

# SAWLEY INFANT & NURSERY SCHOOL



## Anti-Bullying Policy (including cyberbullying)

<b>Approved by:</b>	Academy Governing Body
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VERSION	DATE	AUTHOR	CHANGES
DRAFT v0.1	Jan 16	Diane Dakin based on Derbyshire Model Policy	Personalised Derbyshire Local Authority Model - Anti-Bullying Policy
1.0	Feb 16	Diane Dakin	Final version circulated for comment/approval/signature Endorsed by Full Governors - Jan 17
DRAFT v2	March 21	Diane Dakin	Updated to combine with anti-cyberbullying policy
V2	May 21	Diane Dakin	Approved by Academy Governing Body.

## Contents

1. Introduction
2. Purpose & scope
3. Roles and responsibilities
4. Definition of bullying
5. What does bullying look like?
6. Forms and types of bullying
7. Understanding cyberbullying
8. Strategies for preventing, identifying and responding to bullying
9. Reporting and responding to bullying
10. Recording bullying incidents
11. Supporting pupils
12. Supporting adults
13. Monitoring and review

## Appendices

### Appendix 1

## 1. Introduction

At Sawley Infant and Nursery School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We want our pupils to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

The safety and happiness of all pupils forms a key element of the ethos at Sawley Infant and Nursery School. When children are bullied and become unhappy, they are likely to lose their confidence and self-esteem. In turn, this can affect their concentration and learning. Some children may avoid being bullied by not attending school. We respond positively and effectively to bullying by:-

- Providing a curriculum which explores bullying behaviour and teaches strategies to help children deal with this behaviour, through PHSE and circle time.
- Encouraging and praising co-operative and positive behaviour in school through our Behaviour Policy.
- Dealing with reports of bullying promptly
- Establishing sanctions for children who exhibit bullying behaviour by devising an individual programme of activities in order to stop future incidents and to deal with any distress caused.
- Providing a safe, supportive environment for bullied pupils to talk about their experiences and learn and practise effective responses.
- Encouraging parents to come into school and discuss bullying incidents and involving them in .

- Establishing guidelines and training for all staff working within the school.
- Improving the school grounds and providing play equipment for use at lunchtime.
- Providing advice for parents.

### **Policy development**

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through the school council, 'circle time' discussions etc. Parents/carers are encouraged to contribute by taking part in written consultations and parent meetings.

### **Equality & Diversity Impact Assessment**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### **Related Policies**

This policy operates in conjunction with all relevant Willows Academy Trust and school policies including:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Acceptable Use of IT Policy
- E-safety Policy
- Equality & Diversity Policy
- Confidentiality Policy
- Curriculum policies such as PSHE, citizenship and computing
- Staff grievance procedure
- Staff Code of Conduct
- Home/School Agreement

### **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- [The Equality Act 2010](#)
- [Computer Misuse Act 1990](#)
- [Human Rights Act 1998](#)
- [The Children Act 1989](#)
- [Protection from Harassment Act 1997](#)
- [The Education and Inspections Act 2006](#)
- [Keeping Children Safe in Education 2020](#)
- [The Malicious Communications Act 1988](#)

- [Public Order Act 1986](#)

This policy reflects legislation at the time when it was last reviewed. Any changes in legislation will take precedence over anything printed in the policy.

This policy and procedure will be reviewed every three years or whenever a change in legislation or practice necessitates a review, whichever is sooner.

## 2. Purpose & Scope

- To ensure that pupils, staff and parents understand what bullying and cyberbullying is and how it can be combated.
- To ensure that practices and procedures are agreed to prevent incidents of bullying and cyberbullying.
- To ensure that reported incidents of bullying and cyberbullying are dealt with effectively and quickly.

This policy applies to all members of the school community.

## 3. Roles and responsibilities

### The headteacher

Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies.

Responsible for appointing an anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

### Anti-bullying co-ordinator

The anti-bullying co-ordinator in Sawley Infant and Nursery School is the headteacher. Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Co-ordinating strategies for preventing bullying behaviour

## **Nominated governor**

A nominated governor with the responsibility for anti-bullying (behaviour) is appointed annually. Details of the named governor can be found on the school website. If you would like to make contact with the named governor for anti-bullying, please contact the school office in the first instance.

## **Staff**

Staff have a responsibility to support and uphold the provisions of this policy and respond promptly and appropriately to deal with any incidents of bullying in accordance with this policy.

## **Parents/carers**

Parents/carers are responsible for supporting their children and working in partnership with the school to prevent and tackle incidents of bullying.

## **Pupils**

Pupils are responsible for following the policy. This is communicated to all our pupils in an age-appropriate way.

