



Anti Bullying Policy

Approved by	The Full Governing Body
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INTRODUCTION

This policy has been updated in light of new guidance from the Department for Education (DfE): Keeping Children Safe in Education and Preventing and tackling bullying. That guidance is reflected in this policy where necessary.

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy
- behaviour & discipline policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help create safe, disciplined environments where pupils can learn and fulfil their potential.

Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty 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.

Maple Grove Primary School have a duty to comply with the PSED. In addition, Part 6 of the Act 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, Part 6 of the Act applies to maintained schools, Academies, and other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, we also have duties under Part 3 of the Children and Families Act 2014 to ensure pupils with special educational needs engage in the school's activities alongside children without special educational needs.



Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident should be addressed as a child protection concern under the Children Act 1989. If so, school staff should discuss the concerns with the school's designated safeguarding lead, report them to the local authority children's social care, and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, we can provide external support to pupils even when it is not deemed a child protection concern. Even where safeguarding is not considered to be an issue, we 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 engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

AIMS

We aim to provide a happy, caring environment in which children feel comfortable and secure enough to be able to learn.

It is our aim to:

- Ensure that all children and adults within the school have a common understanding of what bullying is
- Minimise all forms of bullying
- Communicate clearly to children and parents the school's strong response
- Stress that the whole school community acts together on this issue
- Continually work to maintain a warm and harmonious atmosphere within the school



WHAT IS BULLYING?

Bullying can take different forms:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Protected Characteristics	An irrational dislike, hatred or fear of individuals who are, or may be perceived to be lesbian, gay, bisexual, transgender or queer. Discrimination against age, disability, gender or religion
Child-on-child abuse	Extra-familial harms take a variety of different forms; cyberbullying, sending or posting sexually suggestive images, sexual assault, sexual violence, upskirting, gang initiation, hazing, harassing messages, misogynistic messages, non-consensual sharing of indecent images. At Maple Grove Primary School, we recognise that children can abuse other children, and such behaviour is never treated as 'banter' or as part of growing up. Any incidents of child-on-child abuse will be logged on CPOMS and managed by the behaviour lead and the DSL.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual or perceived differences between children.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or involve having access to the support of a group or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014, a greater focus on how well school leaders tackle low-level disruption has been included in Ofsted inspections



Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward content at the click of a button.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head of School, that staff member can examine data or files and delete these, where there is good reason to do so. This power applies to all schools, and parental consent is not required to search a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and a member of staff has reasonable grounds to suspect that it contains evidence of an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted before giving the device to the police. If a staff member finds material that they do not suspect contains evidence of an offence, they can decide whether to delete or retain the material as evidence of a breach of school discipline.

PRINCIPLES

All allegations of bullying will be carefully investigated

- Pupils, parents and staff will be encouraged to talk openly about the issue
- As part of the curriculum, greater understanding of bullying in all its forms will be developed
- Children will be taught strategies to help them deal with bullying situations which they may encounter
- Staff will respond calmly and consistently to allegations or incidents of bullying
- The school will protect and support all parties during school and extra-curricular time and on school premises whilst issues are resolved.

WHAT BULLYING IS NOT...

Bullying is often misinterpreted. It is not a single one-off incident but must be repeated over time. It may involve a number of one-off incidents involving the same perpetrator but multiple victims. Since it involves the abuse of power, a fight between two young people of similar age and stature is not bullying, even if one wins. All these things must be tackled, but they are not examples of bullying and may be described as relational conflict.



WHOLE SCHOOL STRATEGIES TO MINIMISE BULLYING

1. All staff are trained to support younger children playing at lunchtimes.
 2. All staff are trained to listen and support peers with any issues, e.g. tell a teacher if they are being bullied.
 3. A regular programme of PHSE work is run, with regular circle time to explore feelings and giving children opportunities to share their views.
 4. A School Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or victim of bullying: see do's and don'ts below.
 5. All incidents will be logged on our CPOMS system by teachers
 6. Whole school anti-bullying days, 2-3 times a year, to raise awareness.
- If you are bullied by someone

Do's	Don'ts
Do let a teacher or other staff member know	Don't rush over to take the bully on
Do try to be a friend to the person being bullied	Don't be made to join in
Do try to help the bully stop bullying	Don't blame yourself for what has happened.
Keep telling people until someone listens.	

