

**STANNINGLEY PRIMARY SCHOOL**

**ANTI-BULLYING POLICY INCLUDING CYBERBULLYING**

**This Policy was formally approved by Stanningley Primary School Governing Body in January 2019.**

**To be reviewed by Governors on or before 31st January 2020.**

**Chair of Governors:  (Mr A. Wibrew) January 2019**

**Headteacher :  (Mrs J. Brewer) January 2019**

**STANNINGLEY PRIMARY SCHOOL ANTI-BULLYING POLICY AND PROCEDURE**

**School statement on bullying**

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. At Stanningley Primary School bullying is regarded as unacceptable and staff will always treat bullying as a serious matter and take positive action to address it. Our children will be made aware of this entitlement and all children will be encouraged to bring instances of bullying to the attention of adults.

**Aims and purpose of the policy**

Bullying of any kind is unacceptable and will not be tolerated at Stanningley Primary School. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Related Policies

* Equality and Diversity
* Behaviour Policy
* Child Protection
* SRE Policy
* Stephen Lawrence Education Standard Vision (SLES)

**1. Definition of bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group.

The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

* **Physical –** such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
* **Attacking property –** such as damaging, stealing or hiding someone’s possessions
* **Verbal –** such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
* **Psychological –** such as deliberately excluding or ignoring people
* **Cyber –** such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

* **Race** (racist bullying)
* **Religion or belief**
* **Culture or class**
* **Gender** (sexist bullying)
* **Sexual orientation** (homophobic or biphobic bullying)
* **Gender identity** (transphobic bullying)
* **Special Educational Needs (SEN) or disability**
* **Appearance or health conditions**
* **Related to home or other personal situation**
* **Related to another vulnerable group of people**

**No form of bullying will be tolerated and all incidents will be taken seriously.**

**2. What are the risks of bullying to the victims?**

Children who are being bullied may be reluctant to attend school and are often absent. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Victims of bullying can suffer from low self-esteem and poor self-image, looking upon themselves as failures, feeling worthless, ashamed and unattractive.

**How do you recognise a victim of bullying?**

Some of the signs include:

* reluctance to attend school
* reluctance to go out at unstructured times (play and lunchtimes)
* reluctance to join particular lessons
* complaints of feeling unwell
* deterioration of work, attention
* becoming withdrawn
* displaying uncharacteristic behaviours or emotional displays
* wanting to remain in the company of adults

\*It is important to note that some or all of these characteristics can occur in children for a range of reasons. Many children who are not being bullied can display these difficulties.

**3. Reporting bullying**

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not

retaliate but to tell someone they trust about it such as a friend, family member or trusted

adult. They are also encouraged to report any bullying incidents in school:

* Report to a teacher – their own class teacher or any other teacher in school
* Tell a Playground Problem Solver who in turn can help them tell a teacher or other staff in school
* Tell any other adult staff in school – such as lunchtime supervisors, Teaching Assistants or the school office staff
* Tell an adult at home
* Report anonymously through methods such as worry boxes
* Call ChildLine to speak with someone in confidence on 0800 1111



**Reporting – roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching (for example dinner staff, caretaker and office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school’s measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher. At Stanningley Primary School, the Senior Leaders are all anti-bullying leads.

**SENIOR STAFF:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

**Tel:** 0113 255 7677
**Email:**school.office@stanningleyprimary.com

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

**4. Responding to bullying**

**When bullying has been reported, the following actions will be taken:**

* Staff will record the bullying on an incident reporting form (located on the staffroom safeguarding board & on staffworks) and also record the incident centrally on CPOMS.

(See Appendix 1)

* Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results
* Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
* Staff will offer support to the target of the bullying in discussion with the pupil’s class teacher. Individual meetings will then be held, (See Appendix 1) with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as lunch nurture provision, buddy systems and playground monitoring. Staff will pro-actively respond to the bully who may require support. They will discuss with the target’s class teacher to devise a plan of action
* Staff will inform parents or carers and where necessary involve them in any plans of action
* Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

**5. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils’ well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

**6. Derogatory (Insulting/Offensive) language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken forpupils and staff found using any such language. Staff are also encouraged to record thecasual use of derogatory language using informal mechanisms such as a classroom log / O’Track.

**7. Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. At Stanningley Primary School all prejudice-based incidents are taken seriously and recorded and monitored in school using CPOMS, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

**8. Cyberbullying**

Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying', it's crucial that children and young people, who are particularly skillful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils at Stanningley have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hour. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

**What is cyberbullying?**

● Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

● Picture/video—clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.

● Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

● Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them. ● Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

 ● Bullying through Instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

● Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. School staff, parents and pupils at Stanningley need to work together to prevent this and to tackle it whenever it occurs.

**Stanningley Primary School has a duty to ensure that:**

● Teachers have sufficient knowledge to deal with cyberbullying in school

● The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely

● All e-communications used on the school site or as part of school activities off-site are monitored

● Internet blocking technologies are continually updated and harmful sites blocked

● They work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice

● Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school

● They work with police and other partners on managing cyberbullying.

