



# Clinton Primary School

## Anti- Bullying Policy

March 2021

This policy was written following consultation with governors, staff and children. It also includes a 'Cyberbullying policy'.

**CLINTON PRIMARY SCHOOL  
ANTI BULLYING POLICY  
(TO BE READ IN CONJUNCTION WITH THE BEHAVIOUR POLICY)**

**At Clinton Primary School we take bullying extremely seriously**

**Aim**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.

Bullying is anti-social behaviour and affects everyone; the victim, the perpetrator, friends, parents and staff in school. It is unacceptable and will not be tolerated. Pupils be only be able to fully benefit from the opportunities available at school if they are free from worry about bullying.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

**Statutory duties of schools**

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.

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so.

Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004).

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

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.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

This policy has been written, with attention to the government document 'Preventing and Tackling Bullying; Advice for Headteachers, staff and governors.' 2018

### **Scope of this policy and links to other policies**

This policy includes:

- bullying of pupils by pupils within school;
- bullying of and/or by pupils outside of school, where the school is made aware of it;
- bullying of staff by pupils within or outside school.

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy.

If there were cases of peer on peer abuse, these would be dealt with by following procedures in the Child Protection Policy, with recording of these issues overlapping with anti-bullying logs.

The Dignity at Work Policy deals with the issues of harassment and bullying of staff by other staff.

This policy has further links to the following school policies and procedures:

- Single Equality Scheme (combined inclusion policy)
- Behaviour policy (which includes searching and confiscation of weapons)
- Acceptable use policy (internet safety)
- Child Protection and Safeguarding policy
- Complaints procedure

## Definition

This school has chosen to adopt definitions of bullying from two perspectives. The first considers the impact that bullying could be having, and the intent that causes that effect.

“If a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- forced into doing something they don’t want to
- unsafe and/or frightened
- unable to do well and achieve
- ‘badly different’, alone, unimportant and/or unvalued
- unable to see a happy and exciting future for themselves

...it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.”

The following definition, adapted from one written by the Anti-bullying Alliance, is also useful and is written in a way to describe the actions of a perpetrator.

“Bullying is any behaviour by an individual or group that:

- is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it;
- happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident;
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

It can be:

- physical, e.g. kicking, hitting, taking and damaging belongings;
  - verbal, e.g. name calling, taunting, threats, offensive remarks;
  - relational, e.g. spreading nasty stories, gossiping, excluding from social groups;
  - controlling, manipulating situations to deliberately upset another child;
- cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging”

(a cyber-bullying policy forms part of this document)

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

Bullying 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. This school recognises that bullying that is motivated by prejudice is a particular concern. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

Further details of our commitment to prevent bullying behaviours by celebrating diversity can be found in our Single Equality Scheme.

Children will fall out and have difficulties with their relationships during their time at school – it's normal. This can lead to negative behaviour which needs to be managed according to our behaviour policy, with children shown how to heal relationships. There is an important distinction to be made between 'fall-outs' and 'infrequent negative behaviour' perpetrated by a child, and 'bullying'. It is also important that we don't label children as 'bullies' as this is likely to perpetuate further negative behaviour and doesn't help them to learn from their mistakes. Likewise we need to ensure that we are careful when talking about a child having been bullied because that, too, could have a stigmatising effect.

Whilst we believe that any behaviour that leads to a child feeling upset needs to be considered and taken very seriously, during consultation we found it useful to define what is 'not bullying'. Although we need to be careful not to rule out the potential for a pattern of bullying behaviour becoming established, in the below list, we believe that bullying is **not**:

- one off incidents (no matter how serious).
- fall outs with friends – even if these might be regular. Fall outs cause anger. Negative behaviour during the time of conflict is common and may be more frequent. It's still not bullying. Where this **might** be defined as bullying, however, is where significant imbalance of power is identified or where one of those involved in the conflict is exhibiting more frequent or more serious negative behaviours intended to cause hurt.
- behaviour that has an **unintentional** negative effect – for example, when someone dislikes someone and it's become obvious through unintentional cues.
- when someone says they don't want them to join in their play (because though this might feel to the child that they have been rejected, in this instance, that may not have been the intent. In fact we would encourage children to involve each other, however, where they don't, in most scenarios, where there is no intent to cause harm, this is **not** bullying).
- a child being regularly bossy or trying to get their own way. Again, there is most commonly no intent to harm, even though the effect might be very upsetting for a child.
- children being thoughtless in what they say. Children will express opinions and sometimes these might have a negative effect. We do teach empathy, and hope children can imagine how others might feel about something they say, but, without intent to cause upset, it's **not** bullying.

