



St. Lawrence Primary School Anti-bullying Policy

The purpose of our anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social and will not be tolerated. All issues of bullying must be addressed robustly so that pupils are to fully benefit from all the opportunities available at our school.

Bullying is defined as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2014

Bullying can be related to:

- *race, religion or culture*
- *special educational needs or disabilities*
- *appearance or health conditions*
- *sexual orientation, sexist or sexual bullying*
- *looked-after children, young carers or other home circumstances*
- *radicalisation and extremism*

Bullying can be:

- *physical (kicking, hitting, pushing or taking belongings)*
- *verbal (name calling, mocking, taunting, sexist/ racist/homophobic remarks and other discriminatory language)*
- *indirect (cyber bullying, spreading rumours/gossiping, graffiti or excluding someone from social groups)*

Bullying can also take the form of messages/photographs on social media/internet or sent via texts/emails.

Although sometimes occurring between two individuals in isolation, bullying often takes place in the presence of others.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression/anxiety, physical problems such as headaches/stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

All of our members of staff are trained to be alert to the signs of bullying and know the importance of acting promptly, sensitively and effectively in accordance with this policy. There is no “hierarchy” of bullying - all forms will be taken equally seriously and dealt with appropriately.

N.B. The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff.

Curriculum and Educating Pupils

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying throughout PSHE and other subject areas and through assemblies and other school activities.

Pupils will be taught the difference between rude/mean behaviour and bullying and that although none of these behaviours are acceptable, they will be dealt with in slightly different ways. Nearly all children can be rude/ mean (and need to be told not to be), but bullying is more serious and more help needs to be given to victims and perpetrators.

At all times pupils will be taught the importance of reporting bullying and that we expect them to help others who are victims. We will teach children to be assertive and also caring.

Pupils will be encouraged to tell any member of staff about worries that they have and if they think any bullying is happening in or outside of school.

The NSPCC’s Child-Line phone number will be shared with all pupils, who will be allowed to telephone from school if they want advice. Year 5 and 6 pupils will be able to report concerns via Tootoot.



Visiting speakers will be invited to give advice and share experiences.

Roles and Responsibilities

There is a senior member of staff who leads on anti-bullying: **ALAN BRANNEN** (headteacher)

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school’s values and practice and is reviewed frequently.

Governors will ensure there is a senior designated lead (and a trained reserve) for Child Protection who will address bullying related to radicalisation and extremism.

How to we deal with bullying?

The following steps will be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.
- A clear account of the incident, actions taken and review date will be recorded, given to the head teacher and kept so that incidents can be monitored.

- Pupils will be spoken to and steps taken to ‘nip the problem in the bud’.
- Relevant staff (e.g. our Pastoral Support HLTAs) will be kept informed and if the bullying persists they will record this and inform the headteacher so that appropriate further action can be taken.
- Parents/carers will be kept informed and given advice. Meetings will be arranged when necessary.
- Appropriate rewards and sanctions in line with the school’s Behaviour Policy will be used to support the improvement of pupils’ behaviour.
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school’s Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.
- The police, social services and other agencies/professionals will be involved if needed (see Behaviour & Discipline Policy).

Pupil Support

Pupils who have been bullied (victims) and those who have bullied (perpetrators) will be given help and guidance from our Pastoral Support HLTAs (**Anna Forster and Zoe Robinson**) or if necessary another trained professional (e.g. educational psychologist or counsellor).

Throughout, victims and their families will be:

- given frequent opportunities to discuss the incidents
- reassured and encouraged to report further issues
- helped with their self-esteem and confidence

Throughout, pupils who have bullied will be:

- told that their behaviour was inappropriate and must stop
- told clearly that the relationship with the other pupil/s needs to improve and how the school will support this change
- helped, when necessary, to address the reasons for the bullying behaviour.

Appendices

- Shropshire Schools Hate-Related Incident Form
- Information on the Legal Framework
- St. Lawrence’s Incident Form
- Posters

APPENDIX 1

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*; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. 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?

What injuries were suffered (Physical? Emotional?) Please give details below:-

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

Frequency or duration of behaviour

- Once or twice
- Several times a week
- Persisting over one school term
- 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:

Religion/belief

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Rastafarian
- Sikh
- Other
- No religion
- Prefer not to say
- Don't know

Sexual orientation

- Heterosexual
- Bisexual
- Gay/Lesbian
- Prefer not to say
- Don't know

Ethnicity

- White British
- White & Black African
- White Irish
- White & Asian
- Other white background
- Any other mixed background
- Eastern European
- White & Black Caribbean
- Indian
- Pakistani
- Bangladeshi
- Black Caribbean
- Black African
- Any other black background
- Chinese
- Any other ethnic background
- Prefer not to say
- Don't know

Is the victim from a Gypsy or Traveller background?

- Yes
- No
- Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics
(Name/s of offender/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 offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

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, Shropshire Diversity Officer, 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

Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

APPENDIX 2

The Legal Framework:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006 states that every school 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 and give head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

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.

Schools are now required to comply with the new Equality Duty and additional specific duties require them to publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective.

The Act also 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 the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

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 team. 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 doing the 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. Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication 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".

