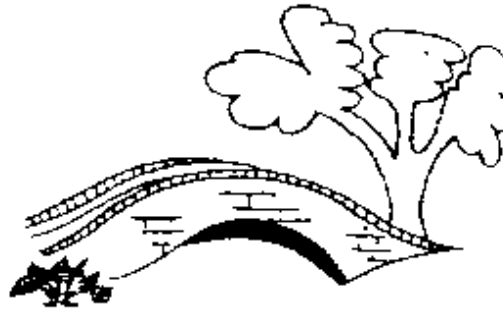


Whixall C.E. Primary School and Nursery

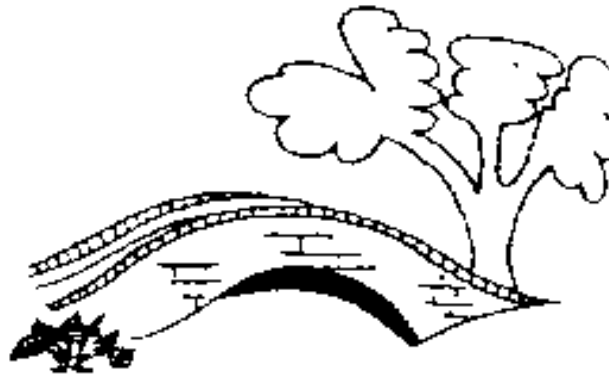


Part of Fields Multi Academy Trust

Anti-Bullying Policy

Policy adopted: September 2018
Agreed by staff and Governors: October 2018
Reviewed: September 2023
To be reviewed: September 2024

“Whixall CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.”



We are a caring, supportive village school; underpinned by Christian values.

We encourage all children to shine in a nurturing, creative environment.

We foster within our children a love of learning and in their own abilities in order for them to continue their journey as independent learners.

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Statement of Intent

Whixall C.E. Primary School and Nursery believes that all children 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 bullying amongst children. These measures are part of the school's Behaviour Policy, which is communicated to all children, school staff and parents/carers.

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

1. Legal Framework

1.1 This document has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- 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

1.2 This procedure will be implemented in conjunction with the school's:

- Behaviour Policy
- E-safety Policy
- Child Protection and Safeguarding Policy

2. Definition

2.1 For the purpose of this procedure, bullying is persistent targeted behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

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.

3. Types of Bullying

3.1 Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another child because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

3.2 Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

3.3 **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.

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

3.5 **Transphobic bullying:** Bullying based on another person's gender variance or for not conforming to dominant gender roles.

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

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

4. Statutory Implications

4.1 Under the Equality Act 2010, the school understands that 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; and foster good relations between people who share a protected characteristic and people who do not share it.

4.2 Under the Human Rights Act 1998, the school understands that 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 The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy

complies with the Human Rights Act; the headteacher 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 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.
- 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 an 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. Schools have a statutory responsibility to report hate crimes to the Local Authority (Appendix A).

5. Prevention

5.1 All reported or witnessed instances of bullying in the school are challenged by a member of staff.

5.2 In school, children learn about bullying and its dangers in PSHE lessons, regular assemblies and during Anti-Bullying Week and diversity events.

5.3 Staff encourage children's co-operation and the development of interpersonal skills through the use of group work and paired work.

5.4 All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons, assemblies and school values.

5.5 Changing and organising seating arrangements in class helps to prevent instances of bullying.

- 5.6 Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 5.7 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, sporting activities and pastoral work.
- 5.8 All members of the school community are made aware of the school's Anti-Bullying Policy.
- 5.9 All staff members receive training on identifying and dealing with the different types of bullying.

6. Signs of Bullying

6.1 Some of the signs that a child may be a victim of bullying include, but are not limited to, the following:

- 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 schoolwork
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

6.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

6.3. Children who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other reasons.

7. Staff principles

- 7.1 Prevention is at the forefront of the school's Anti-Bullying Policy.
- 7.2 Staff treat reports of bullying very seriously.
- 7.3 Staff do not ignore signs of suspected bullying.
- 7.4 Unpleasantness from one child towards another is always challenged and never ignored.
- 7.5. Staff act immediately; this applies to all staff, not solely teaching staff.
- 7.6 Staff always respect children's 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.
- 7.7 Follow-up support is given to both the victim and bully in the months following any incidents, to educate, support and ensure all bullying has stopped.

8. Roles and Responsibilities

- 8.1 It is the responsibility of all staff to be alert to the possible bullying of children and to deal with incidents as the highest priority.
- 8.2 The headteacher reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 8.3 The headteacher keeps a Bullying Record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected on our online system, CPOMS.
- 8.4 The headteacher analyses the data in the Bullying Record on CPOMS at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 8.5 The headteacher has a statutory responsibility to report hate crimes to the Local Authority and reports hate crimes to governors termly in the headteacher's report to governors.
- 8.6 The headteacher arranges appropriate training for staff members.

- 8.7 Class teachers are alert to social dynamics in their class and are available for children who wish to report bullying. They also provide follow-up support after bullying incidents.
- 8.8 Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the child's class teacher of such observations.
- 8.9 All staff will avoid gender stereotyping when dealing with bullying.
- 8.10 Throughout the year, the composition of groups of children shows sensitivity to those who have been the victims of bullying.
- 8.11 Parents/carers are advised to inform their child's class teacher if they are concerned that their child may be being bullied or be involved in bullying.
- 8.12 Children are advised to inform a member of staff if they witness bullying or are a victim of bullying.
- 8.13 Children are taught not to make counter-threats if they are victims of bullying.
- 8.14 Children are taught to walk away from any dangerous situations and avoid involving other children in incidents.
- 8.15 Children are advised to retain all evidence of cyber bullying.