THE PROCEDURE FOR RESPONDING TO SPECIFIC ALLEGATIONS TO MINIMISE BULLYING

1. Be vigilant and observe for any signs of bullying:

The child becoming withdrawn	Erratic attendance or spurious illness
Deterioration in the child's work	General unhappiness and anxiety
Persistently arriving late to school.	The child wanting to remain with adults.

2. Children will know who to speak to in the first instance. This may be a senior leader, a middle leader, a class teacher, another teacher, a learning support assistant, family worker, midday supervisor. The children must be given the opportunity to report the bullying, and all staff have a responsibility to respond and report back to the class teacher.
3. The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. These tactics aim to resolve the issue early.
4. Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.
5. The incident is recorded on our online system CPOMS and completed by staff dealing with the incident. This is automatically reported to Phase Leaders, Assistant Heads, Deputy Heads and Head of School.
6. The Senior Leadership Team must be informed of any prejudice-related bullying incidents immediately. They will then discuss the issue with the perpetrators to understand the situation and lead a restorative conversation between the bullied and bullying parties. A factual recount of the incident will be logged on Behaviour Watch. Parents will be contacted and notified. All pupils involved will have opportunities for follow-up check-in sessions with the family worker, pastoral TA, and/or Behaviour TA.
7. If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted to come into school to discuss the problem and make clear that it is a zero. If further bullying takes place, there is a real risk that the perpetrator will be excluded for a fixed term in the first instance by the Head of School.
8. Exploration of any underlying issues that may be influencing the bullying party's behaviour will
9. take the safeguarding and special educational needs policy into account. Outside agencies may be consulted where necessary to support. This may also include intervention work with the school's wellbeing team.
10. Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills.



PREVENTION

Our school's response to bullying should not start at the point at which a child has been bullied. At Maple Grove, we aim to tackle difficult issues between different groups of pupils before any bullying. We use a variety of different techniques to do this: PSHE lessons, assemblies, guest speakers, themed Weeks and projects.

We want all our pupils to be able to show respect and tolerance to each other, staff and adults alike. This means teaching our pupils about differences that we have as individuals and as students. Gaining a wider understanding of different groups in society, including protected characteristic groups from the Equalities Act 2010 (age, disability, gender reassignment, marriage & civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

To do this, we aim to:

- Involve parents as necessary to ensure they are aware we do not tolerate bullying.
- Involve pupils and parents about the part they can play in preventing bullying
- Update our policies to reflect changes in technology that promotes cyber-bullying
- Implement disciplinary sanctions through our behaviour system.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related differences. Also children with different family situations, such as looked-after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable.
- Use external agencies/companies where necessary and draw upon their expertise in anti-bullying
- Provide staff training as necessary for all members of staff and invest in specialised skills to help staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils.
- Work with the wider community and services, such as the Police, Children Services and Health Services.
- Make it easy for our pupils to report bullying, even if it has occurred outside of school (including cyber-bullying) and is affecting their mental health and well-being.
- Create an inclusive environment that is safe and pupils feel free to discuss their bullying without fear of further bullying or discrimination.

ALTERNATIVE Provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements will be made for the pupil to continue their education. In the first instance, this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Herefordshire Local Authority must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as education appropriate to a child's age, ability, and aptitude, and to any special educational needs the child may have. This education must be full-time unless it would not be in a child's best interests due to health needs. In these circumstances the education should be as close to full-time as the child's needs allow and kept under review.



INTERVENTION AND DISCIPLINE TO TACKLE BULLYING

At Maple Grove, we have a clear system for dealing with bullying that is linked to the behaviour system and includes sanctions. This is documented within the school's Behaviour & Discipline Policy.

SUPPORT FOR STAFF WHO ARE BULLIED

At Maple Grove, we aim to prevent bullying among pupils, but it is equally important to make it clear that bullying of staff members, whether by pupils, parents or colleagues, is unacceptable. Teaching staff have the right to attend work without fear of bullying, discrimination, intimidation and/or cyberbullying. In this instance, the Headteacher will not hesitate to, if necessary, withdraw implied permission for the parent/carer to be on site, in line with the School's Behaviour on School Premises Policy. We will also follow guidelines published by the Department for Education regarding instances of cyberbullying against teaching staff, the senior leadership team or members of the wider Maple Grove team.