St Lawrence Primary School

Incident/Concern/Intimate Care Form

Child's name:

Class:

Date and time (including day of the week):

Witnesses (where relevant):

Details of incident/concern (facts only):

Follow-up action:

Form completed by:

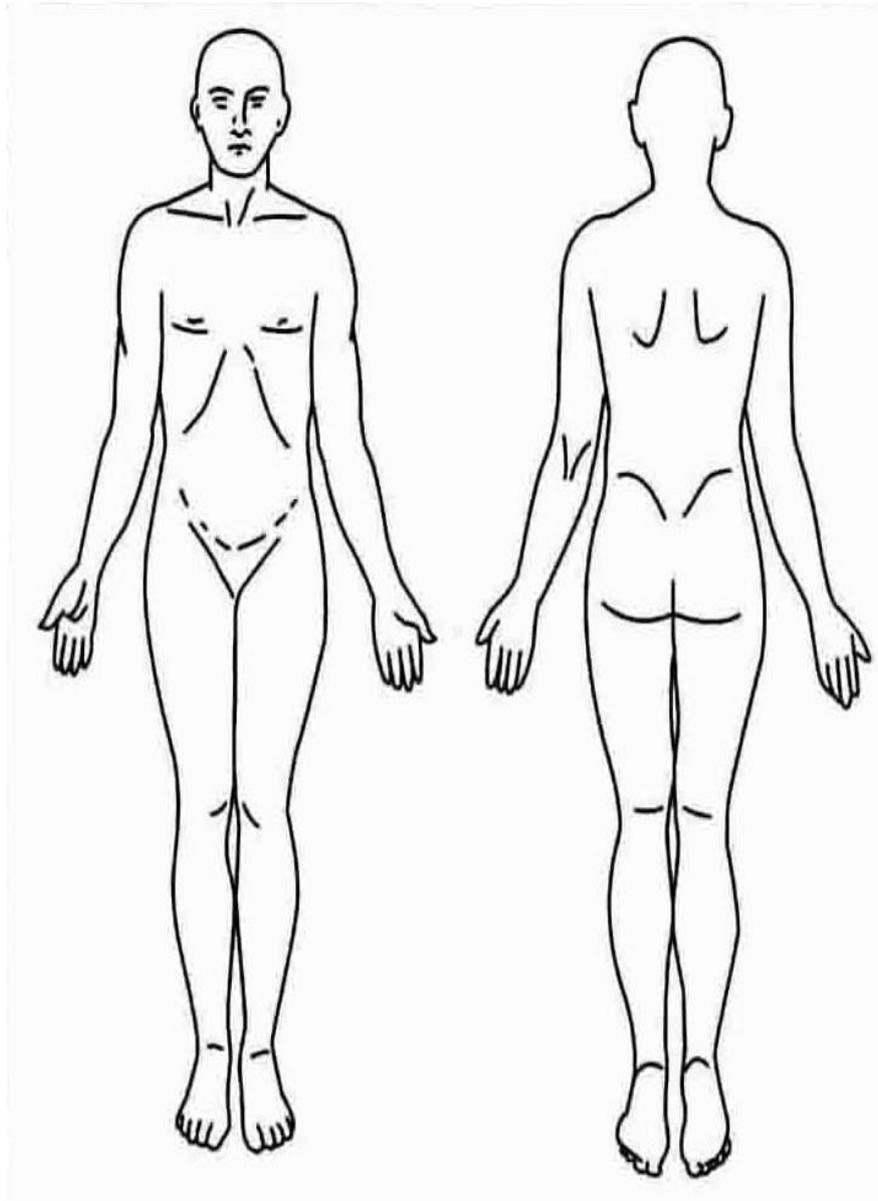
Signature:

Date:

Headteacher's signature:

Date:

If an injury has been sustained please label and make notes on the diagram below.



Anti
Bullying
Campaign



This is our Anti-Bullying Promise

Name: _____

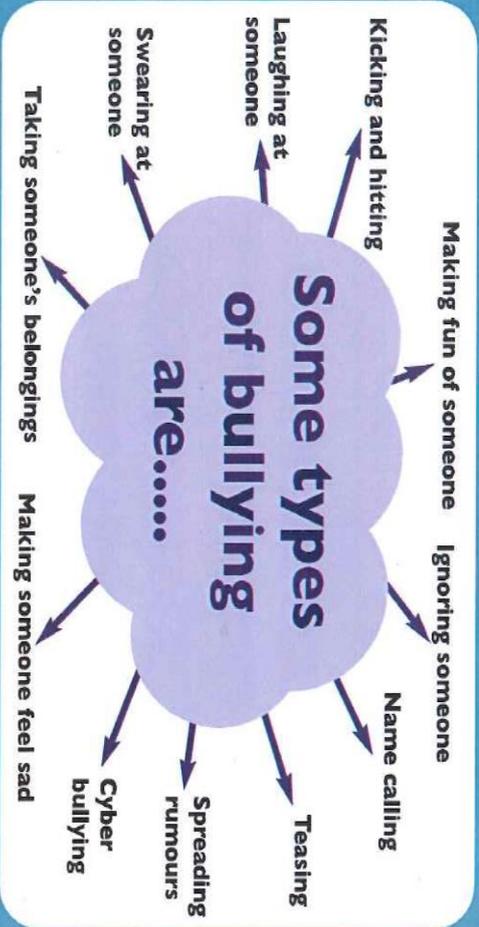
Class: _____

✓ ★

What is Bullying

Bullying is hurting someone or someone's feelings on purpose

**Make Friends, More Friends
Try to be a Good Friend**



Don't Suffer In Silence

Everyone matters, so if you're being bullied, tell someone you trust, like a teacher, parent, carer or friend.

See Something • Hear Something • Say Something

Developed by

Supported by

Don't BULLY, Be A Buddy

is it
BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's

RUDE

When someone says or does something *intentionally* hurtful and they do mean it once, that's

MEAN

When someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them that you're upset—that's

BULLYING