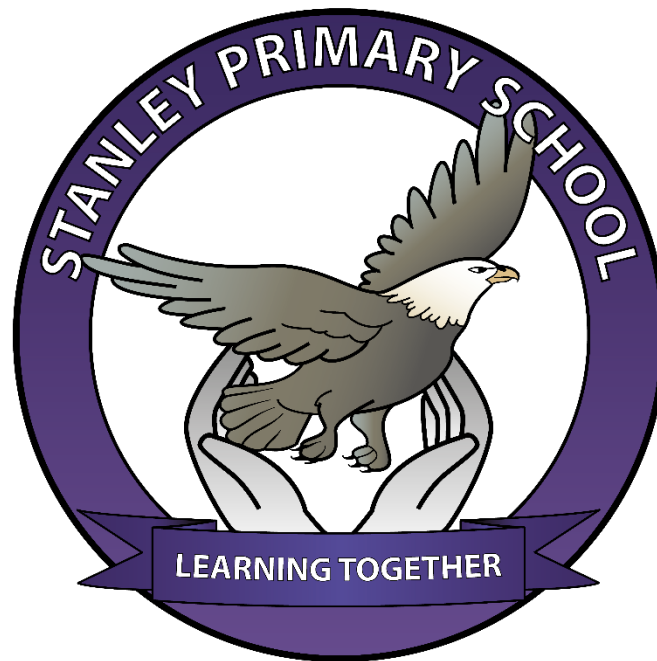



# STANLEY PRIMARY SCHOOL



## ANTI-BULLYING POLICY

Approved by:	Headteacher	Date: May 2016
Last reviewed on:	July 2023	
Next review due by:	July 2024	



This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2016. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

***The DfE defines bullying as:***

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

***The Anti-Bullying Alliance (ABA) defines bullying as:***

The repetitive, intentional hurting of one person by another (or others) where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Bullying can take many forms: name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, race, religion, nationality, culture, SEND related, related to appearance or physical/mental health conditions, sexual orientation (homophobic bullying), young carers, children in care, sexist, sexual and transphobic, cyber bullying, including inappropriate text messaging and emailing, social networks, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Through our Behaviour Policy, curriculum and relationships in school we hope to achieve a caring, co-operative ethos at Stanley Primary School. We do recognise however that incidents may occur in school from time to time that may be defined as bullying. We define bullying as repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

We are a ‘TELLING’ school. This means anyone who knows that bullying is happening is expected to tell a member of staff.

Possible safeguarding risks should be passed on to the Designated Safeguarding Lead. Further advice may be sought from the Police Awaken Team or Social Care duty desk.

## AIMS AND OBJECTIVES

- This policy outlines what Stanley Primary School will do to prevent and tackle all forms of bullying
- This policy has been adopted with the involvement of the whole school community.
- Stanley 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.
- To ensure the needs of all pupils are met.
- 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.
- To have clear procedures for responding to incidents of bullying so we have a consistent response to any bullying.
- We aim, as a school, to produce a safe and secure environment where all, whatever their gender or ethnic group, can learn without anxiety.
- We aim to make all those connected with the school (parents, pupils, Governors) aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- We must investigate **ALL** reported incidents to check that bullying is taking place as opposed to bossiness, general falling out or boisterous play, and as to whether children are the actual bully or an onlooker. We take bullying seriously and all reports will be investigated.

## LINKS TO LEGISLATION

There are a number of 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<sup>[SEP]</sup>
- The Equality Act 2010<sup>[SEP]</sup>
- The Children Act 1989<sup>[SEP]</sup>
- 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.<sup>[L]  
[SEP]</sup>

- School Governors to take a lead role in monitoring and reviewing this policy.<sup>[L]  
[SEP]</sup>
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.<sup>[L]  
[SEP]</sup>
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## RESPONDING TO BULLYING

The following steps may be taken when dealing with 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 and will involve them in any decision-making, as appropriate.
- The Headteacher/Learning Mentor/ or a member of the SLT will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, parents/carers, where appropriate.
- Sanctions (as identified within the school behaviour policy)
- Mild sanctions (e.g. loss of play or reprimand) will be used in responding to one-off incidents of bullying behaviour.
- If bullying is found to be persistent, or results in damage to persons or property, parents of both the victim and the bully will be involved.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will work with any outside agencies, taking action, where appropriate, in line with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with the existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Exclusion will only be used as a last resort when all avenues of help and contact have been used. For this reason records of bullying will be kept by the school. School will report incidents of bullying on the Local Authority system.

