



Anti-Bullying Policy

Document history

Date	Description [i.e. draft, consultation with staff, approval by <i>Governors</i> , review due]
April 2001	Approved by <i>Governing Body</i>
Autumn 2009	Reviewed and Approved by <i>Governing Body</i>
Autumn 2011	Reviewed and Approved by <i>Governing Body</i>
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ANTI-BULLYING POLICY

Aims

This policy outlines what Ivybridge Primary School will do to prevent and tackle bullying. It aims to ensure that Ivybridge Primary School provides a safe and secure environment for all members of the school community (which includes pupils and adults) where bullying is never tolerated. It gives guidance on responsibilities and school procedures if bullying is discovered. This policy outlines the law relating to bullying, when it is a safeguarding issue and how to escalate a concern. (See appendix 5)

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Support Staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community (including new staff as part of their induction training) and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

What is Bullying?

Bullying is "*Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally*" (DfE Preventing and Tackling Bullying - March 2014)

Bullying can be physical which may include hitting, kicking, hair pulling, the destruction and removal of personal property, producing offensive graffiti. It may be verbal which can include spreading rumours, name calling, taunting, mocking, making offensive comments or threatening. It can also take the form of emotional abuse which involves threatening or intimidating behaviour, for example exclusion from games, groups and conversations.

Bullying includes the same behaviours described above expressed via digital services, this is referred to as cyberbullying. It can include the sending of inappropriate messages by phone, text or messaging services, through websites and social media sites and apps, the sending of degrading or offensive images by mobile phone or via the internet.

Bullying is a barrier to learning, a potential safeguarding issue and a wellbeing issue. This policy contains actions to prevent and respond to any such incidents of bullying which occur within our school community, within our school building or outside (including home-to-school transport and online bullying).

What are the different forms of bullying?

This policy covers all forms of bullying including:

- Bullying related to race, religion or culture
- Bullying related to Special 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 - cyberbullying

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and

strengthening protection in some situations. The Equality Act 2010 is referenced here to demonstrate our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

How Does the School Aim to Prevent Bullying?

There are many ways in which the school community can help to ensure that bullying does not take place.

Anti-Bullying Lead - The PSHE Subject Leader coordinates our whole-school approach to anti-bullying.

School Ethos - We aim to create a caring and co-operative ethos in the school in which everyone should be free from any form of harassment. We promote a culture of mutual respect and consideration for others which is upheld by everyone. This message is communicated through all aspects of school life including assemblies, the curriculum and the way in which we all work together. We celebrate success and achievement to promote and build a positive school ethos. We will challenge practice which does not uphold these values.

The Curriculum - In addition to teaching social behaviour by drawing on incidents as they occur in the daily life of the class, social and emotional skills are taught in a conscious and systematic way, through the Personal, Social and Health Education curriculum (PSHE) of the school.

Pupils take part in activities which are designed to raise their self-esteem, develop self-confidence and provide them with the skills to deal with difficult situations. Extra-curricular activities, for example drama club, support this curriculum.

Through the ICT curriculum pupils are taught about positive on-line behaviour, including what action to take if they feel unsafe.

Local Community Police Officer - We work closely with our local officer to educate the children in Key Stage 2 about the dangers of entering into gangs.

School Organisation and Environment - We try to ensure that the layout of the school does not provide hidden corners or areas which are not easily supervised by staff. Playtime and lunchtime procedures aim to ensure that pupils are not left unsupervised.

Working with other agencies - Where appropriate we work with outside agencies to identify all forms of prejudice-driven bullying.

Communication - All members of staff and the wider school community will be made aware of this policy and the procedures it contains. There are clear systems in place which are known and understood for all members of the community to access support and to report concerns. A child-friendly version of this policy is shared with pupils, parents and staff.

Training - School staff receive training in identifying bullying and are made aware of the school's policy and procedures. All staff are to have access to the Anti Bullying Alliance online training and regular anti-bullying CPD is provided to all staff including lunchtime supervisors and after school activity staff. All staff are to have access to resources and new developments in anti-bullying practice. New staff undergo anti-bullying training as part of their induction to the school.

Anti-Bullying Week - This designated week takes place annually across the school.

Behaviour Policy - Our behaviour policy makes a clear statement about the standards of behaviour which we expect from all members of the school community. This is distributed to all parents with the school brochure. It is communicated to pupils through behaviour codes and enforced with rewards and sanctions. All members of staff are made aware of this policy and it is implemented consistently throughout the school.

Record Keeping - All allegations of bullying are recorded on the school electronic system, these records are regularly monitored in order to identify any patterns of behaviour/potential issues.

Home School Agreement - This sets out the responsibilities of the school, parents and pupils and secures their commitment to the school's aims, ethos and policies.

Systems of Recording Information

Pupil Behavior Logs - The school will keep a record of the behaviour any individual or group of pupils that is giving cause for concern. Where it is necessary for behaviour to be brought to the attention of a senior member of staff (Team Leaders, Assistant Headteacher, Deputy Headteacher or Headteacher) the behaviour will always be logged on the central system. (see appendix 1)

Pupil Bullying Logs - Where ever an allegation of bullying is made this will be logged as such on the central system. (see appendix 2)

Parental Conversation Records - whenever a discussion is held by a member of staff with a parent it will be recorded on a specific form, a copy of which will be handed to the parent at the end of the meeting (see appendix 3). These records are held on the school central system.

Specific guidance on the completion of the above records is provided to all staff.

Lunchtime Books - all SMSAs have a book in which they record any incidents which occur at lunchtime, they are responsible for communicating these to class teachers.

Allegations of bullying made by staff - these are dealt with under specific HR policies.

Monitoring

The behavior and bullying logs are reviewed at least once each half term by the headteacher. "Pupils causing concern" is a standing item on the agenda for the Senior Leadership Team weekly meeting, staff may request a child to be discussed via their Key Stage Leader.

We aim to collect information regularly to enable us to understand and act upon the views and concerns of members of the school community for example through parental surveys.

Regular reports are made to the governing body concerning the frequency and types of incidents which are logged. Behaviour and Anti-Bullying Policies are kept under regular review.

What Happens if Bullying Does Occur?

The school takes a very serious view of bullying. It will not be tolerated under any circumstances. Any accusations of bullying will be taken very seriously and acted upon. (Appendix 4)

What Should Pupils Do?

- Tell the member of staff who is responsible for you at the time, it is important to do this straight away.
- If you can't do this tell another member of staff, a friend or your parent or carer as soon as possible.
- If the pupil feels uncomfortable to share this verbally, they can write a note for their class teacher, another member of staff they feel comfortable with or the Anti-Bullying Lead.
- Report bullying straight away but be honest and ask yourself first whether your behaviour might have caused the situation you find yourself in.
- If the incidents occur outside school premises (e.g. on home-school transport or online), pupils should tell a responsible adult (preferably a parent/ carer) as soon as possible. (Refer to What Should Parents/Carers Do? below.)

What Should Staff Do?

The member of staff who has been approached will:

- Offer the victim immediate support and reassurance

- Listen carefully and record the incident clearly and precisely
- Pass the information to a senior member of staff (Anti-Bullying Lead, Assistant Headteacher, Deputy Headteacher or Headteacher).

The senior member of staff will:

- Speak individually to all those accused of bullying and any witnesses
- Record the incident
- Contact the parent/carer of both victim and bully informing them of the incident and the action to be taken
- Keep class teachers informed
- Make a specific date when this will be reviewed.
- Sanctions will be used as appropriate
- If necessary/appropriate police or other local services will be consulted.
- When responding to cyberbullying the school will take all steps available to identify the bully (looking at school systems, identifying and interviewing possible witnesses, contacting the service provider and police if necessary) The police may need to be involved to enable the service provider to look at the data of another user.

What Should Parents/Carers Do?

- Listen carefully and record all incidents
- Offer your child immediate support and reassurance
- Inform the school immediately and ask for an meeting with a member of staff, preferably the Anti-Bullying Lead.
- Keep a written record if the bullying persists
- Agree a date with the school for a review of the situation
- If you are not helped by staff, tell a parent governor about your problem

How Will Pupils be Supported?

Pupils who have been bullied will:

- Be offered an immediate opportunity to discuss the experience with a member of staff
- Be offered reassurance and support for dealing with any reoccurrence
- Be advised to keep a record of the bullying
- Where appropriate be offered support by outside agencies such as the Behaviour Support Team

Pupils who have bullied will:

- Discuss what has happened, understand what the concern is and why there is a need for change, this will include a discussion with parents identifying where their support will be required. A SMART action will be agreed with the individual and with parents/ carers and a date set to review.
- Where appropriate be offered support by outside agencies such as the Behaviour Support Team.
- Be sanctioned in line with the school behavior policy. This may include warnings, withdrawal of privileges, exclusion (internal, fixed-term or permanent).
- Speaking with other agencies/services such as the police.

