

# Anti-Bullying



RHODES AVENUE  
PRIMARY SCHOOL

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> Jan 2020
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## **Anti-Bullying Policy**

Spring 2020

### **Context**

Rhodes Avenue Primary School (hereafter referred to as the school) recognises its legal responsibilities for preventing and tackling bullying defined in:

- Section 89 of *the Education and Inspections Act (2006)*;
- *The Equality Act (2010)*;
- *The Education Act (2002)*.

The school follows the advice outlined in the Department of Education's (DfE) guidance:

- *"Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing bodies"* (October 2014);
- *Kidscape's Anti-bullying Procedures Checklist*.

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 school staff will follow the school's safeguarding procedures. 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.

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can be related to any bullying incidents occurring anywhere off the school premises, such as on public transport or outside the local shops. Where bullying outside school is reported to school staff, it should be investigated and acted on.

Although bullying in itself is not a specific criminal offence in the UK, on a procedural basis it is important to note that some types of harassing or threatening behaviour – or communications – could be a criminal offence. If the school feels that an offence may have been committed they will seek assistance from the police.

In line with the Equality Act 2010 the school will endeavour 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.

At Rhodes Avenue School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school.

## **Aims**

We aim to:

- maintain an ethos of respect for all, which discourages bullying and unpleasant behaviour towards other pupils and provide curriculum opportunities so that pupils recognise all types of bullying;
- treat any reports of bullying seriously and investigate them carefully;
- deal with incidents in a prompt, proactive and sensitive way to avoid increasing any distress felt by bullied pupils;
- work closely with parents to help to deal with any incidents which arise;
- promote a culture where children tell someone when they, or someone else, are bullied;
- to regularly review, monitor and implement a clear anti-bullying policy that is understood by staff, pupils and parents/carers and is consistently applied.

## **A Definition of Bullying**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups (e.g. because of race, religion, gender or sexual orientation).

Bullying can be:

- Emotional;
- Physical;
- Racial;
- Sexual;
- Discrimination/Prejudice/Homophobic;
- Verbal;
- Cyber/web based\*.

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

Signs and symptoms:

- change of friendship groups;
- lack of friends;
- unwilling to go to school;
- change in standard of work;
- withdrawn/sudden lack of confidence;
- depression;
- truancy;
- unexplained cuts or bruises;
- aggressive, disruptive or unreasonable behaviour;
- problems sleeping or bed wetting.

## **Peer on Peer Abuse**

All staff are aware that children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff are aware that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff also recognize that it is more likely for girls to be victims and boys perpetrators.

All staff should report peer on peer abuse to the DSL and follow the school's behaviour for learning policy. Support will be offered to the perpetrator in terms of modifying their behaviour and engaging with restorative approaches with the victim. The victim will be supported with access to emotional wellbeing services within school as appropriate and access to restorative approaches.

[Searching Screening and Confiscation Advice](#) for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Advice for Schools and Colleges on Responding to Sexting Incidents](#); and

- initiation/hazing type violence and rituals.

## **Early Intervention and Prevention**

The school believes that its response to bullying does just not start at the point at which a child is bullied, but also at the prevention stage through teaching the Spiritual, Moral, Social and Moral (SMSC) curriculum which provides educators opportunities to discuss the differences and similarities between people that arise from a range of factors including: family, cultural, ethnic, racial, religious diversity, age, gender identity, disability and special educational needs and by challenging stereotypes and teaching pupils that prejudice based language is unacceptable reduces anti-social and bullying behaviours. Anti-bullying Assemblies and participation in E-safety and Anti-Bullying Weeks further reinforce the message that anti-social behaviour is not acceptable.

Additionally the SMSC curriculum aims to cultivate self-esteem, social skills and the emotional development of the school's pupils.

Designated senior leaders – Headteacher, Deputy Head, Assistant Head, the Safeguarding and ICT Leaders – have responsibility for managing bullying incidents (including cyber-bullying) and pupils are regularly reminded who to contact if they become aware of, or suspect that bullying is taking place.

Planned curriculum opportunities (Computing and SMSC curriculum) on the responsible use of technology are key to preventing the frequency of cyber-bullying incidents and supporting children to deal confidently with inappropriate contact and to know the reporting procedures.

The school's E-safety Policy outlines the rules that pupils must agree to follow in order to use computers in school.

Annual staff professional development on e-learning and technology provides opportunities for them to develop their own practice and to support children in their safe and responsible use of computing.

Communicating with parents so that they feel confident that the school will take any complaint about bullying seriously and resolve the issues in a way that protects the child is a priority. The school has dialogue with parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

### **Strategies**

When dealing with bullying the school will use a variety of strategies which suit the situation and the children involved and will include some of the following; to:

- create an inclusive and safe environment where pupils can openly discuss the causes of their bullying without fear of further bullying or discrimination;
- involve pupils so that they understand the school's approach and that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- ensure that staff, pupils, parents and carers are aware of and engaged with the Anti-bullying Policy and procedures (how and who to report incidents to);
- make clear to parents/carers' their responsibility to support the school when imposing sanctions if their child is responsible for bullying;
- make this policy freely available to the school community;
- have simple reporting procedures so that pupils feel assured that they will be listened to and incidents will be acted on;
- draw on the experience and expertise of anti-bullying organisations;

- provide effective staff and governor training so that they understand their legal responsibilities regarding bullying and understand the needs of pupils, including those with special educational needs and or disability (SEN/D);
- implement discipline sanctions that are clear to all stakeholders which reflect the seriousness of the incident so others see that bullying is unacceptable;
- log all incidents of concern;
- adopt a no-blame approach to encourage all children to talk about events;
- involve other children in supporting the child who feels threatened;
- impose if necessary, fixed term exclusions for those who are bullying others.

