ANTI-BULLYING POLICY

Approved by:	Headteacher
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RATIONALE

Two Rivers CofE Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

This policy outlines what Two Rivers CofE Primary School will do to prevent and tackle all forms of bullying and has been adopted with the involvement of the whole school community. At Two Rivers CofE Primary School, we are committed to developing a culture which recognises the dignity and ultimate worth of each and every person in the school community, recognising that all are created in the image of God and are loved by God * We will therefore not tolerate bullying of children or adults in any circumstances.

This policy is to be read together with the School's Behaviour Policy.

*Church of England Vision for Education, 2016, p.24 : "Educating for Dignity and Respect".

DEFINITIONS

Bullying can happen to anyone and 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)

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; excluding people from groups and spreading hurtful or untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

BULLYING

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a child:

- Is frightened of walking to or from school.
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning. • Begins to underperform in school work.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong. NB this is not a definitive list but suggests some of the signs and symptoms.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

RESPONDING TO BULLYING

The following steps will be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The headteacher or another member of the School Leadership Team will interview all parties involved.
- The Headteacher and Designated Safeguarding Leader will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers/staff are kept informed about the concern and action taken, as appropriate and in line with our child protection and behaviour policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- 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.
- Procedures for dealing with incidents of sexual violence and sexual harassment will be dealt with according the Appendix H in the Child Protection and Safeguarding Policy.
- We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

BULLYING OUTSIDE OF SCHOOL

- Head teachers have the legal power to make sure pupils behave outside of school premises.
- This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.
- School staff can also choose to report bullying to the police or local council.

CYBERBULLYING

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:
    o looking at use of the school systems;
    o identifying and interviewing possible witnesses;
    o 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. This may include:
    o 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.
    o Requesting the deletion of locally-held content and content posted online if they contravene this policy.
- 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:
    o advising those targeted not to retaliate or reply;
    o providing advice on blocking or removing people from contact lists;
    o helping those involved to think carefully about what private information they may have in the public domain.

SUPPORTING PUPILS

Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous pastoral support.
- Discussion with the headteacher or, in her absence, a designated senior leadership member.
- Pupils' parents and carers will be invited into school to discuss concerns and ways forward to work towards re- building relationships and restoring selfesteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff and/or children, engaging further with parents and carers.

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.
- Sanctioning, in line with the school's Behaviour Policy.

PREVENTING BULLYING

ENVIRONMENT

The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Work closely with other professional agencies to ensure that children stay safe as stated in the Children's Act 1989, the SEN and Disability Act 2001, the Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004. (See appendix 1 for more detailed legal framework).
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.
- Each class discussing the school's 'Golden Rules' at the beginning of each academic year.
- Making national anti-bullying week a high-profile event each year.
- Raising awareness through assemblies, work in PSHE/Jigsaw lessons and circle time discussions.

POLICY AND SUPPORT

The whole school community will:
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to- date advice and education to all members of the community regarding positive online behaviour.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

EDUCATION AND TRAINING

The school community will:
- Train all staff, including: teaching staff, administration staff and lunchtime support staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider and deliver a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through Online Safety Week each February and teaching safety online as detailed in the Computing Curriculum, displays, assemblies, peer support, the school council, etc.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti- bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

ROLE OF SPIRITUAL LEADERS

Amongst their other duties, our spiritual leaders help educate their peers on bullying, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline. For example, on #HelloYellow, children used resources produced by the Diana Award to promote the celebration of difference within the school.

They are a friendly face on the playground and encourage all children to join in at playtimes.

INVOLVEMENT OF PUPILS

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS

We will:
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.

INVOLVEMENT AND LIASON WITH THE POLICE

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

If a child is in immediate danger, we will contact the police on 999.

MONITORING AND REVIEW: PUTTING POLICY INTO PRACTICE

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- The headteacher will be informed of bullying concerns.

USEFUL LINKS AND SUPPORTING ORGANISATIONS.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk • Childnet: www.childnet.com

- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tacklingbullying
- DfE 'Advice for parents and carers on cyberbullying':
  www.gov.uk/government/publications/preventing-and- tackling-bullying
- Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
  www.gov.uk/government/publications/preventing-and-tackling-bullying

APPENDIX 1 – LEGAL FRAMEWORK

- Since September 1999 all schools have been required to have an antibullying policy in place.
- All agencies working with children and young people (including schools and colleges) must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination (Children Act 2004).
- Human Rights Act 1998
- Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination. • Race Relations Act 2000
  Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.
- Employment equality (Religion or Belief) Regulations 2003
- Outlaws discrimination in employment and vocational training on the grounds of religion or belief.
- Employment equality (Sexual Orientation) Regulations 2003
- Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.
- Disability Equality Duty 2006
- Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.
- Gender Equality Duty 2007
- Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women. • Equality Act (Sexual Orientation) Regulations 2007
- Outlawed discrimination on the grounds of sexual orientation in the provision of good and services.
- There are some cases when bullying stops being bullying and becomes a crime. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity, under the Harassment Act 1997 or of the Offences Against the Person Act 1861 for example.