**Stanningley Primary School staff have responsibilities in:**

● Teaching children safe Internet etiquette

● Applying school policy in monitoring electronic messages and images on school computer programmes and applications children us as part of the curriculum.

1. personal privacy rights

2. material posted on any electronic platform

3. photographic images

4. taking action if a pupil is being cyber bullied or is bullying someone else

5. teaching pupils the value of e-communications and the risks and consequences of improper use, including the legal implications

**Stanningley Primary School will help parents by providing information for parents on:**

● e-communication standards and practices in schools

● What to do if problems arise

● What’s being taught in the curriculum

● If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

● Emails

● Never reply to unpleasant or unwanted emails — the sender wants a response, so don't give them that satisfaction.

● Keep the emails as evidence and tell an adult about them. Ask an adult to contact the sender's internet Service Provider (ISP) by writing abuse@ and then the host, e.g. abuse@hotmail.com

● Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

 ● Chat rooms and instant messaging - Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. And don't give out photos of yourself.

● Don't accept emails or open files from people you don't know.

● Remember it might not just be people your own age in a chat room.

 ● Stick to public areas in chat rooms and get out if you feel uncomfortable.

● Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

● Think carefully about what you write; don't leave yourself open to bullying.

 ● Three steps to stay out of harm's way

1. Respect other people - online and off. Don’t spread rumours about people or share their secrets, including their phone numbers and passwords.

 2. If someone insults you online or by phone, stay calm - and ignore them.

3. ’Do as you would be done by.’ Think how you would feel if you were bullied. You’re responsible for your own behaviour — make sure you don't distress other people or cause them to be bullied by someone else.

The law is on your side The Protection from Harassment Act, the Malicious Communications Act 1988 and Section 43 of the Telecommunications Act may be used to combat cyberbullying. People may be fined or sent to prison for up to six months.

**9. School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

* The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
* The PSHE programme of study (You, Me & PSHE) includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
* School assemblies help raise pupils’ awareness of bullying and derogatory language
* Difference and diversity are celebrated across the school through diverse displays, books and images.
* The whole school participates in events including Anti-Bullying Week (PEACE WEEK), SAFETY WEEKS including SAFER INTERNET days and Black History Month.
* Ensure that parents and children are alert to e-safety and cyber-bullying by providing relevant and detailed information and clear guidelines on what to do if a child is experiencing bullying of this nature via the school’s newsletters, website and links to CEOP. Children are taught how to 'blow the whistle' should they receive any unpleasant communication and are encouraged to report these to a member of staff and to their parents/carers (see e-safety information)
* Positive comments through ‘bucket filling’
* Stereotypes are challenged by staff and pupils across the school
* Playground Problem Solvers offer support to all pupils, including those who may have been the target of bullying
* Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
* Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups for example through the school and class council
* A child-friendly anti-bullying policy, displayed in classroomsensures all pupils understand and uphold the anti-bullying policy
* Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

**10. Training**

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching (including dinner staff, caretakers and office staff) receive regular training on all aspects of the anti-bullying policy.

**11. Monitoring and reviewing**

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The

governors are in turn responsible for monitoring the effectiveness of the policy via the termly

report and by in-school monitoring such as learning walks and focus groups with pupils.

The Anti-Bullying policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors. It will be updated as and when necessary either as a result of changing local and/or national initiatives or as a result of monitoring procedures.

**Appendix 1 – Incident Reporting / Interview & Review Forms**

** Bullying Incident Report Form **

**Name of Child/Children: Class: Date:**

**Victim:**

**Perpetrator:**

|  |
| --- |
| **Details of the incident** |
| **How was the bullying reported?** |  |
| **Name of the person who reported it.** |  |
| **Other Pupils involved.** | **Names:** | **Class(es):** |
|  |  |
| **Nature of Bullying**: |
| **Physical**  |  | **Attacking property**  |  |
| **Verbal** |  | **Psychological**  |  |
| **Cyber** |  |  |  |
| **Type of Bullying**: |
| **Race** (racist bullying) |  | **Religion or belief** |  |
| **Culture or class**  |  | **Gender** |  |
| **Sexual orientation** (homophobic or biphobic bullying) |  | **Gender identity** (transphobic bullying) |  |
| **Special Educational Needs or disability** |  | **Appearance or health conditions** |  |
| **Related to home or personal situation** |  | **Other** |  |
| **Description of Incident** |
| **Where did the Bullying occur?** |
| **Classroom** |  | **Corridors** |  | **On the way home** | **Toilets** |  |
| **Cloakroom** |  | **On the way to school** |  | **Playground** | **Other** |  |
| **Other – give details** |
| **Action taken** |
| **Please give details:**  |

Form completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date entered on CPOMS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

** Bullying Interview Sheet **

One sheet to be completed for each child interviewed

|  |  |
| --- | --- |
| Name of the person interviewing: |  |
| Date of the interview: |  |
| Name of the pupil involved: |  |
| Incident reported by: |  |
| Name of any witnesses: |  |
| **Details of Incident** |
| What happened: |
| Were there any bystanders: |  |
| How long has the situation been going on: |  |
| How do both parties feel about the situation? |  |