### **Counteractive Measures and Advice**

#### ***We advise children to:***

- tell someone they trust;
- always tell someone if they see or know about bullying;
- be assertive and be proud of who they are;
- talk to the school's designated leader.
- Name 5 adults in school that they can trust and talk to (Gimme 5).

#### ***We advise parents to:***

- watch for signs of distress (for example, an unwillingness to come to school);
- encourage their children to talk about it, but be patient as she or he may be distressed.
- inform the school immediately if they think their child is being bullied and ask for a meeting with their child's class teacher;
- not approach the suspected bully or their parents or carers;
- not encourage their child to hit back;
- seek further information and guidance from support agencies.

### **School Sanctions/Procedure**

Incidents of bullying are dealt with by co-operating with the parents or carers of the victim and the bully. Both sides will be offered positive advice and support, which will reflect the specific circumstances of individual incidents.

- Day-to-day incidents and/or any conflict between children will be dealt with by the class teacher or teaching assistant as appropriate and parents will be informed at their discretion and on a case-by-case basis;
- Any serious incident(s), which might include a child being hurt emotionally, physically or electronically, will be brought to the attention of the Senior Leader by the class teacher and the victim's and the transgressor's parents will be informed.
- All incidents will be recorded on a *Behaviour Incident Form* by the member of staff dealing with the incident. These forms are filed in the Assistant Head's office and also electronically;
- If the Senior Leader notes that there is a pattern or that similar incidents have happened before involving the same pupils and that he/she believes that the child is being bullied, the details (*Behaviour Incident Form*) will be referred to the Headteacher/Deputy/Assistant Head;
- The designated leader will talk to all parties and if he/she judges the incident(s) to be a case of bullying, he/she will contact the parents of both parties (victim/bully) that same day and

- arrange separate meetings to discuss the incident(s);
- At the meeting with the parents or carers of the child who was bullied, the designated leader will assure the parents that safeguards are in place to prevent a re-occurrence of this negative behaviour. Arrangements will be made with key members of staff to closely monitor the victim and regularly report back to that child's Senior Leader and/or the designated leader;
- The child who has bullied will be asked to reflect on their behaviour and the hurt they have caused and to apologise to the child they have bullied immediately after the incident has been discussed with the designated leader. Arrangements will be made with key members of staff to closely monitor him/her regularly and report back to that child's Senior Leader and/or the designated leader;
- In the case of persistent bullying further meetings will be arranged with parents or carers and possibly other professionals (e.g. Behaviour Support) and future steps will be agreed in line with this policy;
- Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying;
- Governors will be informed in part 2 of governing body meetings of any reported incidences of bullying and any incidents where fixed term exclusion has been imposed.

### **Monitoring**

The Headteacher and the senior leadership team will conduct an annual review of all serious incidents, which would include an investigation into any recurring patterns, it will analyse the school's procedure, and also the actions and response to any incidents of bullying. As part of the annual Pupil Questionnaire, there is a specific cyber-bullying question and the results of this survey are analysed by the Communication Committee and an action plan is framed to support pupil feedback.

### **Equalities**

Rhodes Avenue will ensure they it complies with its duties under the Equality Act 2010 and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

### **Associated Policies**

The following policies provide guidance on matters which may relate to bullying and should be read in conjunction with these policies.

- Behaviour for Learning
- Foundation Subjects, including PSHE and SMSC;
- Sex and Relationships;
- Looked After Children;
- Exclusion of Pupils;
- Equality;
- E-Safety;
- Safeguarding;
- Complaints;
- Home School Agreement.



### **Procedures for policy monitoring and dissemination**

All members of staff and governors will receive a copy of this policy. Copies are available to parents on request. This Policy has been approved by the Governing Body and the School Leadership Team and it will be reviewed in line with the curriculum policy schedule.

We welcome feedback from all members of the school community and we will use data provided by staff, families, pupils and governors to review and update this policy.

#### **Staff responsible:**

Headteacher  
Assistant Headteacher  
The Curriculum  
Committee  
Class teachers

## Appendix 1

### The Anti-Cyberbullying Code

#### **Always respect others**

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyberbullying yourself. You could also be breaking the law.

#### **Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

#### **Treat your password like your toothbrush**

Don't let *anyone* know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

#### **Block the Bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

#### **Don't retaliate or reply!**

Replying to bullying messages, particularly in anger, is just what the bully wants.

#### **Save the evidence**

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyberbullying.

#### **Make sure you tell**

You have a right not to be harassed and bullied online. Tell your school. Your teacher or a school leader (OSL-Online Safety Lead) at your school can support you and can discipline the person bullying you.

Don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?

## Appendix 2

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- 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)

### LGB

- 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)











