



Reevy Hill Primary School

Policy Documentation

Anti-Bullying Policy

OUR VISION

To ensure a caring, safe and supportive environment for all our pupils

Responsibility for Review: Headteacher

| Relationship to other Policies | Date | Status |
|--|---------------|---------------------------|
| <ul style="list-style-type: none">• Behaviour Policy• Safeguarding Policy• E-Safety Policy | February 2018 | Governor Approval Pending |
| | February 2020 | Review |

Anti-Bullying Policy

Rationale

Everyone at Reevy Hill Primary has the right to feel welcome, secure and happy. Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Where bullying exists the victim must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied children and help build an anti-bullying ethos in the school where children feel confident to speak out against bullying.

Definitions of Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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, 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 a School’s first priority but emotional bullying can be more damaging than physical; the School have to make their own judgements about each specific case”. [Department for Education: Preventing and Tackling bullying: Advice for head teachers, staff and governing bodies: 2014]

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The School works hard to ensure that all children know the difference between bullying and simply “falling out”.

Safeguarding Children and Young People

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 child is suffering, or is likely to suffer, significant harm’. Where this is the case, the named person/s should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

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 the 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.

The wider search powers included in the Education Act 2011 give the School stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If the Principal feels that an offence may have been committed she/he should seek assistance from the police.

For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside School premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the School premises. This can relate to any bullying incident occurring anywhere off the School premises, such as on School or public transport, outside the local shops, or in a residential or commercial area.

Where bullying outside the School is reported to School staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the policy or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Actions to Tackle Bullying

At Reevy Hill Primary, we aim to prevent bullying so we will be vigilant for signs of bullying and take reports of incidents seriously. We will use the school's aims, ethos, curriculum activities and assemblies whenever possible to reinforce the ethos of the School and help children to develop strategies to combat bullying-type behaviour.

Children are told that they must report any incidence of bullying to an adult within the School, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Children are provided with reflection books to enable them to discretely share concerns with adults in the school as they happen. Regular circle times are used to anonymously deal with

sharing friendship issues and the effect on emotions with a “fit-it” time built in to encourage children to apologise for the effects of their behaviour. The school promotes the “Be Kind” agenda and the responsibility for all to “Speak Out” if they see it.

The school aims to promote this work to build parental confidence in the school’s ability to tackle incidents sensitively and effectively and to continue to monitor them.

All reported incidents of bullying will be investigated. A record will be kept of incidents to support the reporting of bullying via the school’s online system. The member of staff investigating the incident will be responsible for this and will be required to share their report and the action taken to the safeguarding team, in order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action. Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Children must feel safe to share their worries in our school therefore each child must be given an opportunity to talk and sensitivity must be given to where that discussion takes place and how aware the alleged bully is that they have been accused. The discussion should remain focused on finding a solution to the problem and stopping the bullying recurring through PSHCE work. Following the investigation in line with our Behaviour Policy, disciplinary sanctions will be issued, as appropriate.

Parent/Carer Involvement

The parents/carers of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Persistent bullies may be excluded from the School.

Some children may wish to inform their parents/carers of incidents first, instead of school staff. Parents/Carers are requested to ensure they inform the school of any incidents that have not been reported and dealt with by School staff. This can be done confidentially by contacting the school through by phone or through the Tell Us page on the website.

Monitoring and evaluation

Reevy Hill Primary has a legal duty to ensure this policy is compliant with its legal duties under the Equality Act 2010.

Staff and governors, on an annual basis, will review this policy unless circumstances demand an earlier review.

References

Department for Education, Behaviour and Discipline in Schools – Guidance for Governing Bodies, 2012

Department for Education, Behaviour and Discipline in Schools – a Guide for Head Teachers and School Staff, 2012

Department for Education, Screening, Searching and Confiscation Advice for Head Teachers, Staff and Governing Bodies, 2012

Department for Education, Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies, 2014

Department for Education, School Support for Children and Young People who are bullied, 2014

Department for Education, Advice for Parents and Carers on Cyberbullying, 2014

Department for Education, Advice for Headteachers and School Staff, 2014

Department for Education, Home School Agreements – Guidance for Local Authorities and Governing Bodies, 2012