#

# Britannia Community Primary School

# Policy on Anti-Bullying (Pupils)

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## **Statement of intent**

Britannia Community Primary School believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school’s response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullyingamongst pupils. These measures are part of our school’s Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

# Legal framework

* 1. This policy has due regard to all relevant legislation including, but not limited to, the following:
* Education and Inspections Act 2006
* Equality Act 2010
* Protection from Harassment Act 1997
* Malicious Communications Act 1988
* Public Order Act 1986
* Communications Act 2003
* Human Rights Act 1998
* Crime and Disorder Act 1998
* Education Act 2011
	1. This policy has been written in accordance with guidance, including, but not limited to:
* DfE (2017) ‘Preventing and tackling bullying’
* DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and wellbeing provision in schools’

**2. Definition**

2.1. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

• Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

• Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

• Targeting: Bullying is generally targeted at a specific individual or group.

• Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

2.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4. Vulnerable pupils may include, but are not limited to:

• Pupils with SEND.

• Pupils who are adopted.

• Pupils suffering from a health problem.

• Pupils with caring responsibilities.

3. Types of bullying

3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

3.3. Bullying is acted out through the following mediums:

• Verbally

• Physically

• Emotionally

• Online (Cyber)

3.4. Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.5. Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

3.6. Transphobic bullying: Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

3.7. Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

3.8. Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

3.9. Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

3.10. Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**4. Statutory implications**

4.1. The school understands that, under the Equality Act 2010, it has a responsibility to:

• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.

• Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

• Foster good relations between people who share a protected characteristic and people who do not share it.

4.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

4.3. Mrs Longstaff will ensure that this policy complies with the HRA; Mrs Longstaff understands that they cannot do this without fully involving their teaching staff.

4.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

• Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

• The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

• Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

• Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

**5. Prevention**

5.1. We clearly communicate a whole-school commitment to addressing bullying, this is consolidated in our PSHE lessons, anti-bullying events and throughout day to day school life at Britannia.

5.2. All reported or investigated instances of bullying will be investigated by a member of staff.

5.3. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

5.4. All types of bullying will be discussed as part of the curriculum.

5.5. Diversity, difference and respect for others is promoted and celebrated through various lessons.

5.6. Seating plans will be organised and altered in a way that prevents instances of bullying.

5.7. Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.

5.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

5.9. All members of the school are made aware of this policy and their responsibilities in relation to it.

5.10. Teachers will offer an ‘open door’ policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

5.11. We will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

6. **Signs of bullying**

6.1. Staff will be alert to and aware of the following signs that may indicate a pupil is a victim of bullying:

• Being frightened to travel to or from school

• Asking to be driven to school

• Unwillingness to attend school

• Truancy

• Becoming anxious or lacking confidence

• Saying that they feel ill in the morning

• Decreased involvement in school work

• Torn clothes or damaged possessions

• Missing possessions

• Asking for extra money or stealing

• Cuts or bruises

• Lack of appetite

• Unwillingness to use the internet or mobile devices

• Becoming agitated when receiving calls or text messages

• Lack of eye contact

• Becoming short tempered

• Change in behaviour and attitude at home or in school

6.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, therefore important to investigate.

6.3. Staff will contact the parents of children who display a significant number of these signs, to determine the underlying issues, whether they are due to bullying or other issues. Staff may organise a meeting with the family and child.

**7. Staff principles**

7.1. Britannia Primary School ensures that prevention is a prominent aspect of its anti-bullying vision.

7.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

7.3. Unpleasantness from one child towards another is always challenged and never ignored.

7.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

7.5. Staff always respect pupils’ privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

7.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

7.7. Follow-up support is given to both the victim and bully in the weeks and months following any incidents, to ensure all bullying has stopped.

**8. Cyber bullying**

8.1. Britannia has an Online Safety Policy in place, which outlines the school’s zero-tolerance approach to cyber bullying.

8.2. We view cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in our school Behaviour Policy.

8.3. Britannia primary school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the child and their families about their feelings and whether the bullying has stopped.

**9. Procedures**

* Report bullying incidents to staff.
* All reported incidents will be recorded by staff.
* In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
* If necessary and appropriate, police will be consulted.
* The bullying behaviour or threats of bullying must be investigated and the bullying behaviour stopped quickly.
* An attempt will be made to help the bully (bullies) change their behaviour using the no blame approach.
* Pupils will be regularly monitored.

