Gusford Primary School

The *Active Learning* Trust

"Together we believe, learn and achieve"

Anti Bullying Policy
Person Responsible: H Cagney, Deputy Headteacher
Policy Review: Jan 2021 Next Review: Jan 2022

Rationale
At Gusford Primary School we believe that:
"Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. "
(Safe to learn: Embedding Anti-Bullying Work in Schools DCSF September 2007)

Principles and Aims
- All members of Gusford Primary School follow the school values of:
  Kindness, **Honesty**, **Respect**, **Confidence** and **Responsibility**
- Gusford Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- Everybody should be able to learn in a school environment free from bullying of any kind
- Providing safe, happy places to learn
- Promoting equality and diversity to encourage knowledge and understanding
- Preventative approach, treating each other with respect and dignity
- Encourage consistent and fair reporting and effective recording of incidents
- To sanction perpetrators to ensure learning to support amending behaviours in the future
- To prevent any continuation of harmful behaviour
- To provide sources of support for individuals, as required
- To empower children to be able to speak out for themselves or on behalf of others.

Links with other school policies and practices
This policy links with several school policies, practices and action plans including:
Positive Behaviour policy
Complaints policy
Child protection policy
Online safety and Acceptable Use Policies (AUP)

Links to legislation
There are several 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
The Education (Independent School Standards) Regulations 2014 (if appropriate)
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.
- 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, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy

What Is Bullying?

Bullying can be defined as **"behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally"**. (DfE "Preventing and Tackling Bullying", July 2017)

What can this include?
Emotional-persistently being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical-persistently pushing, kicking, hitting, punching or any use of violence
Racist-constant racial taunts, graffiti, gestures
Sexual-unwanted physical contact or sexually abusive comments
Homophobic/Transgender- because of, or focusing on the issue of sexuality/gender
Prejudicial - against people/pupils with protected characteristics: related to race, religion, faith and belief and for those without faith: related to ethnicity, nationality or culture
Verbal-persistent name-calling, sarcasm, spreading rumours, teasing
Cyber-all areas of internet, such as email, internet and gaming chat room misuse
Mobile phone-threats by text messaging, calls, group sharing photo and chat sites
Technological-misuse cameras, phones, video facilities and gaming etc. – Please refer to our e-safety policy.
It can also be any act that is intended to cause distress to another person.

Bullying is not one off "falling out" incidents e.g. two children having an altercation at break time.

Procedures:
- Incidents should always be reported to staff.
- All incidents will be investigated and where appropriate passed on to the headteacher, deputy headteacher, assistant headteacher or Family Engagement Team.
- Where it is deemed that a genuine bullying incident has been reported, cases should be reported to the parents of both the victim and perpetrator a bullying report form should be completed.
- The behaviour policy and sanctions will be followed accordingly.
- If necessary and appropriate external advice, such as from the ALT or the police, will be sought.
- The first concern is for the victim in any bullying incident but work will also be necessary to help the perpetrator to adjust their behaviour.
- The SEND Co-ordinator and Family Engagement Team will take action if necessary.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying Note:
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; ▪ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. ▪ 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 and the school searching and confiscation policy. (see appendix 1) ▪ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural 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.

Statutory guidance for dealing with electronic devices
• Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. 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 it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
• The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:
• In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
• If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds 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.
• If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
• All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy.

The UK Council for Child Internet Safety 4 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. 14 (UKCCIS) Education Group has recently published the advice - sexting in schools and colleges - responding to incidents and safeguarding young people.

Monitoring:
See My Concern for:
Racist & Prejudicial incidents
Bullying incidents
Homophobic incidents
E-Safety incidents (see E-Safety policy)
Safeguarding concerns

Prevention:
The following can be utilised to help children to prevent or resist bullying before it starts and to encourage them to respond appropriately if they encounter bullying:
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Discussing bullying and the many forms it may take in class and assemblies.

- Using PSHE opportunities to read/write stories or poems make up role-plays or draw pictures about bullying with the specific aim of developing awareness of bullying, why it must be stopped and raising pupil's self-help skills.
- An annual anti bullying week to be held in November of each year in accordance with the Anti Bullying Alliance strategy.
- Compiling and displaying a list of strategies and posters aimed at maintaining Gusford as a bullying free environment.
- Lunchtime support which is reviewed half termly Headship team.
- Monitoring pupil behaviour logs on Compass.
- Writing a set of class rules which are regularly reviewed by the class teacher and pupils.
- Using outside agencies to support and enhance the school's work I.e. CISS (County Inclusive Support Service).
- Links with local PCSO
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Introduction of Antibullying ambassadors (on return to full school opening)

Supporting pupils
Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous pastoral 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.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- 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 the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated 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 the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults
Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.

- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

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
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-ofpractice-0-to-25
Cyberbullying
Childnet: www.childnet.com
 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
DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying
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 Barnardo's 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/EVAWCoalition-Schools-Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note:
Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying