

# Bushey Heath Primary School

## Anti-Bullying Guidance

A vibrant school inspiring children to realise their potential

### 1 Introduction

- 1.1. Bushey Heath Primary School is committed to working with staff, pupils and parents/carers to create and maintain a school community where bullying towards anyone is not tolerated. The School anti-bullying guidance has been developed and regularly reviewed with due regard for our duties and obligations under existing legislation and public sector duties for safeguarding, equality and wellbeing of all our pupils and staff and we take steps to ensure their safety.
- 1.2. DofE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 1.3. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special education needs or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers and the school have to make their own judgements about each specific case.
- 1.4. Bullying can be in or out of school:
  - Emotional                      being unfriendly, excluding, tormenting
  - Physical                        pushing, kicking, hitting, punching or any use of violence
  - Racist                            racial taunts, graffiti, gestures etc.
  - Sexual                            unwanted physical contact or sexually abusive comments
  - Homophobic/gender       focussing on the issue of sexuality
  - Verbal                            name calling, sarcasm, spreading rumours, teasing
  - Cyber                            misuse of internet, chat rooms, email, text, phone calls, social media

### 2 Aims and Objectives

- 2.1 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. 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This guidance aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make it each person's responsibilities with regard to the eradication of bullying in our school.

### 3 The Role of Governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 3.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this guidance regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying on CPOMS, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

#### **4 The Role of the Headteacher**

- 4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school guidance, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body annually about the effectiveness of the anti-bullying guidance.
- 4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

#### **5 The Role of the Teacher and Support Staff**

- 5.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Teachers record all incidents that happen in their class on CPOMS, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied then, after consultation with the Headteacher, the teacher informs the child's parents.
- 5.3 All staff record all incidents of bullying on CPOMS that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home as well as cyber-bullying. Any adult on the staff who witness an act of bullying should record it on CPOMS.
- 5.4 The effect of bullying on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying. When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and support and appropriate punishment for the child who has carried out the bullying, in accordance with the Behaviour Policy. Time is spent talking to the child who has bullied:

explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is involved in bullying other children, the Headteacher and the special needs coordinator are informed. The child's parents are then invited into the school to discuss the situation. In extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services, the anti-social behaviour co-ordinator at the local authority or the police.

5.5 All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assemblies and Circle time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

## **6 The Role of Parents**

6.1 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. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied they may take up the matter with the Chair of Governors and thereafter, they should follow the school's complaints procedure, available from the office.

6.2 Parents have a responsibility to support the school's anti-bullying guidance, actively encouraging their child to be a positive member of the school.

- Model appropriate behaviour at all times within the school grounds.
- Report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on anti-bullying guidance and procedures.

## **7 The Role of Pupils**

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

7.2 Pupils are encouraged to report to staff if they suspect that another child may be being bullied.

7.3 Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

## **8 Signs and Symptoms**

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)

- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or conceals use or messages
- is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **9 Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. For further guidance please see our E-Safety Policy.

## **10 Implementation of the Guidance**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS
- The head teacher or SMT will interview all concerned and will record the incident on CPOMS
- The class teacher will be informed
- Parents will be informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease the actions
- Detentions
- Internal exclusion
- Exclusion from certain areas of the premises
- Fixed term exclusion
- Permanent exclusion

The Headteacher has the legal power to make sure pupils behave outside of school premises.

This includes bullying that happens anywhere off the school premises, e.g. on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council (see Behaviour and Discipline Policy).

Pupils, parents and stake holders are encouraged to report bullying outside of school (e.g. at out of school clubs) to the Headteacher.

Out of school clubs that run on school premises will be made aware of this and other relevant policies.

### **The law**

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

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

Call 999 if you or someone else is in immediate danger.

### **Schools and the law**

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

This policy is decided by the school. All teachers, pupils and parents must be told what it is.

### **Anti-discrimination law**

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.

Northern Ireland has different anti-discrimination law.

## 11 Monitoring and Review

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

Evidence will include:

- Incident reports
- Parent/pupil questionnaires
- Worry box
- Reports from staff

11.2 This anti-bullying guidance is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's report from CPOMS, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for discrimination or harassment in relation to the protected characteristics under the Equality Act 2010 (see school's Equality Scheme). They need to ensure that the views of stakeholders is considered and informed by the parent and pupil questionnaire.

11.3 This guidance will be reviewed annually or earlier if necessary.

Date Guidance Reviewed/Amended:	March 2020
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
Review Date:	February 2021
Reviewed by:	Full Governing Board

## Further Sources of Information

Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance

Supporting children and young people who are bullied: advice for schools

## Legislative Links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

## Cyber-Bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

## **Racism**

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.