Even though we might not, for the purposes of deciding which procedural route to take, define negative behaviours as being bullying in some instances, that does not mean we are dismissing these behaviours in any way. Any of the above could be viewed as 'significant negative behaviour' and dealt with as such, using the approach outlined in the 'Actions Taken when Bullying Behaviour Occurs' section below. Otherwise they would be dealt with in line with our behaviour policy.

## **Preventative measures**

At Clinton, we believe strongly in the power of our positive ethos, where children and adults alike value and respect one another. Ensuring we embrace diversity, with children taught to be enthusiastic about what they have in common as well as how they are different, provides a culture where everyone feels like they belong. This culture is established through modeling of positive relationships by staff towards each other and through demonstration, even where children's negative behaviour is being challenged, that whilst we will be very clear what is unacceptable, we care about them and want to help them to be the best they can be.

Making the most of opportunities to develop children's ability to regulate their own feelings and enhance their own self-awareness is built into the curriculum, along with helping them to think about how their interactions with others can be as positive as possible.

*Appendix 1* shows a range of activities that we use to put 'relationships' at the heart of what we do. In this way, we reduce bullying behaviour dramatically. Key activities listed are those such as:

- raising awareness of the nature of bullying through inclusion in PSHE lessons and circle time;
- making use of assemblies, cross curricular work and class discussions, as appropriate, in an attempt to strengthen the culture against bullying and to empower children to act if they have a problem;
- participating in national initiatives such as Anti-bullying Week
- consideration of the use of specific strategies – (for example our peer mentoring scheme) on a regular basis and implementing them if appropriate, subject to available resources.

At Clinton we recognise that children with social and emotional needs, conditions that affect communication, or have difficulties regarding regulation of feelings may exhibit more negative behaviours towards others. It is important that all children are integrated into the school community and this runs through our ethos. Ensuring their needs are met in class and during break times helps to reduce the possibility of negative behaviour.

Children who have exhibited behaviours that reach our definition for bullying clearly need support in addressing the social and emotional needs that have led to this pattern of behaviour

and as such we will work with those children to help them to learn how to manage their feelings. Support from professionals, such as the school Educational Psychologist may be sought so we have the best expertise to ensure the right provision is in place.

## **Reporting concerns about bullying and identifying those who might be suffering in silence**

All pupils will be encouraged to report bullying by:

- talking to a member of staff of their choice
- writing their concerns and placing them in the worry box in classrooms or at the office reception.
- telling a friend
- telling parents
- contacting local and national support agencies for advice/support

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or levels of absence from school. Teaching and key non-teaching staff will be alert to the signs of bullying and speak to the child. This relies on a school culture which is built on positive relationships, where children feel they can talk to adults, who are interested in them. The Taking Care work children do in the curriculum also empowers them to speak out.

Where bullying behaviour happens out of school, we would still encourage parents and children to report it, because school staff can act upon that, though clearly we would not be able to monitor activity off the school premises. We would investigate those instances as far as reasonably practicable and apply this policy in the same way, administering sanctions at school.

## **Investigating concerns**

All concerns about bullying will be taken seriously and investigated thoroughly. This will involve conversations with the victim and the perpetrator, and with any witnesses. It will involve staff who have witnessed the events, or who have heard reports of instances first hand.

Investigations will also involve looking at previous logs of negative and bullying behaviour. A judgement will need to be made based on evidence, though whilst we will push for the facts, there will be circumstances where there have been no witnesses. In these situations we will work on reconciliation between the children and think about future expectations of behaviour

without apportioning blame, monitoring the situation closely and encouraging the children to tell an adult if there are any further incidents.

### **Actions taken when ‘bullying behaviour’ occurs**

Acts of deliberate hurtful behaviour will be recorded as ‘bullying behaviour’ (*see Appendix 3*) but until there is a clear pattern, it is not defined as bullying. The following section describes how behaviour such as this, as well as behaviour which does meet our definition for bullying (but is nonetheless taken every bit as seriously), is dealt with at Clinton.