Links with other school policies and practices


This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- PSHE Policy

Appendix 2 - Bullying incident report and tracking form

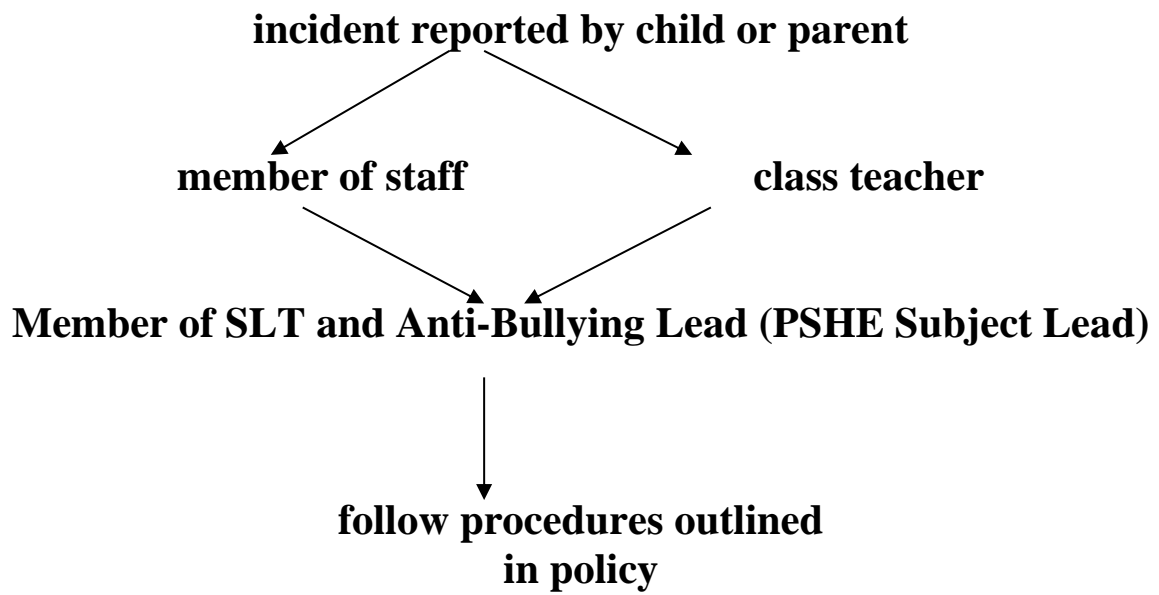
Date incident took place		Date incident first reported		Incident reported by [please highlight] Victim other [please state]			Incident recorded/logged by		
Name of victim			Gender M F		Year group			Previous incident reported Yes No	
Reported perpetrators information	Name		Gender M F		Year group				
	Name		Gender M F		Year group				
	Name		Gender M F		Year group				
Witnesses [If any]	Name		Description of incident in line with Victim's Yes No If 'no', please elaborate						
Witnesses [If any]	Name		Description of incident in line with Victim's Yes No If 'no', please elaborate						
Bullying incident relating to ... → [please highlight]		Race	SEN/disabilities		Gender	Religion, belief, culture		Sexual orientation	Other [please state]
Form of bullying experienced ... → [please highlight]	Deliberate exclusion	Name calling/ teasing	Verbal threats	Damage/ taking of possessions	Extortion	Spreading rumours	Cyber bullying	Physical aggression Medical treatment required [Yes/No]	Other [please state]
Frequency/ duration of bullying behaviour ... → [please highlight]			Once	Twice	Several times	Several times a week	Persisting over 2 months		Persisting for more than a year
Location of incident		Description of incident [if additional space needed please record on 'additional notes' form at end of document]							
Time of incident									
Parents/carers of victim notified Yes No		Parents/carers of perpetrator(s) notified Yes No		All names added to register of bullying incidents Yes		Individual discussion with all involved Yes No		Group discussion with all involved Yes No	
Action to be taken (SMART)									
Date set to review situation		Review notes Has the bullying stopped? Yes No Further action required? Yes No							

Appendix 3 - Bullying incident report and tracking form

		<h2>Record of Parental Consultation</h2>	
Name of Pupil	Class and Class teacher	Name of Parent/Carer	Name of member(s) of staff
Date:	Time:	Location:	Meeting requested by:
Reason for the consultation			
Main points of the discussion			
Agreed action by school		Agreed action by parents	
Review meeting required? Y/N		Date/time?	
Signed by parents/carers		Signed by member of school staff	

Appendix 4

Procedures in Dealing with Bullying



Appendix 5 - A guide about Bullying and the Law

(Anti-Bullying Alliance March 2022)

Key points:

- The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.
- Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.
- Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy. These measures must be communicated to all pupils, school staff and parents. The head teacher must follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.
- The Independent School Standards (England)(Amendment) Regulations 2012 state that the proprietor of an academy or other independent school is required to ensure that an effective anti-bullying strategy and health & safety strategy is drawn up and implemented.
- Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language.
- Schools have the powers to intervene in bullying incidents outside of the school ground including on home-to-school transport, in the community and online.
- Most bullying incidents are not crimes. But some types of bullying are illegal and should be reported to the police. This includes bullying that involves violence or assault; theft; harassment and intimidation over a period of time including calling someone names or threatening them, making abusive phone calls, and sending abusive emails or text messages (one incident is not normally enough to get a conviction); and anything involving hate crimes.
- Some cyberbullying activities could be criminal offences under a range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