*If discussion with the victim and other children suggests bullying has not taken place, the victim may need other support – work on promoting healthy self-esteem or building friendships.*

*Monitoring should still take place to ensure there are no bullying behaviours*

** Bullying Review Form **

**To be completed one week after initial meeting**

|  |  |
| --- | --- |
| Name of the person interviewing: |  |
| Date of the interview: |  |
| Name of the pupils involved: |  |

**How has the situation developed? Are both parties happy with the action taken? Does the victim feel safe in school now action has been taken? Does the perpetrator accept the course of action? Are there any unresolved issues?**

|  |
| --- |
|  |

**Any further action to be taken or move to a less formal method of monitoring?**

|  |
| --- |
|  |
| If discussion with the victim and other children suggests bullying has not taken place, the victim may need other support – work on promoting healthy self-esteem or building friendships. Monitoring should still take place to ensure there are no bullying behaviours. |
|  |
|  |

**Appendix 1 – The support group approach – a restorative technique**

**Step 1**

Talk with and listen to the victim – give them the opportunity to share their feelings. Find out who was involved, ask for details and record the information. Some claims of bullying are false or exaggerated, however all claims of bullying should be taken seriously and further enquiries should be made. Seek the victim’s permission to use the information with the people involved in the bullying – including the alleged bully/bullies.

**Step 2**

Arrange to meet with the people involved – this will include alleged bully/bullies and people likely to be supportive to the victim. The victim could choose to be present – but often does not.

**Step 3**

Explain the problem to the people involved – talk about how the victim feels – be general about incidents. Don’t allocate blame.

**Step 4**

Communicate the need for the group to accept responsibility for helping this person feel better – and the expectation that they can all do something about it.

**Step 5**

Take suggestions and ideas from the group as to how the victim could feel better. Summarise them – be positive about the benefits they could have if they were implemented.

**Step 6**

Pass the responsibility to the group to solve the problem. Arrange a follow up meeting so they can feedback how things are going.

**Step 7**

Follow up meeting – monitor how the victim is feeling – share at the meeting how things have changed.

\*The victim needs opportunities to report to the adult BEFORE planned meetings, so if the bullying is continuing, the adult can intervene*.*

**Appendix 2 – Guidance for staff**

Please speak to a member of the Senior Leadership Team if you have any questions or concerns about bullying.

**If a child talks to you about bullying**:

* Calmly talk to them about it.
* Make a note of what they tell you – who was involved, what happened, where it happened and how often it has happened.
* Reassure them that telling was the right thing to do.

**Advice to staff responding to concerns raised by parents/carers**

* Recognise that the parent/carer may be upset and angry.
* Be open minded – just because you don’t know about it doesn’t mean it isn’t happening.
* Be calm and understanding – make it clear that the school does care and something will be done.
* Listen, ask questions and record the information.
* Tell the parent that they will be contacted when further investigation has taken place – this should be within 24 hours.

**Informing parents that their child is involved in bullying**

* Do this at an early opportunity.
* Emphasise that school will resolve this in a constructive way.

**Recording**

If bullying is reported to you, please complete a bullying form – available in the staffroom (Safeguarding Board) – and give it to a member of the SLT (Appendix 7).

A one-off incident of unkind behaviour directed towards a child does not meet our definition of bullying however it needs to be addressed by staff in school. Such incidences would be recorded on O’track.

**Appendix 3 – Guidance for Parents / Carers**

**If you think your child is being bullied:**

* Calmly talk to them about it
* Make a note of what they tell you – who was involved, what happened, where it happened and how often it has happened.
* Tell them not to retaliate
* Reassure them that telling was the right thing to do.
* Speak to your child’s teacher or someone at the school as soon as possible.

**When you talk to staff at school about the bullying:**

* Try to stay calm – the teacher may have no idea that your child is being bullied.
* Tell the teacher what your child said has happened.
* Give the teacher time to investigate – they will get back to you.
* Let the teacher know if things get better – as well as if problems continue.

**Appendix 4 – Guidance for children**

If you feel you are being bullied:

**REMEMBER:**

* It is not your fault you are being bullied - you didn’t ask for it - you don’t deserve it.
* Bullying is NOT OK.
* You don’t have to face this on your own – there are lots of people in school who will help you.

**How to handle it:**

* Tell someone you trust – a parent, member of school staff or a friend.
* Allow that person to help you.
* Don’t hurt the bully back – you might get into trouble.
* If you are in danger – run.
* *If you know someone is being bullied tell an adult in school as soon as you can.*

**Appendix 5 – Restorative Practice**

Restorative practice is based on building constructive relationships and enabling everyone to have a voice which is heard. The intention is to build empathy and concern for others. We aim to prevent relationship damaging incidents occuring, however when they do we address them in a constructive way. We take the opportunity to work with the perpetrator – repairing the harm caused and fostering more socially responsible attitudes. We ensure individuals have the opportunity to understand the impact of their actions, recognise their responsibilities and make amends.

The Problem Solving Approach is widely accepted as an effective, restorative approach.