## 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.<sup>[L]  
[SEP]</sup>
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.<sup>[L]  
[SEP]</sup>
- 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. This may include 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.<sup>[L]  
[SEP]</sup>
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
- 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.

## CURRICULUM

We will teach social behaviour by drawing on incidents as they occur in the daily life of a class.

We must also assume an increasing role in teaching social skills in a conscious and systematic way. E-safety will also be taught in class.

Literacy and links within other topics will also be used to discuss issues of behaviour. Curriculum is supported by Community Police Officers, Theatre Groups etc.



Staff will make children aware of cyber-bullying and how they must report it. Pupils participate annually in Anti-Bullying week in November.

- Enable pupils to understand what bullying is
- Promote positive attitude towards behaviour
- Provide increased understanding about the implications and consequence of bullying
- Enable pupils to identify sources of personal support
- Encourage children to tell an adult and not to suffer in silence

## THINGS TO LOOK OUT FOR

- Signs of distress / unexplained tearfulness
- Deterioration of work
- Isolation
- Erratic attendance
- Feigned illness
- Desire to remain with adults
- Cuts and / or bruises
- Appears nervous when a text or cyber message is received

Whilst all these can be symptomatic of other problems they must be investigated.

## THE ROLE OF THE TEACHER

- Listen carefully and record incidents on behaviour record sheets as necessary.
- Offer victims immediate support. Make use of other adults, eg. Learning Mentor to talk to the child if necessary. Victims often need their self-esteem raised to counter feelings of inferiority and guilt. Make sure that the victim knows whom they can talk to in confidence. Pupils need to know that there is nothing wrong with them.
- Make the unacceptable nature of the behaviour clear to the bully, his/her parents and other children.
- Use other pupils as a positive resource in countering bullying. Pupils can be used to help shy children or newcomers feel accepted. Explain to others that watching and doing nothing can suggest support for bullies and that they must inform an adult immediately if they suspect bullying is taking place.
- Follow up each case to ensure that the victim is given as much support as possible and to prevent a recurrence of the behaviour.
- Bullies may need help to show them that they can work with others rather than being confrontational. Always praise non-aggressive behaviour when this occurs.

- Try to remain neutral and avoid direct closed questions which might be perceived as accusatory. Give each pupil an opportunity to talk but keep the discussion focused on finding a solution and stopping the bullying from recurring.
- Reported incidents near the school or on the children's way home or to school may also be recorded if evidence is known
- Devise strategies with parents that will help the child and provide support inside school and on the journey to and from school.
- All staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

## THE ROLE OF TA'S AND NON-TEACHING STAFF

- Support staff are expected to follow all policies and support children as outlined above.
- Staff will attend relevant training.
- All incidents observed by or involving support staff should be reported in the first instance to the class teacher concerned and the Headteacher if support staff are concerned.

## THE ROLE OF GOVERNORS

The Governing Body supports the Headteacher in all attempts to eliminate bullying from Stanley Primary School. It requires that any incidents of bullying in school that do occur are taken very seriously and dealt with appropriately.

Where incidents are reported to Governors, the Governor must notify the Headteacher.

## THE ROLE OF PARENTS

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 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.

## LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

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

- Behaviour to learn policy<sup>[L]</sup><sub>[SEP]</sub>
- Complaints policy<sup>[L]</sup><sub>[SEP]</sub>
- Child protection policy
- Confidentiality policy<sup>[L]</sup><sub>[SEP]</sub>
- Online safety and Acceptable use policies (AUP)<sup>[L]</sup><sub>[SEP]</sub>
- Curriculum policies
- Physical intervention policy

### **Monitoring and Review**

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

### **Useful links and supporting organisations**<sup>[L]</sup><sub>[SEP]</sub>

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Childline: [www.childline.org.uk](http://www.childline.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

MindEd: [www.minded.org.uk](http://www.minded.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)<sup>[L]</sup><sub>[SEP]</sub>

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)<sup>[L]</sup><sub>[SEP]</sub>

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)<sup>[L]</sup><sub>[SEP]</sub>

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)





How schools and colleges can meet IT service and digital equipment

standards. <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-college>

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://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](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Cyberbullying

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-](http://www.gov.uk/government/groups/uk-council-for-)

Race, religion and nationality

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBTQ (Lesbian, Gay, Transsexual, Bisexual, children and young people and those questioning their sexuality or gender identity and their families)**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Meeting digital and technology standards in schools and colleges:

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges>