

# Shirley Heath Junior School



## Anti-Bullying Policy September 2023

Approved Date	September 2023
Review Date	September 2026

**Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.**

### **The School's Vision**

We want our pupils to enjoy coming to school. We aim to excite and engage our children as learners. We want to foster pupil achievement and self-belief through the provision of a broad and challenging curriculum, developing individual skills, talents and interests so they know how to learn, and respond positively to the opportunities and demands of the rapidly changing world in which we live and work. We endeavour to promote the mental, emotional and physical health of all pupils, thereby enabling children to make healthy choices and lead a healthy lifestyle.

Our vision is that Shirley Heath becomes a hub of the community - a place where everyone feels welcome, secure and valued. We wish to provide services and activities that help to meet the needs and aspirations of children, their families and the wider community.

### **The School Aims**

- To provide opportunities to develop enjoyment of and a commitment to learning.
- To build on the strengths, interests and experiences of all members of the school community.
- To value all pupils as individuals and cater for their physical, emotional, spiritual and social needs.
- To provide a broad, enquiry-based curriculum using a wide range of strategies raising pupils' confidence to acquire, develop and apply knowledge, skills and understanding.
- To promote equal opportunities through developing pupils' knowledge, understanding and appreciation of different beliefs and cultures therefore enabling them to feel confident to challenge discrimination and stereotyping.
- To further develop collaboration between pupils, staff, parents, governors, the community and the LEA to continue to raise standards pertaining to all aspects of school life.

## **Introduction and context**

This policy is written to meet the legal expectations placed on governors, head teachers and all members of staff in school to make a clear statement of how pupils are to be kept safe. It makes clear the views, intentions and responsibilities of the whole school community and lays down what will be done to prevent bullying and to support those pupils, staff or families involved in it. It reflects the good practice described in 'Safe to Learn' (DfE, 2008) and 'Preventing and Tackling Bullying' (DfE, 2017) the most recent national guidance to schools on anti-bullying. It also follows guidance produced by Solihull Authority 'Anti Bullying Policy: Guidance and Framework' (SMBC, 2008). The policy is written in order to raise awareness of what bullying is and to prevent anyone from experiencing harm from anyone else's bullying behaviour.

This policy applies to everyone in our school community and everyone needs to be aware of its existence. Bullying can take place between pupils, between pupils and staff or between staff. It may be individuals or groups, face to face or indirectly using cyberbullying.

In writing this policy account has been taken of the following policies to ensure that there is consistency of approach between them and no unnecessary duplication: Safeguarding, Behaviour and attendance, Equality and Diversity inc. Race, Disability and Discrimination, Sex & Relationships, Confidentiality and Health & Safety.

In writing this policy, we have consulted everyone in our school community. This has included or we have had responses from: Children, parents and carers, teachers and support staff and governors.

## **Values**

Our values are outlined below, held together by the acronym 'RESPECT', also one of our school values:

Responsibility  
Equality  
Safety  
Perseverance  
Empathy  
Curiosity  
Truth

## **The Legal Framework**

**Taken from 'Preventing and tackling Bullying' DfE 2011.**

**Section 89 of the Education and Inspections Act 2006:**

- ✓ 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;
- ✓ Gives 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**

The new 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 also 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.

Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the Governing 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'. See our Safeguarding and Child Protection policy.

### **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 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.

### **Section 89(5) of the Education and Inspections Act 2006**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Head teachers have 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 school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### Our whole school approach

Shirley Heath's approach to Anti-Bullying is most effective when:

- It is addressed by the whole school community- staff, parents/carers, pupils, governors and the wider community. Parents, children, staff and governors have been consulted for their views which are included in this policy.
- It is consistent with the school's values and ethos, and developed by all members of the school community
- Preventive work around anti-bullying (Jigsaw unit 'Celebrating Difference and Anti-Bullying week) is part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary. This is also supported through assemblies which encourage children to use their think books and the Place to Talk room.
- Policy and practice for managing incidents are consistent with teaching (see flow chart)
- Pupil's needs and views are taken into account when developing programmes and policies
- Staff have access to training and support locally.

Our school has achieved and maintained the National Healthy School Status which supports this whole school approach.

### Defining bullying

The DCSF defines bullying in its key guidance document 'Safe to Learn' as:

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

In drawing up our school policy we have decided to define bullying in our school using the DCSF definition so that there can be consistency across the Local Authority and families in different situations will all be working to the same definition.

All members of staff and working party of parents wanted to clarify the DCSF definition for members of the community to use. Shirley Heath defines bullying as:

**Behaviour by one or many that causes upset or harm to others.**

**It is :**

- *Intentional*
- *Persistent*

**It can be:**

*Verbal*

- *Physical*
- *Emotional*

**It can take place:**

- *In person*
- *Through others*
- *Through virtual media.*

During the consultation of children and parents, we also have a child friendly version which is shared with children during Anti-Bullying week :

*Behaviour by one person or a group usually done for a long time, it is done on purpose and hurts another person or group. This can hurt them physically or by hurting their feelings.*

### **Prevention and a charter for action**

It is our policy in this school that in order to prevent bullying we shall:

- Develop an anti-bullying charter which all can sign up to
- Make clear and explicit the school ethos which does not tolerate any kind of bullying
- Make it the norm to challenge any kind of bullying behaviour including playground name calling
- Develop a range of peer support systems that children and young people can utilise
- Develop Emotional Health and Well Being throughout the school community (using the National Healthy Schools Programme, Social and Emotional Aspects of Learning, Nurture UK etc.)
- Review the physical environment to remove any bully hot spots or hidden places
- Use pupil voice to create a climate of openness and honesty where any bullying can be confidently reported
- Use PSHE provision to develop tolerance and social skills, ensure that all pupils know what bullying is and have some strategies for managing difficult situations
- Provide professional development for all staff and guidance for parents
- Use the curriculum to develop co-operation and communication skills
- Disseminate the policy widely, keep it high profile and actively use its processes when necessary, effectively managing incidents and communicating outcomes openly
- Provide good role models
- Manage conflict and confrontation peacefully

### **Responding to incidents**

All bullying incidents should be recorded in a thorough and accurate way. Even if you suspect that it may not be bullying then it should still be recorded and investigated in this way.

Strategies will be put in place for all children involved in the incident and it will be monitored by Mrs Evans or Mr. Taylor and the class teacher.

### **Forms of bullying covered in this policy-**

#### **Cyber bullying**

During all ICT lessons, staff make children aware of how to keep safe online. However if a child is experiencing cyber bullying then the above actions should be taken (see E-Safety policy for further details).

### **Homophobic bullying**

All members of staff challenge the use of homophobic language in school by explaining that it is inappropriate to be used in school especially when directed at certain individuals. If incidents of homophobic bullying takes place then the above actions should be taken.

### **Confidentiality**

All bullying incidents will be kept confidential by the class teacher and by Mrs Evans or Mr. Taylor. This is in line with our Confidentiality policy.

### **Monitoring, evaluating and review**

The Anti- bullying policy will be monitored on a yearly basis and reviewed every three years by the PSHE subject leader, the Senior Leadership Team and the Governors' Standards Committee. All schemes of work and assemblies which teach children about bullying and peaceful conflict resolution will also be reviewed on a yearly basis by the PSHE subject leader. Staff, children and parents will be given questionnaires where they can share their views regarding the anti-bullying provision and from these any amendments to our current practice will be made.

All bullying incidents will be analysed on a termly basis. The analysis will include the nature of the incident, where it happened, when it happened and if any particular group of children were involved e.g. gender, SEND, free school meal children or ethnic minorities.

Data collected from the Health Related Behaviour Questionnaires will also be analysed by the PSHE subject leader to note any trends or problems that arise from these. This will then be used to feedback to staff and amendments to planning and provision will be made.

### **Responsibility**

#### **Governors:**

- For ensuring that the school complies with the law
- Reviewing the policy regularly and checking that it is followed
- Challenging the school to improve its performance
- Responding to complaints.

#### **Head Teacher:**

- Report to governors
- Carry out compliance with the law
- Make sure that there is an appropriate policy, that it is 'live' and that it is communicated to everyone
- Make clear connections with other relevant policies such as Safeguarding, Behaviour, Attendance, Sex and Relationships Education, Confidentiality, Health & Safety and Drugs.

#### **Deputy Head teacher and SLT:**

- Take responsibility for keeping the policy live, managing the procedures effectively and modelling good practice issues from all sources and take seriously any feedback from these
- Being open to listen to concerns from anyone in this area
- Modelling good practice in dealing with bullies and with those targeted by bullies.

**Teachers and other staff:**

- Being aware of the policy and keeping to its expectations
- Modelling good practice in their relationships with each other and with parents and pupils
- Developing an ethos in the classroom which mitigates against bullying behaviour and which listens to pupils' concerns and acts on them quickly.

