

## George Fentham Endowed School Policy on Anti-bullying

This policy has been written in accordance with Local Authority and Department for Education guidelines -

*Behaviour and Discipline Policy Guidance to support school leaders in writing their own school behaviour and discipline policy (SMBC, June 2017) Appendix 1 - pages 34-38*

*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies (DfE 2014) Appendix 2*

*Solihull Local Safeguarding Children Board procedures Appendix 3*

Please also see separate behaviour policy.

### School Aims and Values

The School's Aims are:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice.
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way.
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- To create a positive school community where everyone is respected and valued.
- To make learning fun.
- To work with parents and the local community to strengthen the partnerships of learning.

### Aims and objectives of our anti-bullying policy

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. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We are committed to developing an anti-bullying culture whereby bullying, including between adults or adults and children and young people will not be tolerated. This policy aims to produce a consistent school response to any bullying incidents that may occur.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.

- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviours appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### **Definition of bullying**

The Department for Education (DfE, 2014) define bullying as "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, verbal, physical or 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.

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), derived 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."

At George Fentham, we have adopted the STOP message to support children's understanding of the definition of bullying and what to do if they or others experience bullying.

Bullying is...	What to do...
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Several	Start
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Times	Telling
On	Other
Purpose	People

*Please see p34-38 appendix 1 and separate online safety policy for information related to cyber/online bullying.*

### **Bullying and the law**

Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- 1) Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### **Safeguarding children and young people**

Bullying is a safeguarding issue for schools. Staff should discuss specific concerns with the school's designated member of staff (DMS) for children protection. The DMS at George Fentham is Mrs Alison Edmeades and the deputy DMS is Mr Simon Bass. 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'. The DMS will refer to and adhere to procedures and guidance from Solihull Local Safeguarding Children Board (LSCB). *Please see appendix 3.*

### 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. If school staff feel that an offence may have been committed they 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.

*See appendix 4 for a detailed summary of bullying and the law*

### Preventing, identifying and responding to bullying

The 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.
- Actively provide opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide information which is easy to understand and is relevant and appropriate to the age and maturity of the children.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Support vulnerable pupils (including those with special educational needs) to recognise and respond to bullying behaviours.

- Use appropriate techniques to resolve the issues between those who present bullying behaviours and those who have been bullied.
- Celebrate success and achievements to promote and build a positive school ethos.

### Teaching and learning strategies/curriculum

Our curriculum for PSHE (Personal, Social and Health Education) has clearly planned learning opportunities using 'JIGSAW' which is a comprehensive scheme of learning that brings together PSHE Education, emotional literacy, social skills and spiritual development.

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Autumn 2 theme 'Celebrating Difference' provides an explicit focus on bullying (*see appendix 5 for learning outcomes*) and this is further enhanced by a whole school 'Anti-Bullying Week' using resources from the Anti-Bullying Alliance. The development of a class and school learning charter, linked to the Autumn 1 theme 'Being Me in My World', enables all pupils to take responsibility for and ownership of the behaviours that they consider appropriate at George Fentham.

We are aware that anti-bullying is not fully contained within Personal, Social and Health Education (PSHE). Other subjects, along with the pastoral care and the positive ethos of the school, make a valuable contribution to the learning and needs of our pupils.

We also provide targeted small group or individual learning opportunities, when appropriate, for any pupils who display potential bullying and/or negative behaviour.

## Procedures

### **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 teacher immediately. If they still have concerns, they should contact the Headteacher.

Dialogue with parents regarding behaviour/bullying is recorded on a parent log which is passed onto the Headteacher. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Our Home-School Agreement outlines parent/carer responsibilities in creating a shared goal for behaviour

### **Class Teachers**

All of the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If bullying is suspected or has been reported, class teachers will:

- Investigate carefully to establish whether bullying has occurred
- Immediately inform the Headteacher (or Deputy Headteacher in her absence) who will then inform parents if bullying has occurred
- Offer support to the victim
- Undertake to support and guide the perpetrator/s of bullying in an attempt to challenge and change their behaviour
- Undertake to follow up the incident to check that bullying has not re-occurred
- Record all incidents in the school anti-bullying logbook (kept in Headteacher's office) which records all incidents of bullying that occur both in and out of class (*see appendix 6 for bullying incident form*). Any adult who witnesses an act of bullying behaviour should record it in the logbook.

Teachers and support staff will do all they can to support the child who is being bullied, for example by arranging pastoral support or setting up a buddy system. Lunchtime supervisors are very vigilant with regard to unacceptable or bullying behaviour. They will inform class teachers of any behaviour or potential bullying issues, and what action has been taken.

*Please see appendix 7 for additional guidance in dealing with bullying incidents.*

### **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, teaching and non-teaching staff to be aware of this policy and implement it accordingly.

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

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## Supporting Organisations and Guidance

Advice can be sought via Solihull's Anti-Bullying Helpline for parents/carers and adults working with young people. The Helpline number is 0121 770 6030 - Mon - Fri 8.45am - 3.45pm.

Parents and carers can also get advice if they are worried that their child is being bullied by visiting the **Family Information Service**.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **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)

### **LGBT**

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

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

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

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

## Appendix 7

### Additional guidance - dealing with incidents (Local Authority information)

School may also adopt some of the following guidance from the Local Authority, if required.

#### **Dealing with Incidents**

The following steps may 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 and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers/Form Tutors will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

#### ***Supporting Pupils***

*Pupils who have been bullied will be supported by:*

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Pupils who have bullied will be helped by:*

- Discussing what happened and 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

- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

*Adults (staff and parents) who have bullied will be helped by:*

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

