



Summer Park MAT

Anti - Bullying Policy

Date : February 2019

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Statement of Intent

Summerpark MAT 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 differences 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 a number of 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 pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents / carers.

All staff, parents / carers and pupils work together to prevent and reduce any instances of bullying in the school. There is a zero tolerance policy for bullying at Summerhill Primary Academy and Jubilee Park Academy.

Signed by :

Executive Head Teacher

Date

Chair of Governors

Date

1. Legal framework

1.1 This policy has due regard to 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

1.2 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"

1.3 This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child protection and safeguarding policy
- Social, Emotional and Mental Health policy

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** ; incident 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 different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil 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
 - Cyber (on line -mobile phone or iPad / computers, laptops)
- 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 or gender. Sexist bullying may sometime be characterised by inappropriate sexual favours.
- 3.7 **Sexual bullying :** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension / dynamic that subordinates, humiliates or intimidated another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.8 **Prejudicial bullying :** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 3.9 **Relational bullying :** Bullying that primarily constitutes of excluding, isolating and ostracising someone - usually through verbal and emotional bullying.

4. Roles and responsibilities

- 4.1 The **governing body / Trust Board** is responsible for:
 - Evaluating and reviewing this policy to ensure that it is not discriminatory
 - The overall implementation of this policy
 - Ensuring that the school adopts a tolerant and open-minded policy towards difference
 - Ensuring the school is inclusive.
 - Analysing any bullying data to establish patterns and reviewing this policy in light of these
- 4.2 The **Heads of School's** responsible for:
 - Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
 - Recording any bullying incident in the Bullying log book, including which type of bullying has occurred, to allow proper analysis of the data collected.
 - Analysing the data in the bullying record book on termly intervals to identify trends, so that appropriate measure to tackle them can be implemented.

- Arranging appropriate training for staff members.
- 4.3 **Heads of year / phase leaders** are responsible for:
- Corresponding and meeting with parents where necessary
 - Providing a point of contact for pupils and parents, when more serious bullying incident occur.
- 4.4 **Teachers** are responsible for:
- Being alert to social dynamics in their class
 - Being available for pupils who wish to report bullying
 - Providing follow-up support after bullying incident
 - Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's head of year / phase leader of such observations
 - Refraining from gender stereotyping when dealing with bullying
 - Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying
 - Reporting any instances of bullying once they have been approached by a pupil for support.
- 4.5 **Parents** are responsible for:
- Informing their child's head of year / phase leader if they have any concerns that their child is the victim of bullying or involved in bullying in anyway
 - Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- 4.6 **Pupils** are responsible for:
- Informing a member of staff if they witness bullying or are a victim of bullying
 - Not making counter-threats if they are victims of bullying
 - Walking away from dangerous situations and avoiding involving other pupils in incidents
 - Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5. Statutory implications

- 5.1 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 protection characteristic and people who do not share it
 - Foster good relationships between people who share a protected characteristic and people who do not share it.
- 5.2 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.
- 5.3 The **Executive head teacher** will ensure that this policy complies with the HRA: The **Executive head teacher** understands that they cannot do this without fully involving their teaching staff.
- 5.4 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 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 of assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

- 6.1 The School clearly communicated a whole-school commitment to addressing bullying in the form of a written statement (see statement of intent) which is regularly promoted across the whole school.
- 6.2 All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.3 Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work
- 6.4 All types of bullying are discussed as part of the curriculum.
- 6.5 Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.6 Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.7 Potential victims of bullying are placed in working groups with children who do not abuse or take advantage of others.
- 6.8 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example drama productions, sporting activities and cultural groups
- 6.9 All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10 All staff members receive training on identifying and dealing with the different types of bullying
- 6.11 A safe place supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- 6.12 The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13 Pupils deemed vulnerable as defined in section 2 will meet with their class teacher once a week to ensure any problems can be actioned quickly.
- 6.14 Class teachers will also offer an "open door" policy allowing pupils to discuss any bullying, whether they are victims or have witnessed and incident.
- 6.15 Before a vulnerable pupil joins the school, the pupil's class teacher and the DSL will develop a strategy to prevent bullying from happening - this will include giving the pupil a buddy to help integrate them into the school.
- 6.16 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

- 6.17 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

- 7.1 Staff will be alert to 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
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - 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
- 7.2 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
- 7.3 Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- 7.4 In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following :
- They have been the victim of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed

- 7.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

8. Staff principles

- 8.1 The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2 Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3 Unpleasantness from one pupil towards another is always challenged and never ignored
- 8.4 Staff act immediately when they become aware of a bullying incident, this applies to all staff, not solely teaching staff.
- 8.5 Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting this the victim has given consent to, or there is a safeguarding concern.
- 8.6 If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- 8.7 Follow-up support is given to both victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Cyber bullying

- 9.1 The school has a Cyber Bullying policy in place, which outlines the school's zero tolerance approach to cyber bullying.
- 9.2 The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 11 of this policy if they become aware of any incidents.
- 9.3 The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 12 and section 13 of this policy.
- 9.4 In accordance with the Education Act 2011, the school has the right to examine and delete files from pupil's personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

- 9.5 If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as it is reasonable practicable.
- 9.6 If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Executive Head Teacher / Head of School will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
- 9.7 The school's ***Searching, Screening and Confiscation Policy*** will be followed at all times.

