

Anti-Bullying Policy



This Policy was reviewed on	September 2021
Signed Chair of Governors	J. Anderson
Signed Head Teacher	M Battersby
Next Review Date	September 2022

Introduction

At St Silas, we consider bullying to be the deliberate, wilful and conscious desire to hurt, threaten or frighten someone. It is the systematic and continuous use of power verbally, physically and psychologically. Bullying involves an imbalance of power, leaving the victim feeling defenceless.

We acknowledge the fact that bullying can be physical, psychological or verbal in nature. Physical assault to varying degrees of severity is distressing but verbal or psychological abuse is also painful. Name calling, teasing and taunting are emotionally damaging. Racial and sexual harassment can also be included under the definition of bullying. While bullying is usually seen in terms of child against child we would also take a stand, if necessary against bullying of adult to child or indeed adult to adult.

Main types of bullying can be identified as:

- Physical - kicking, hitting, pushing, taking belongings
- Verbal - name calling, taunting, making offensive comments
- Indirect excluding people from groups and spreading hurtful and untruthful rumours
- Cyber bullying the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
 - Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).
 - Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- teenage relationship abuse
- emotional harm
- on and offline bullying

Prejudiced Based Bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. We record these forms of prejudiced based bullying by their type. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Our Aims

- To raise awareness of bullying and create a school ethos which encourages both children and adults to disclose and discuss incidences of bullying behaviour
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and, if possible, to eradicate instances of all types of bullying
- To ensure that the reporting process is adhered to
- To ensure that all incidents or reports are taken seriously
- To ensure that action is taken as quickly as possible
- To ensure that the victim is reassured and is offered concrete help, support and protection
- To ensure that the person who bullies understands that his/her behaviour is unacceptable and it will not be tolerated at St Silas.
- To give appropriate punishment for bullying behaviour and support the perpetrator in order for them to understand and become accountable for their behaviour
- To safeguard the victim ensuring support by making him/her aware of the steps taken to prevent further bullying and of the punishment given to the person who bullied

Relevant legal guidance

- Children's and Families Act 2014
- Equality Act 2010
- Education and Inspections Act 2006
- Race Relations Act (Amendment) 2000
- Disability discrimination Act 2005
- School's Pay and Conditions Document 2015

At St Silas CE Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is

likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

In line with the Equality Act 2010 it is essential that our school:

Eliminates 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.

Organisation

We have agreed to do all we can to prevent bullying. The steps we take to do this are:

- Ensure a broad and balanced curriculum.
- Use the behaviour policy on rewards and incentives to encourage children to care for each other
- Whole school worship led either by our own staff or visitors to highlight certain issues
- Teach our school values; love, thankfulness, service and belonging.
- Hold an annual anti-bullying or friendship week to educate the school community and raise awareness.
- Educate parents about the different types of bullying and what to do if they think their child is being bullied or bullying.
- Use the curriculum e.g. P.S.H.E, circle times, Global Learning, relationship education and RE to help children learn about differences, tolerance and equalities
- Ensure full coverage of the computing curriculum and thorough teaching of online safety.
- Use the school council as a vehicle for children to express their concerns and their own solutions to problems
- Have a whole school nurture policy.
- Promote an ethos where children feel comfortable approaching adults in school with their problems

All staff are expected to treat reported bullying seriously.

Dealing with Incidents

The following procedures will be used when a child reports an incident of bullying by another child. Primarily the child will be praised for being willing to disclose the incident.

1. The victim will tell the adult what has happened and how (s)he feels. (S)he will be reassured. Sometimes victims feel that they are in some way responsible for or have caused the bullying to take place. The course of action will be explained to the victim and the adult will again reassure the victim that as a result of the action the bullying will almost certainly stop. If by any chance there should be a re-occurrence, the victim should understand that (s)he must tell some-one. Bullies thrive on secrecy!
2. The adult interviews the accused bully and explains how the victim feels e.g. is frightened to come to school in the morning, feels sick, very frightened. The child is told what the victim has reported and the child who has been bullying is asked if it is true. Experience has shown that the behaviour is usually admitted to if the adult approaches it in this way. The adult asks the child if that is what (s)he wanted the victim to feel and asks how amends can be made. The child often suggests an apology but adult must explain that the victim might be too frightened to even sit in the same room as the child who has bullied. The adult says she will ask the victim's permission for a meeting. At no time will be the victim be forced to meet with the bully and in serious circumstances it would not be appropriate.
3. If victim agrees to a meeting the adult praises the victim in the meeting for being brave. The adult explains what the bully has said about wanting to make things right and not realising the hurt that has been caused etc and

asks the victim how (s)he feels about this. Has either child any ideas about how to progress? (The children usually have very good ideas, especially the bully) The victim is asked if the solutions are acceptable.

4. Punishment is discussed with both children. They are helped to decide on something appropriate (Sometimes the victim does not want the bully punished. This can be discussed but breaking of school rules and consequences of that should come into this, even if the victim does not seek punishment)
5. It is made very clear, to both children, what will happen next, how the adult feels sure that there will be no more bullying BUT the incident and this meeting will be recorded (be seen to write notes). If there should be one more incident, the victim will immediately tell the adult and the adult will then contact the bully's parents and ask them to come to school for a meeting. If the bullying was of a very serious nature, the bully's parents may be contacted after the first incident.

In incidents where an adult is involved in bullying, the matter will immediately be taken to the head teacher who will deal with the matter accordingly.

In incidents of bullying, and in particular, sexual harassment and violence, there will be a risk assessment carried out by the DSL which will consider whether the school:

- Manages the incident internally
- Refers to early help
- Refers to children's social care
- Reports to the police

Cross Curricular Links

The subject of bullying can be relevant in many curriculum areas particularly PSHCE, History and Literacy. At all opportunities tolerance, understanding and acceptance will be positively encouraged.

Pupils with Special Needs

The inclusive nature of our school means that all people are valued equally, no one will be allowed to bully or be bullied without action being taken.

Inclusion

In accordance with our equal opportunities policy all our pupils are given access to the National Curriculum. We endeavour to help all children to reach their full potential irrespective of gender, race, class, ability, age or belief.

Assessment, Recording and Reporting

All reported incidences of bullying will be recorded by the head teacher.

It is our legal obligation to report incidents of racist, homophobic or sexual harassment bullying.

The Role of the Subject Leader

All adults in school share corporate responsibility for maintaining an atmosphere where bullying in any form is not tolerated and therefore there is no one subject leader.

Resources and their accommodation

Resources to support the handling of bullying issues can be found within the PSHE resources.

Health & Safety

An environment free from bullying is essential to the health and safety of all members of our school community.

Updating Documentation

This policy document will be regularly reviewed to assess its value as a working document. Those areas that have not worked particularly well will be modified according to the experiences that have taken place.

This policy was updated Autumn term 2021 and will be reviewed in Autumn 2022 or sooner in light of experience or new legislation.

Related Documentation

Behaviour policy

Policy for Safeguarding

Online safety policy

Health and safety policy

PSHE policy

WHole SChool Nurture Policy