**Pupils:**

- Know what the school response to bullying is and how to take part in decision making about dealing with it
- Take responsibility for one's own actions and their consequences
- Understand the effect of one's own behaviour on the feelings and outcomes for other people
- Have the courage to challenge bullying behaviour or to report it to someone who is strong enough to challenge it
- Offer support to other pupils who are targeted by bullies.

**Parents:**

- Listen to children when they have concerns and consult them about how to help
- Report any bullying to the school using the arrangements in place in the policy
- Be prepared to accept that your child might bully others
- Keep in touch with the school to help children to change or to cope with difficulties.
- If not satisfied with the schools' response, take your complaint further using the means suggested in the school policy.

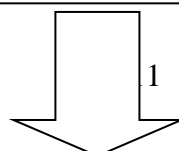
**Appendix**

1. Flow chart for parents: What do I do if I think my child is being bullied?

## 2. Advice for parents.

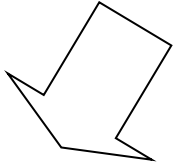
### **What do I do if I think that my child is being bullied?**

At Shirley Heath Junior School, we take any reports of bullying incidents seriously and we do all that we can to ensure that the problem is resolved as quickly and efficiently as possible. If you think that your child is being bullied, then this flow chart advises you of what you should do.

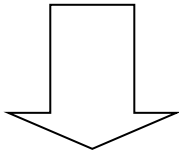


First, try and talk with your child to determine what incidents have happened. Then complete this checklist to see if it is bullying:

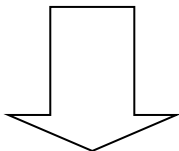
- Is it intentional?
- Is it persistent?
- Has it hurt your child physically or emotionally?



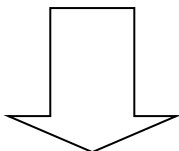
If you answer 'yes' to all three situations, then it is bullying and you must contact your child's class teacher immediately to report the incidents to them.



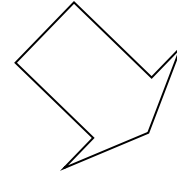
Your child's class teacher will investigate to determine what has happened, where and when it happened and who was involved. This may take a few days to investigate so do not be concerned if you do not hear from them straight away.



The bullying incident will then be referred to Mrs Evans or Mr Taylor, who will then contact you and the other children's parents. They will put strategies in place to ensure that this does not happen again and support the child who has been bullied.



The situation will be monitored and reviewed regularly by the class teacher and Mrs Evans/ Mr Taylor who will report back to you.



If you answer 'no' to any of these then it is not bullying. However, if you still have concerns about an individual or group of children being unkind to your child then you must contact their class teacher

### Advice for parents

If your child displays some of the following signs this may be an indication that they are being bullied:

- Be unwilling to go to school

- Beg you to drive them to school
- Change their route to school
- Begin doing poorly in their school work or show variation in performance
- Have clothes or possessions which are damaged, destroyed or lost.
- Become withdrawn, clingy, moody aggressive, uncooperative or non-communicative
- Show a marked change in a well-established pattern of behaviour
- Have sleep or appetite problems
- Complain of illness more frequently
- Have unexplained bruises, scratches, cuts or pains
- Have their possessions go 'missing'
- Request extra money or begin stealing money (to pay the bully).

However, it must be remembered that these signs can also be an indication of other problems or simply of the onset of adolescence and may not always be linked to bullying.

If your child has been bullied, whatever form of bullying including racist, homophobic or electronic bullying connected with school:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened or ask your child to keep his/her own diary Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a member of staff immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take and when
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting

- Children sometimes stay away from school due to bullying, but parents risk prosecution if their children fail to attend school, so if you are having difficulty in getting your child to attend school, please contact the school to discuss the situation and then they may involve the Educational Welfare Officer. The Education Welfare Officer's role is to ensure that children and young people do attend school regularly so you can ask their advice and they will liaise with the school
- If none of the above has resolved the problem to your satisfaction, write to the Chair of Governors at the school. The Governors will investigate and may invite you to meet to discuss your concerns
- If you are still dissatisfied, contact the Director of Education and Children's Services.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable, makes other children unhappy
- Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful to whom they give their mobile phone number and email address. Check carefully on your child's use of the internet and make sure it takes place in a place where adults are present
- Check exactly when a threatening message was sent.

If you have any reason to believe this is linked to school, other pupils or staff then follow the procedure above. Where this is not linked to school and other pupils you may need to report incidents to the police.