1. Introduction

The aim of the anti-bullying policy is to ensure that children are happy to come to school and learn in a supportive, caring and safe environment without fear of being bullied. Telferscot Primary School has a zero tolerance attitude to bullying.

i. Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Children must be encouraged to report bullying in school to a teacher or staff member.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

ii. Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child’s health and emotional development.
Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

iii. Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

2. Legislation and guidance

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2018 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

There are several 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
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

At Telferscot Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care.
3. Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practising zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

i. 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:

- begs to be driven to school
- frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- out of character behaviour
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behavior could indicate other problems, but bullying should be considered a possibility and should be investigated.
4. Prevention

To fulfill our aims, the following strategies are used:

- Through the Personal, Social, Health and Economic (PSHE) curriculum and SEAL (Social Emotional Aspects of Learning) there is a structured programme to raise self-esteem in pupils.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained. This includes supervision of the playground.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door policy in the school.
- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying.
- Paired learning and buddy systems.

5. Procedures

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff. This member of staff should make a record of the report on CPOMs. The class teacher may deal with this in the first instance and would let their Line Manager know. The Line Manager will liaise with the teacher and parent to ensure that the bullying stops.

The Line Manager will be in charge of the recording and overseeing of incidents. The Headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

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.
- Staff investigate alleged bullying by consulting the victim(s). See Appendix 1.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach their Line Manager.
- The Line Manager should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
• If deemed to be bullying, the Line Manager will speak to the pupils involved and proceed accordingly. If the matter can be resolved in school without the need for immediate parental contact then this will be done and monitored by appropriate member of staff, Line Manager and Headteacher. However, parents should be informed as soon as possible after dealing with an episode and this will be done by the Senior Manager/Leader. A written copy of events will be kept on CPOMs and this will be updated until the situation has been resolved.

• In serious cases parents will be informed immediately that their child has been subject to bullying. The parents of the perpetrator(s) will also be contacted via telephone or letter and offered a meeting with the Headteacher to discuss incident. Individual behaviour/support plans will be drawn up between relevant parties e.g. Senior Manager, teacher, SEN/EAL leader, TA etc. these are shared with parents. These are constantly reviewed until the child can come off the behaviour/support plan.

• Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Safeguarding Lead will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s Behaviour Policy. Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school’s Behaviour policy.

i. Cyber Bullying

When responding to cyberbullying concerns, the school will:

• Act as soon as an incident has been reported or identified.
• Contact parents and carers to involve them in the subsequent investigation.
• 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.
• Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
• Take all available steps where possible to identify the person responsible.
  This may include:
  o Looking at use of the school systems;
o Identifying and interviewing possible witnesses;
o 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:
  o 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.
  o Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law. The Senior Leadership Team will ensure they access the DfE ‘Searching, screening and confiscation at school’ and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully.
  o 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:
  o Advising those targeted not to retaliate or reply;
  o Providing advice on blocking or removing people from contact lists;
  o Helping those involved to think carefully about what private information they may have in the public domain.

ii. Support

Victim: Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.
Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Consideration for Play therapy
- Offered support time with an appropriate member of staff
- Consideration of completing a CAF or requesting single agency support

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

**Perpetrator(s):** It is recognised that support must be given to the perpetrator. Sanctions against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such actions may include:

- Individual behaviour/support plans are drawn up between relevant parties e.g. Senior Manager, teacher, SEN/EAL leader, TA etc. these are shared with parents. These are constantly reviewed until the child can come off the behaviour/support plan
- Support with behaviour from an appropriate member of staff
- Withdrawal of activities e.g. playtime breaks etc.
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team
- If online, requesting that content be removed and reporting accounts/content to service provider
- In extreme cases, where the modifying of behaviour does not work, the Behaviour Policy will be referenced.

6. **Staff Responsibilities**

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies to bullying and racism. All staff should let their Line Managers know of any instances of bullying and record any allegations on CPOMs.
Staff will be offered training on tackling bullying throughout the year or through professional development courses where appropriate.

7. Monitoring, Evaluation and Review

The school will review this policy annually in the Spring and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1: Checklist for investigating an incident

- Who was involved – is there or are there apparent victims? Is so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- Name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined.

Appendix 2: Useful Links

DfE guidance “Preventing and Tackling Bullying” July 2017
The DfE guidance ‘Searching, screening and confiscation at school’

Agreed: July 2020
Next review: July 2021