**10. Roles and Responsibilities when Dealing with Bullying**

10.1 Members of Teaching Staff

The members of staff play a central and essential role in the School’s campaign against Bullying.

• They are the first point of contact for a victim of bullying.

• They are the first point of contact in some cases for parents/guardians who notice something amiss.

 • They provide counselling for both the victim of the bullying and the culprit.

 • They assess the seriousness of the bullying and refer serious cases to the Senior Leadership Team (SLT).

 • They should also be watchful at all times within their own classroom situations for signs of bullying.

10. 2 Action which teachers can take:

• Discussion with the child-positive reminder of school expectations

• Inform other relevant staff or adults

 • Set behavioural targets

• Verbal communications with parents / carers (recorded)

• Send a letter home

• General monitoring of behaviour

• Plan work around needs in PSHE lessons

• Log concerns using the school’s record keeping log

10.3 Action which parents/guardians can take if they think their child is bullied:

• Gently question child about how they are doing at school, whether they are enjoying school, or have favourite subjects.

 • Contact a member of the SLT to discuss any worries or to alert the school about a possible problem.

• In some serious cases the Police may be involved.

10.4 Action required of the SLT:

1. Play a leading role in promoting the School Policy against Bullying.

2. Investigate and take appropriate action on any reported cases of serious or persistent bullying.

 3. Monitor the success of strategies put into place.

This could involve:

• Counselling the victim of bullying and the culprit

• Involvement of the parents/guardians of both the victim of bullying and the culprit

• Deciding on appropriate sanctions or punishment, including exclusion

 • Keeping a careful record of any incident of serious bullying and having a copy of this placed in the pupil files

• Reporting the matter to the Police in very serious cases

• Monitoring the success of the Anti-Bullying Policy

10.5 Pupils

 Pupils should set a good example to younger pupils by:

• Trying to ensure that they personally do not bully anyone else, even "in fun"

• Not making comments which could cause distress and remember to always ‘be kind’

• Helping to discourage others from bullying

When they see or hear bullying, pupils could:

 • Comment that it is bullying and that bullying is wrong

• Say that the person doing the bullying should think about their actions / behaviour

• Say that the bullying behaviour will be reported to an adult

• Say that the person bullying will be in trouble when the teachers or parents find out

 Pupils who are bullied should:

 • Talk to other people about it (pupils, teachers, parents or other adults)

• Not feel guilty about being bullied—it is not their fault

• Not feel guilty or afraid about reporting it—they may be preventing other pupils from being bullied by the same person

Pupils who realise that they have been bullying someone should:

• Stop the bullying immediately

 • Discourage others who have been involved in the bullying

• Resolve not to become involved in bullying again

• Reassure the victim of bullying that the bullying has stopped

• Ask for help if they find that they cannot stop bullying

11. **Inclusion**

At Britannia we are committed to ensuring equality of opportunity and access to education for pupils, staff and all those receiving services from the school, regardless of disability, gender or race. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, race and gender, and to participate fully in school life. The achievement of all pupils will be monitored and we will use data to raise standards and ensure inclusive practice. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Britannia we endeavour to recognise and respect diversity in the pursuit of equality of opportunity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

12. **Outcomes**

1) The child displaying the bullying behaviour may be asked to genuinely apologise. Other consequences and sanctions may take place in line with our school behaviour policy.

2) In serious cases, suspension or even exclusion will be considered.

3) If possible, the pupils will be reconciled through the no blame approach to bullying.

4) Clear records will be kept.

5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

13. **Helplines and support**

* [**ChildLine:**](http://www.childline.org.uk/) ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.
* [**Direct Gov:**](http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm)Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.
* [**EACH :**](http://each.education/homophobic-transphobic-helpline) EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It’s open Monday to Friday 10am-5pm.
* [**Victim Support:**](https://www.victimsupport.org.uk/more-us/why-choose-us/specialist-services/children-and-young-people) They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 0808 16 89 111.

**Websites**

The websites below have lots of information and advice for anyone who has experienced bullying.

* The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [**Think U Know**](https://www.thinkuknow.co.uk/)
* Childline: [**information about bullying**](http://www.bullying.co.uk/index.php/young-people/advice/introduction-to-bullying.html)
* Kidscape:[**information for young people**](https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/)

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