## **4. Definition of bullying**

Bullying can be defined as 'behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power'. ([DfE 'Preventing and Tackling Bullying'](#))

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

## **5. What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti

- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, instant messenger, through gaming websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

## 6. Forms and types of bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children-in-care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology – online/cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief (including those without faith)
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to SEND (Special Educational Needs or Disability).
  - Bullying related to sexual orientation(homophobic/biphobic bullying)
  - Gender based bullying including transphobic bullying

## 7. Understanding cyberbullying

Cyberbullying is the use of ICT (usually a mobile phone and/or the internet) to abuse another person. This can include:

- Text Messages that are threatening or cause discomfort
- Pictures/videoclips via mobile phone cameras which make the victim feel threatened or embarrassed
- Mobile phone calls - silent phone calls or abusive messages; stealing or using a victim's phone and using it to harass others, making them believe the victim is responsible
- Emails - threatening or bullying emails
- Chat room bullying - menacing or upsetting responses to another person when they are in a web based chat room.
- Instant messaging (IM) - unpleasant messages sent while conducting 'realtime' conversations online
- Bullying via websites such as defamatory blogs and personal websites

It can take place anywhere and involve many people.

Anybody can be targeted including pupils and school staff.

It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.

## **8. Strategies for preventing, identifying and responding to bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we at Sawley Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative approaches
- Involvement in SEAL
- Involvement in 'Healthy Schools'
- Anti-Bullying week annually in November.
- PSHE curriculum
- Specific curriculum input on areas of concern such as internet safety
- Parent groups/extended schools
- Peer mentoring schemes
- Playground buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or mediation schemes

We are committed to:

- Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Working with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Providing opportunities to develop pupils' social and emotional skills, including their resilience.



- Providing a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenging practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Making use of opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly updating and evaluating our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Training all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying,
- Recording concerns about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Creating “safe spaces” for vulnerable children.
- Using a variety of techniques to resolve the issues between those who bully and those who have been bullied as appropriate to the needs of the child.
- Working with other agencies and the wider school community to prevent and tackle concerns.
- Celebrating success and achievements to promote and build a positive school ethos.
- Using social media responsibly

### **Procedures to prevent cyberbullying**

- Staff, pupils, parents and governors are made aware of issues surrounding cyberbullying.
- Pupils and parents are urged to report all incidents of cyberbullying to the school.
- Staff continuous professional development (CPD) will assist in learning about current technologies
- Pupils will be involved in developing and communicating this policy in an age-appropriate way
- Pupils will learn about cyberbullying through PSHE, assemblies, anti-bullying awareness activities and other curriculum projects.
- Parents will be provided with information and advice on how to combat cyberbullying.
- Pupils, parents and staff consultation will inform the review and development of this policy and school procedure.
- All reports of cyberbullying will be investigated, recorded, stored in the headteacher’s office and monitored regularly.
- The police will be contacted in cases of actual or suspected illegal content.

## **9. Reporting and responding to bullying**

It is important that we respond promptly and effectively to any incidents of bullying.

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- Children in school - Report to teacher, midday supervisor or another member of staff

- Parents/carers - Report to teacher or headteacher
- All staff and visitors - Report to headteacher
- Bystanders - Report to teacher, midday supervisor or another member of staff

The school will take all steps necessary including as appropriate:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making,
- The deputy headteacher/headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.

The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection, confidentiality and data protection policies.

Other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children's social care if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.

Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy. The response will be solution focused and may include:

- Restorative approach
- Circle of friends
- Individual work with victim
- Individual work with the perpetrator
- Referral to outside agencies if appropriate
- Referral to the school behaviour policy and school sanctions and how these may be applied, including what actions may be taken if bullying persists
- Follow up, especially keeping in touch with the person who reported the situation and parents/carers
- Support for the victim and the perpetrator

## **Cyberbullying**

In addition to the above, when responding to cyberbullying concerns, the school will:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;

- contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying;
  - the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain

## 10. Recording bullying incidents

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the anti-bullying coordinator. This will include recording appropriate details regarding decisions and action taken.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the Headteacher's Report.

## 11. Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence and building resilience.
- Providing ongoing support which may include:
  - working and speaking with staff,
  - offering formal counselling

- working with outside agencies such as Early Help, Specialist Children's Services, the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed
- Sanctioning, in line with the school behaviour policies
- Where appropriate, working with the wider community and local/national organisations to provide further or specialist advice and guidance;

## 12. Supporting adults

It is important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the appropriate trust and school policies.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide
- further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the trust's appropriate procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## 13. Monitoring and review

The school will ensure that they regularly monitor and evaluate this policy and the mechanisms to prevent and respond to bullying and ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.

- The named governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

This policy will be reviewed annually or as required.

### Supporting Organisations and Guidance

- Anti-Bullying Alliance: <http://www.anti-bullyingalliance.org.uk/>
- Childline: <https://www.childline.org.uk/>
- DfE: [Preventing and Tackling Bullying](#). Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” 2017
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Family Lives: <http://www.familylives.org.uk>
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

## **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)