9. Procedures

- 9.1 Minor incidents are reported to the children's class teacher, who investigates the incident and sets appropriate sanctions for the perpetrator.
- 9.2. When investigating a bullying incident, the following procedures are adopted:
- The 'victim', alleged bully and witnesses are all interviewed separately.
 - If a child is injured, members of staff provide first aid immediately and seek medical advice where necessary.
 - A room is used that allows for privacy during interviews (e.g. Staff Room, Ladybird Room).
 - A witness is used for serious incidents.

- If appropriate, all parties (bully, victim, witnesses) are asked to recall or write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture.
- Premature assumptions are not made, as it is important not to be judgemental at this stage.
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- All concerned children are informed that they must not discuss the interview with other children.
- If the headteacher or senior member of staff concludes that bullying has taken place, this must be recorded on CPOMS and the necessary actions logged against the incident. All Designated Safeguarding Leads must be alerted on CPOMS.
- Incidents recorded on CPOMS must categorise the bullying as one of the following: Cyber Bullying - Disability Prejudice Incident - Homophobic/transphobic Incident - Physical Bullying - Verbal Bullying (Derogatory language).

10. Sanctions

- 10.1 If the headteacher is satisfied that bullying did take place, the child will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 10.2 The headteacher informs the child of the type of sanction to be used in this instance (see Behaviour Policy) and future sanctions if the bullying continues.
- 10.3 If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the child who has bullied. This will either be in writing to the 'victim' (and/or witnesses if appropriate), or face-to-face, but only with the 'victim's' full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- 10.4 The child who is bullying is made to realise that some children do not appreciate the distress they are causing, and that they should change their behaviour.
- 10.5 Parents/carers are informed of bullying incidents and the action being taken.
- 10.6 The headteacher and class teacher informally monitor the children involved over the next half-term.

11. Support

- 11.1 The class teacher informally checks whether the bullying has stopped on a daily basis for a month after the initial complaint of bullying.
- 11.2 The headteacher formally checks whether the bullying has stopped the week after the bullying, and then again on a weekly basis.
- 11.3 If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 11.4 The 'victim' is encouraged to tell a trusted adult in school if bullying is repeated or to share their concerns via the 'concerns box' if they do not feel they can talk to anyone in school.
- 11.5 The 'victim' is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 11.6 Support will be provided, where necessary, to both the 'bully' and the 'victim', from dedicated members of staff.
- 11.7 During regular behaviour supervision meetings, an update will be logged on CPOMS with any necessary actions recorded.

12. Follow Up Support

- 12.1 The progress of both the 'bully' and the 'victim' are monitored by their class teachers. One-on-one sessions to discuss how they are progressing may be appropriate.
- 12.2 If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.
- 12.3 Children who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate

12.4 Children who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers

Appendix A

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to educationimprovementservice@shropshire.gov.uk or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254315. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?
 Time Day Date

Where did it happen?
 Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

Where any injuries sustained? Yes (If "yes" Please give details below) No

Was any property lost or damaged? Yes (If "yes" please give details below) No

Frequency or duration of behaviour
 Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child
 (Name of victim is not needed in this context) Sex M/F Is this same as birth? Y/N

If child - Year Group /Age
 If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

<p>Religion/belief</p> <input type="checkbox"/> Buddhist <input type="checkbox"/> Rastafarian <input type="checkbox"/> Don't know <input type="checkbox"/> Christian <input type="checkbox"/> Sikh <input type="checkbox"/> Hindu <input type="checkbox"/> Other <input type="text"/> <input type="checkbox"/> Jewish <input type="checkbox"/> No religion <input type="checkbox"/> Muslim <input type="checkbox"/> Prefer not to say	<p>Sexual orientation</p> <input type="checkbox"/> Heterosexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay/Lesbian <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Don't know
<p>Ethnicity</p> <input type="checkbox"/> White British <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> Any other black background <input type="checkbox"/> White & Black African <input type="checkbox"/> Indian <input type="checkbox"/> Chinese <input type="checkbox"/> White Irish <input type="checkbox"/> Pakistani <input type="checkbox"/> Any other ethnic background <input type="checkbox"/> White & Asian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Prefer not to say	

- Other white background Black Caribbean Don't know
 Any other mixed background Black African
 Eastern European

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

- Don't know

Section D: About the aggressor(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics
(Name/s of aggressor/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If aggressor/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Actions taken with the aggressor

Actions taken with the victim

Action taken by school

- Apology to victim
 Awareness raising
 Restorative Practise
 Disciplinary action
 Notified parent/carer
 Exclusion
 Notified police
 (if criminal activity involved)

- Comfort/reassurance
 Mentor/peer support
 Counselling
 Referral to specialist
 Support/agency
 Notified parent/carer
 Medical treatment
 set review date to
 discuss update

- Staff/governor training
 Class/peer group work
 Assembly subject
 Curriculum review
 Diversity and Equality
 Campaign (e.g.posters)
 Letter to parents/carers
 (Raising awareness)
 Initiative with Learning
 Community/LA

Other – please specify

Other – please specify

Other – please specify

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Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role: Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership?

(The local agency partnership includes West Mercia Police, Citizens Advice Shropshire and Victim Support Shropshire),

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only Yes No

Personal details Yes No

Signature Date