

Anti-Bullying Policy

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Indicate which legislation or statutory guidance document requires this Policy	
Summary/Description:	
This document defines how Longford CE VC Primary School wants its pupils to feel secure and valued, to develop academically and socially with confidence and without fear. The aim of the policy is to help us deal with incidents of bullying quickly, efficiently, consistently and with sensitivity to the needs of the individual.	

Anti-Bullying Policy

INTRODUCTION

Bullying of any kind is unacceptable. Longford C of E VC Primary School is committed to providing a safe, caring and friendly environment for all staff and pupils, within the ethos of this Church of England School.

It is a government requirement that all schools have an anti-bullying policy. This policy reflects this guidance and the principles enshrined in 'Every Child Matters' and Wiltshire's Anti-Bullying Steering Group guidance.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents

Bullying can take many forms; the common types are:

Physical – hitting, kicking, taking belongings;

Verbal – name calling, insulting, making offensive remarks;

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Cyber-bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Peer on Peer Abuse-sexual violence, sexual harassment, physical abuse, sexting

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or nonverbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using

derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Occasional one-off verbal or physical acts do not necessarily constitute bullying; please refer to the school's Behaviour Policy. This policy should also be read in conjunction with the Child Protection Policy.

General Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

PROCEDURES

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, including cyber bullying, and seek to prevent it from taking place.

If teachers witness an act of bullying, or become aware of cyber bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If there are repeated incidents of any forms of bullying over a period of time, the teacher will inform both children's parents or carers.

All known incidents of bullying are recorded and passed on to the headteacher. A record of incidents is held in the headteacher's office. The headteacher monitors frequency of any bullying incidents and advises teachers of an appropriate course of action.

If any member of staff witnesses an act of bullying, they must report it to the class teacher. It should be recorded by the staff member that witnessed the bullying using CPOMS. The class teacher and headteacher should also be made aware at this point.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and a consequence for the offender. (Refer to Behaviour Policy) We also spend time talking and listening to the child who has bullied: we explain why the action of the child was wrong and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the child's parents are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the behaviour support team.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Staff will attend training on 'online-safety'.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. These include drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and Collective Worship are used to praise, reward and celebrate the success of all children and thus to help create a positive atmosphere.

Staff will also make sure they are familiar with their role and responsibilities in:

- teaching children safe Internet etiquette
- applying school policy in monitoring electronic messages and images, giving pupils key guidance on:
 - personal privacy rights
 - material posted on any electronic platform
 - photographic images
- taking action if a pupil is being cyber-bullied or is bullying someone else
- teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications
- keeping up a dialogue with parents about emerging technologies their child might be using
- ensuring parents know who to approach at the school if they suspect that their child is being cyber-bullied or is bullying someone else.

The role of parents and carers

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be bullying, should contact their child's class teacher immediately. If they are not satisfied with the response they should contact the headteacher. If they remain dissatisfied they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and

know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use collective worship as a forum in which to discuss with other children why this behaviour was wrong.

The headteacher sets the school climate of mutual support and praise for success, reducing the likelihood of bullying. When children feel they are important and belong to a friendly and welcoming school bullying is far less likely to be part of their behaviour.

The role of pupils

Pupils are encouraged to **tell** anybody they trust if they are being bullied or they think someone else is being bullied. If the bullying continues they must continue to let people know. This message is often re-visited for example in our 'Anti-bullying Week.' Children will be encouraged to report Internet or Mobile Phone bullying.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire and in class and school council meetings.

Pupils will agree to adopt the schools 'Code of Conduct' for safe Internet and Mobile Phone use. (Appendix A).

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone bullying in our school. Any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that do occur and reviews the effectiveness of the school policy regularly. The safeguarding governor will monitor incidents on a termly basis. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by monitoring incidents of bullying reported on CPOMS and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. Governors may analyse information with regard to the 7 protected characteristics stated in the Equalities Act 2010: sex; race; disability; religion or belief; sexual orientation; gender reassignment, pregnancy or maternity.

Appendix A:

Safe Internet and mobile phone use - A Code of Conduct for Pupils

- If you feel you are being bullied by email, text or through any online platform, talk to your parents or someone you trust at school.
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Serious bullying should be reported to the police - for example threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages, online messages and images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- You could log in with a different user ID or nickname. That way the bully won't know who you are.
- You could change your mobile phone number and only give it out to close friends.
- Contact the service provider (Mobile Phone Company / your Internet provider) to tell them about the bullying. They may be able to track down the bully.
- Use blocking software - you can block instant messages from certain people or use mail filters to block emails from specific email addresses.
- **Don't** reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't** give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you or someone else, keep them as evidence and show them to a teacher. Don't reply to the sender.
- **Don't** ever give out passwords to your mobile, apps, online platforms or email account.
- **Remember** that sending abusive or threatening messages is against the law.

Three steps to stay out of harm's way

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them - but tell a trusted adult
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.