



## **Chestnut Lane School**

# **ANTI-BULLYING POLICY**

**This policy is published on our school website and is available, on prior request, in hard copy from the school office.**

**All members of our school community have a responsibility to prevent and tackle bullying behaviour.**

### **Linked Policies**

- **Child protection**
- **Behaviour**
- **E safety**
- **Home school agreement**
- **Preventing and tackling Bullying (DfE Oct '14)**

Reviewed: May 2017  
Under review – Autumn 2020

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. Where appropriate staff will also respond to bullying that happens outside of the school premises. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff and that *any* member of staff will help to prevent bullying from happening.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- Governors will monitor the incidents of bullying recorded by school staff to check for patterns.

## What is bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, either physically or emotionally, where the relationship involves an imbalance of power.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Bullying can be:

- Peer to peer, teacher to student or student to teacher
- Emotional      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical        pushing, kicking, hitting, punching or any use of violence
- Racist            racial taunts, graffiti, gestures
- Verbal           name-calling, sarcasm, spreading rumours, teasing

- **Cyber** All areas of internet ,such as email & social media misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities

### **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. People who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### **Safeguarding children and young people**

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 should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools 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.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication 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 Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need 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.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### 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 any child of any age:

- is 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 to run away
  - cries themselves to sleep at night or has nightmares
  - feels ill in the morning
  - begins to do poorly in school work
  - has possessions which are damaged or "go missing"
  - asks for money or starts stealing money (to pay bully)
  - has unexplained cuts or bruises
  - becomes aggressive, disruptive or unreasonable
  - is bullying other children or siblings
  - stops eating
  - is frightened to say what's wrong
  - gives improbable excuses for any of the above
  - is afraid to use the internet or mobile phone
  - is nervous & jumpy when a cyber-message is received
- } If appropriate to the age.

These signs and behaviours could indicate bullying and therefore they should be investigated.

### School Procedures

1. Report bullying incidents to staff as soon as it happens, preferably before home time
2. In cases of bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted. The support of external agencies may be requested if a child safeguarding concern is raised.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
7. Parent and carers are encouraged to support the schools behaviour policy and this includes dealing with children who have been bullied or are bullying

### Parent Procedures

1. Raise any concerns with the school at the earliest opportunity

2. Encourage their child to tell the teacher
3. Not to investigate it themselves

### **Outcomes**

1. The bully (bullies) may be asked to genuinely apologise and a sanction will be administered in line with the behaviour policy
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Prevention**

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Circle time
- Writing a set of school rules
- Signing a behaviour contract / class charter/ home school agreement
- Writing stories or poems or drawing pictures about bullying/ friendship
- Reading stories about bullying/friendship or having them read to a class or assembly
- Having discussions about bullying and why it matters
- Assemblies on the importance of telling the teacher/adults.
- Participation in Anti bullying / Friendship week
- Using the time out sign if a game is getting a bit tough or you want to play a different game with different friends

### **HELP ORGANISATIONS:**

*Advisory Centre for Education (ACE)	0300 011 5142
*Children's Legal Centre	0345 345 4345
*KIDSCAPE	0207 730 3300
*Parent line Plus	0808 800 2222
*Youth Access	0208 772 9900
*Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

*\*correct at the time of writing*

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

### **This policy is based on the procedures checklist produced by KIDSCAPE**

This policy upholds articles 14, 23, 28 and 30 from the United Nations Convention on the Rights of the Child because it respects children's rights to practise a religion, ensures children with disabilities lead full and independent lives, promotes the right to a primary education, and believes children should learn and use the language and customs of their families.