

ANTI-BULLYING POLICY



Learning, Developing, Growing Together

**Spinfield School
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Updated:	September 2018
Review date:	September 2020
Signed:	
Position:	
Date:	

Objectives:

- All members of our community understand that bullying will not be tolerated at Spinfield School
- That all members of our community understand that we will work to resolve bullying
- All teaching and non-teaching staff, governors, pupils, parents and carers should have an understanding of what bullying is
- All pupils, parents and carers should know what the school policy is on bullying, and what they should do if bullying arises
- All teaching and non-teaching staff and governors should know what the school policy is on bullying, and follow it when bullying is reported
- That all members of our community understand that we take bullying seriously and any child will be supported when bullying is reported

At Spinfield School we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of understanding behaviour and we will challenge any behaviour that falls below this.

However, through this policy, we recognise that bullying can happen from time to time and make children's lives unhappy and hinder learning. As such, we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

Definition

Bullying is defined as:

behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

People are bullied for a variety of reasons and it can happen to anyone

This policy covers all types of bullying including:

- Bullying related to race, religion or culture:
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

Bullying can take many forms but typically includes the following types of behaviour:

- Physical – hitting, kicking, spitting, pinching, punching, scratching and taking or destruction of belongings
- Verbal name calling, insulting, threats and offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of a malicious rumour, sending abusive mail, email and text messages and abuse of any kind of via social networking sites (Cyber bullying refers to bullying through information and communication technologies)

As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

- The ring-leader, the person who through their social power can direct bullying activity
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring leader)
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

- Defenders who try and intervene to stop the bullying or comfort children who experience bullying

It is important to make the distinction between bullying and friends falling out with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is not bullying.

Prevention

At Spinfield School we use a variety of methods for helping children to prevent bullying through the explicit and implicit curriculum

PSHE lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

More implicitly, our school vision of Learning, Developing and Growing Together, and the consistent approach to behaviour (see behaviour policy) promote good behaviour choices and encourage children to have respect for each other and for other people's property

Staff regularly discuss behaviour with children, and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times and particularly during playtime and lunchtimes staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings. One off incidents of aggressive behaviour or the use of discriminatory language will be dealt with in accordance with the wider behaviour policy.

Children are also supported in building positive peer relations through the use of our playground buddy benches and our playground leaders (older children who mediate in minor friendship issues on the playground) and nurture groups or individuals sessions with members of our teaching assistant team.

Response

Should incidents of bullying occur they will be dealt with in accordance with the following protocol:

- All children's and parents' concerns around bullying are taken seriously
- Incidents of bullying will be investigated, talking separately with all children involved
- If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of, or lead to, bullying then they should complete a bullying incident record form. This form should be copied to class teacher(s) of all children involved and to the Headteacher
- If parents report incident of bullying not witnessed or reported at the time in school, a note is made of it on a parent meeting form (copies to Headteacher and class teacher(s)) and staff are alerted to be watchful of the situation.

Staff should not report an incident as 'bullying' just because children or other adults have chosen to describe it as such. Behaviour not characterised as described above, but serious enough to warrant recording should be reported on a Bullying Incident Record form and regular reviews of these will allow patterns to emerge should bullying have gone undetected.

- Those who bully will be subject to sanctions in line with the school's behaviour policy and the targets of bullying will receive support from identified members of staff
- Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the child/children feel
- The target of bullying will be assured that they should immediately report any future incidents and know they will be listened to
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts in this way, and that needs to be addressed

- We will ensure extra supervision and monitoring of the children's behaviour following incidents to check all is well
- Parents of both 'parties' will be kept informed of outcomes of investigations and kept 'in touch' until it is felt there is no longer a risk of bullying
- In extreme cases the school may involve external behaviour support services
- The school also reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime, privileges, withholding participation in school activities (e.g. trips or sporting fixtures) fixed term or permanent exclusion

Involvement of the school community

It is recognised that bullying has an impact on the wider school community including children who witness such behaviour, staff and parents.

Pupil's views via a pupil voice questionnaire, global citizens and the school council are also sort.

Bullying outside school and Cyber bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school, e.g. when on a school trip or at sports fixtures and when in extended school services including breakfast or after school clubs. However, the rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying' which can occur in or outside of school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click.

At Spinfield School the issue of cyber bullying is explicitly tackled at least once a year in a taught lesson and school assemblies looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DFE outlines the specific statutory power, held by Headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber bullying.

If members of the school community are involved in cyber bullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone

Then the Headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for Headteachers, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

Vulnerable Children and Learning

We recognise that children regarded as vulnerable due to their home situation, disability, communication difficulty etc., are often more likely to be targets of bullying behaviour. As such, children identified as 'vulnerable', via our child safeguarding procedures each term (see safeguarding and child protection policy) are monitored more closely by staff especially in vulnerable situations such as playtimes or lunchtimes.

Bullying and School Staff

Bullying of staff by other staff members or members of the public is covered by staffing policies. Bullying of children by staff is a form of abuse and covered by the school safeguarding and child protection policy

Monitoring and review

Spinfield School's anti-bullying policy is monitored regularly by the SLT who report to the governors about its implementation and effectiveness; Governors are kept informed about incidents of bullying in school via the Headteacher's report to Governors which will include reference to any bullying incident record forms completed and by the annual safeguarding report to governors.

This policy will be reviewed at least once every two years (alongside the schools behaviour policy) as well as if incidents occur that suggest the need for review.

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. This policy also needs to be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE policy
- SEN policy
- Equalities Policy and Plan

Signed on behalf of Full Governing Board by:

Name: _____

Signature _____

Date of Full Governing Board (or committee) Meeting _____



Spinfield School Bullying Incident Record Form

1. Name of pupil being bullied and class:

Name _____

Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	

4. Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
Other – please detail below	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Report of bullying behaviour and its reported impact

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9. Details of actions taken and by whom

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Head or Deputy Head _____