



Anti-Bullying Policy

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Ghyll Royd School, Pre-School and Nursery (the school) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. Safeguarding at Ghyll Royd School and in the Pre-School is everyone's responsibility and everybody is able to make a referral to children's social care if needed.

Policy Statement

Bullying is behaviour that is intended to hurt, threaten or frighten someone else. It damages individual children. Employers are responsible under the Health and Safety at Work Act 1974 for the health and safety of non-employees, such as pupils, who are at the workplace. They are required to do all that is reasonably practicable to protect their health and safety. Employers also have a common law duty of care to pupils in school. They are required to take reasonable care. The statutory and common law duties are discharged if reasonable precautions are taken to prevent bullying in schools and there are procedures in place to record any incidents that do take place and procedures to take appropriate action to stop further incidents, The school will provide the necessary training to employees who are responsible for implementing the school's anti-bullying policy and procedures and ensure the policy is clear, relevant and well communicated. All staff must implement policy, support formal and informal processes for resolving bullying issues and act on reports or concerns about bullying. Staff need appropriate knowledge, skills and support in order to prevent bullying as well as to address inappropriate behaviour which may arise. Training and content need to be appropriate for staffs needs and Ghyll Royd and to be evaluated for effectiveness over time. The ultimate aim is to build a positive culture and environment in which bullying behaviour is reduced or eliminated.

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; and
- 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 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 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

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'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may 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 doing the bullying.

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.

Employee's duties

As part of Ghyll Royds anti-bullying strategy employees must take reasonable care for the health and safety of others at work. Employees must co-operate with the employer in health and safety matters.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

The school apply sanctions to pupils who bully in order to show clearly that their behaviour is wrong. Sanctions are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. Staff will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. The organisations listed in the 'further resources' section at the end of the policy provide a range of practical resources for the school to help staff develop their own approaches to different issues which might motivate bullying and conflict.

What is bullying?

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 differences between children, or perceived differences. 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 by 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.

Cyber-Bullying

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 which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International and Beatbullying links under 'further resources'. [Preventing and tackling bullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

Bullying can include:

- Name calling
- Malicious gossip
- Teasing
- Intimidation
- Ostracising
- Theft
- Damaging someone's property
- Violence and assault
- Jostling, pinching and kicking
- Extortion
- Cyberbullying

Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- Deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour

- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation.
- Victims can become depressed and this can continue into their adult lives.
- They can want to take their own lives.

Strategies to combat bullying

By engaging in structured and meaningful dialogue with pupils in PSHE, assemblies and during the school day about their experiences of bullying and their ideas for how bullying should be resolved the school will become more equipped to handle any bullying issues that may arise.

Circle Time

By listening to pupils and ensuring their voice is heard through Circle Time. This is when the whole group has an open discussion, sitting down in a circle.

Befriending

A mentoring programme through befriending. This involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement. The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

Circle of friends

This involves a small number of pupil volunteers to form a circle of friends for a vulnerable pupil to help improve their level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then to help resolve the problem.

Mediation by adults

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Worry boxes and Worry Monsters

These are placed at strategic places in the school building to allow pupils to anonymously or otherwise privately post a problem into the box or a worry monsters mouth. An adult will check entries to the boxes and monsters regularly and follow-up any worries submitted.

'Help' cards/tokens

These are used in a situation where a bullied child is unable to verbalise their concern or wants to talk to a teacher. The card or token can be placed by the child in a pre-agreed place for a nominated adult to respond to.

Staff Meetings and School Council

Bullying is discussed in staff meetings about pupils and included on every agenda on the school council.

Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's Positive Behaviour Policy seen in Appendix A of the policy.

Sanctions could include one or more of the following:

- Parental involvement
- Removal from the group
- Withdrawal of break or lunchtime privileges
- Excluding the pupil from a school trip or sports event if these are not an essential part of the curriculum.
- Sanctions such as suspension and exclusion may be necessary in cases of severe or persistent bullying.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

1. We will not ignore bullying.
2. Staff should not make premature assumptions.
3. All accounts of the incidents should be listened to fairly.
4. We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
5. We will follow up, regularly to check bullying has not resumed.

Records

The school will keep records of all incidents and the school's response regarding bullying will be kept in the child protection folder in the Headteachers office and on a bullying log on the schools office sharepoint that is pro-actively monitored by senior leaders and the safeguarding team to identify and address any emerging patterns?.

Advice to bullied pupils

We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching and specifically PSHE ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done about it already

The role of parents

Parents of a bullied child should:

- Contact school and speak to your child's teacher if you suspect your child is being bullied.
- Talk to your child calmly about it and reassure your child that telling them about it was the right thing to do. Let the school deal with the bullying rather than approach the bully's parents directly.
- Make a note of what your child says verbatim.
- Explain to your child that they should report any further incidents to a teacher or other member of staff straight away.
- Talk to your child regularly about how things are going at school in an upbeat manner, concentrating on the positive aspects.

Parents of the child who has bullied:

If after discussion, we confirm a child has been bullied we will contact the parents of the 'bully' to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher or form tutor as soon as possible, and discuss how the school and the parents together can stop the bullying
- Talk to their child regularly about how things are going at school.

- Give their child lots of praise and encouragement when they are being kind and considerate to others.

From this sanctions and outline plans will be agreed with parents and regular monitoring of their behaviour will be made.

Bullying Outside School Premises

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher 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 headteacher will 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 will always be informed.

Further Sources of Information

DfE resources: DfE Behaviour and Discipline in Schools Guidance
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.