

## **Anti-bullying policy 2018**

**Nominated Member of Leadership Staff Responsible for the policy:**

**Cath Thomas Headteacher**

**Designated Safeguarding Leads:**

**Cath Thomas Headteacher**

**Ellie Long Learning Mentor**

**Named Governor with lead responsibility:**

**Viv Smith**

**Date written:**

**January 2018**

**Date agreed and ratified by Governing Body :**

**February 2018**

**Date of next review:**

**July 2022**

**This policy will be reviewed at least annually,  
and following any concerns and / or  
updates to National and Local guidance or procedures**

## Anti-Bullying Policy 2018/19

### **Guidance used for this policy**

- DfE guidance 'Preventing and Tackling Bullying' - July 2017
- DfE statutory guidance 'Keeping Children Safe in Education' - 2018
- Church of England 'Valuing All God's Children' - Autumn 2017
- DfE Cyberbullying: Advice for headteachers and school staff - November 2017
- Behaviour policy 2018 Porter Croft Primary
- Health and Well-being and E safety scheme Porter Croft Primary
- [www.Gov.uk](http://www.Gov.uk) - January 2018
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) - January 2018

### **School vision statement**

To be a truly inclusive Academy community where the needs of all learners are met within a stimulating and challenging learning environment which is underpinned by Christian values.

### **Church of England vision statement**

Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each child fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in a safe and welcoming environment.

Valuing All God's Children Autumn 2017

### **Definition**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling

- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is not:

- A child 'falling out' with another and having a disagreement;
- A child bumping into another in the playground;
- Playing boisterously or loudly;
- A 'one off' angry outburst.

([WWW.Gov.UK](http://WWW.Gov.UK) January 2018)

### Types of discrimination ('protected characteristics')

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being [pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You're protected from discrimination:

- at work
- in education
- as a consumer

You're legally protected from discrimination by the [Equality Act 2010](#).

You're also protected from discrimination if:

- you're associated with someone who has a protected characteristic, eg a family member or friend
- you've complained about discrimination or supported someone else's claim

### Action against discrimination

You can do something voluntarily to help people with a protected characteristic. This is called 'positive action'.

Taking positive action is legal if people with a protected characteristic:

- are at a disadvantage
- have particular needs

- are under-represented in an activity or type of work

## **LGBT**

LGBT pupils need to feel supported and that there is a trusted adult in school that they can talk to. For some LGBT pupils, it can be a struggle to come out, they may have questions about their sexuality or feel confused about their gender identity. It is therefore important to create an inclusive school environment where pupils feel safe to be different. This includes the language used in school, it must be made clear that homophobic, biphobic and transphobic derogatory banter is not acceptable.

## **Bullying outside school**

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).

This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council.

## **Reporting procedures**

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to the class teacher, pastoral staff or any other adult staff member in school
- Tell a family member or other trusted adult.

## **Staff roles and responsibilities**

All school staff, both teaching and non-teaching (including lunchtime supervisors, caretaker, 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.

- All bullying incidents will be reported via the school incident form (located on the safeguarding board in the staff room). Incident forms are stored securely in a locked cabinet in the Deputy Headteacher's office
- The following staff are anti-bullying leads: Sarah Holman, Ellie Long

## **Senior Leadership Team**

The Senior Leadership Team and the Headteacher 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 safety and well-being of all young people. In addition to the designated anti-bullying leads, Cath Thomas has overall responsibility for anti-bullying.

### **Pastoral care**

The Learning Mentor is able to offer 1:1 and small group support to children experiencing bullying and also to those involved in bullying. Support provided follows the principles of Restorative Practice, as outlined within this policy.

### **Cyber-bullying**

Cyber-bullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating. It is also material that is deemed as being offensive or inappropriate, that has been posted on a social media platform.

### **Restorative Practice**

Whole school CPD Summer 2017. This strategy has been implemented in school since September 2017.

The Restorative Justice Council said:

*A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.*

*An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.*

*The following information has been written by the ABA's restorative practice partner, Restorative Thinking Limited - a social enterprise providing innovative restorative justice/practice prevention and intervention programmes, training, consultation, wrap-around support and evaluation with Primary and Secondary Schools, Children's Centres, Youth Justice Services and Criminal Justice Services (Prisons, Probation Services) and Police and Crime Commissioners.*



Restorative practice and ways of thinking are now developing and growing in many primary and secondary schools. Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially with regard to attendance and behaviour, when embedded in a wider restorative milieu, and within clear school improvement strategies.

Equally, school improvement strategies are enhanced by the use of restorative processes, not least through the fundamental drive of restorative work to build relationships and community amongst the adults and not just the pupils. Restorative processes also make challenge and support explicit in everything that happens in a school. This explicit challenge and support drives and underpins real

change in a school. This consistency is something that is often absent from schools that are struggling to meet expected outcome targets around behaviour, achievement and attendance.

A school making a conscious decision to become restorative also opens a door to a new mindset and culture shift. It focuses on positive relationships and collaborative teaching and learning, with classrooms developing as communities. It means that teachers and pupils commit to looking at positive alternatives to reactive punitive behaviour solutions (e.g. exclusions), because they are confident that the matter is being dealt with in a clear and explicit way, understood and endorsed by all.

Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). They seek to increase the opportunities for dialogue at every level.

Questions to ask;

- What happened?
- How did it make you feel?
- Who was affected? and how?
- What can you do to make things right?

[Goldsmiths University research](#) (2010) into anti-bullying strategies listed the conditions required to develop effective restorative practice in schools. To paraphrase them, these are:

- whole staff training  
[Summer 2017](#)
- the embedding of restorative practices, with students  
[September 2017](#)
- making restorative practices transparent in policies and procedures  
[September 2017](#)
- having direct sanctions to back up if the restorative process fails  
[Behaviour policy 2017-18](#)

### Parents advice

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Headteacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### Curriculum opportunities

- Anti-bullying week - November
- Internet Safety Day - February
- Health and Well-being and E safety curriculum (see relationship strand)
- Good to Be Me Day - September