10. Procedures

10.1 Minor incidents are reported to the pupil's class teachers, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the phase leader in writing of the incident and the outcome.

10.2 When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is not possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to first aid room for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses are asked to write down details of the incident, this may need prompting with questions from the member of staff to obtain the full picture (pupil incident statement to be completed).
- 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 has been completed
- All concerned pupils are informed that they must not discuss the interview with other pupils

10.3 Due to the potential sexist, transphobic, sexual etc. bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider where there is a need for safeguarding processes to be implemented.

10.4 All bullying incident are recorded in Bullying Incident log

11. Sanctions

11.1 If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

11.2 The headteacher informs the pupil of the type of sanction to be used in this instance in accordance with the school's behaviour policy and future sanctions if the bullying continues. (See Appendix B)

11.3 If possible the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and / or witnesses if appropriate), or fact-to-face, but only with the victim's full consent. Discretion is used here; victims should not feel pressurised to meet with the bully face-to-face.

11.4 The perpetrator is made to realise, by speaking once a week with their head of year / form tutor, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour

11.5 Parents / carers are informed of bullying incidents and what action is being taken

11.6 The Phase Leader informally monitors the pupils involved over the next half term.

12. Support

- 12.1 The class teacher informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying
- 12.2 For a month after the initial complaint of bullying the Phase Leader holds an informal discussion on a weekly basis to check whether the bullying has stopped.
- 12.3 The phase leader holds a formal meeting, on a monthly basis to check whether the bullying has stopped - these formal meetings will have continued to take place one a month until the phase leader and the victim are confident the bullying has stopped.
- 12.4 If necessary, group dynamics are broken up by members of staff by assigning places in the class
- 12.5 The victim is encouraged to tell a trusted adult in school if bullying is repeated
- 12.6 The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity
- 12.7 The school, particularly the DSL will work with the victim to build resilience e.g. by offering emotional therapy
- 12.8 The school realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues.
- 12.9 The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

13. Follow up support

- 13.1 The progress of both the bully and the victim are monitored by their class teacher.
- 13.2 One to one sessions to discuss how they are progressing may be appropriate.
- 13.3 If appropriate, follow-up correspondence is arranged with parents / carers one month after the incident

13.4 Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their phase leader or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

13.5 Pupils who have bullied others are supported in the following ways:

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

13.6 Pupils who have been bullied will be assessed on case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS

13.7 In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the Executive Head Teacher and DSL will look to transfer the pupil to another mainstream school.

13.8 Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the Executive Head Teacher and DSL will meet to discuss the use of alternative provision.

14. Bullying outside School

14.1 The Executive Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Executive Head Teacher, the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

14.2 Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre

- 14.3 Where bullying outside school is reported to school staff, it is investigated and acted on
- 14.4 In all cases of misbehaviour or bullying, member of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip
- 14.5 The Executive Head Teacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour team, of the action taken against a pupil
- 14.6 If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

15. Policy review

- This policy is reviewed every two years by the headteacher and the safeguarding lead
- The scheduled review date for this policy is February 2021



BULLYING INCIDENT LOG

Pupil Name (perpetrator)		
Date of birth		Class
Date of incident		
Details of the incident		
Was the incident witnessed by other pupils if so who ?		
Consequence		
Has the victim been spoken to ?		
Name of person interviewing pupil		Date
Any further action		
Signature of SMT		Date

Sanctions for bullying

LEVEL 1	LEVEL 2	Level 3
Sanctions	Sanctions	Sanctions
<p>Discussion with pupils involved and Phase leader – given strict instructions not to be near that particular pupil.</p> <p>Consequences can be any of the following:</p> <p>Parking</p> <p>Blue sky</p> <p>Red sky</p> <p>Miss a fun activity</p> <p>If the chat with the pupil has had no effect and the bullying continues this will then be escalated to a level 2 or 3 depending on the severity of the incident.</p>	<p>Formal meeting with AHT and parents to discuss incidents.</p> <p>Consequences can be any of the following:</p> <p>Fixed term exclusion</p> <p>Blue sky</p> <p>Red sky</p> <p>Miss a fun activity / trip</p> <p>AHT may refer to HOS and or Executive HT</p>	<p>Formal meeting with HOS and Executive HT.</p> <p>Consequences can be any of the following :</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> <p>Blue sky</p> <p>Red sky</p> <p>May be moved to a different class</p> <p>Miss out on fun activity / school trip</p>