         Classroom support staff/ Other support staff
         Deputy Headteacher
         Headteacher
         A friend
         A school Buddy or Playground Leader
         The Office manager
         The Site Supervisor
         Lunchtime supervisors
         School Crossing Patrol
         Safeguarding lead
        Parent support adviser
         Counsellor