### **Negative behaviour that is not bullying**

In most instances of bullying, school will be aware of the first instance of negative behaviour which, by our definition, does not yet constitute bullying. The approach taken with the perpetrator is more in line with our behaviour policy however, where this negative behaviour has been particularly upsetting, it will trigger use of a structured process for staff to follow in order to fully resolve the issue and ensure there is no continuation of that behaviour. *Appendix 2* is the format used for this collaboration with parents.

The structured process ensures parents are involved as soon as their child has been affected by the ‘significant negative behaviour’, capturing information gained through investigation of the incident, as well as parent views and a log of conversations held with the staff member. The process always offers parents a chance to meet to review the effect of actions taken, until they feel they are satisfied that the situation is fully resolved. Hopefully this way, we can stop this negative behaviour becoming a pattern. Parents of the perpetrator will also be informed in order that we can work together to change behaviour.

### **Bullying**

When there is a pattern of negative behaviour shown on the logs and documentation described above, it is regarded as bullying. In some instances, school will be made aware of a series of negative behaviours, where a child has not reported them previously. If the evidence is clear, this will be regarded as bullying too, though it is common that the perpetrator will be given a chance to immediately change their behaviour, with sanctions more in line with our behaviour policy put in place, their parents contacted. This situation would be monitored very closely.

### **Disciplinary action, when bullying behaviour has not halted:**

If this stage has been reached, children will already have been supported to change their behaviour, with parents involved in that process. Therefore the measures that school will take reflect the seriousness of the behaviour.

The following disciplinary steps can be taken:

- written, official warnings to cease offending;
- exclusion from certain areas of school premises;
- internal exclusion: (whereby a child will work in school away from their peers for a fixed period of time)
- minor fixed-term exclusion; (whereby a child will need to go home for the remainder of the day or for the following day)
- major fixed-term exclusion; (an exclusion of 2 or more days)
- permanent exclusion; (and immediate exclusion where a child will not remain at Clinton and a move to another school will be managed)

Harassment is not just a moral issue but also a criminal offence for children over the age of 10, so the school takes every opportunity to intervene early by educating children about the consequences of their behaviour.

Bullying could become a safeguarding issue, where victims are at risk of significant harm. All steps will be taken to prevent this from becoming this serious, but the Child Protection and Safeguarding policy will need to be followed in such circumstances.

Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. Any other relevant schools or agencies will be informed about the concerns and any actions taken.

Referral of the family to external support agencies will be made where appropriate.

## **Staff bullying**

Staff who are being bullied by children will be encouraged to report it to the Headteacher and a plan of action will be made that supports the member of staff emotionally but also provides further professional advice about how to manage the behaviour. Depending on each individual case, as with all other cases of bullying, the plan will probably involve working with parents. Where staff are reluctant to speak directly to the Headteacher about it, they can speak to another member of the Senior Leadership Team in the first instance, though they should be aware that the issue cannot be kept secret and the Headteacher will need to be informed.

Where pupils feel they are being bullied by staff, they would be encouraged to speak to their parents or other adults that they trust and the matter can then be reported to the Headteacher. Children are supported to create networks of people they can trust and are encouraged to speak to people on these networks when they feel worried or hurt. The treatment of allegations made against staff is outlined in the Child Protection policy. Where the issue is ongoing, the complaints procedure should be followed.

## **Supporting Victims of Bullying**

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- providing reassurance that the bullying will be addressed;
- offering continuous support;
- restoring self-esteem and confidence;
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- mediation between victim and perpetrator.

## **Parents**

As stated earlier in the policy, parents will be involved at an early stage, and if appropriate they will also be offered support to manage how this issue is affecting them – including possible signposting to external agencies as to how best to support their child.

Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.

## **Promotion of this policy**

The policy and methods for reporting bullying concerns will be promoted throughout the school and the anti-bullying policy will be made available on the school web-site.

## **Monitoring, evaluation and review**

Governors have reviewed and agreed the policy and the Headteacher will lead on its implementation. Governors will continue to be involved in monitoring the effectiveness of the policy and will consult with parents and children to be sure it's working well in practice.

An annual report will be made to the governing body, including statistics about:

- the number of reported concerns;
- monitoring information about the pupils involved;
- motivations for bullying;
- actions taken and outcomes.

This policy will be reviewed bi-annually.

## CYBERBULLYING POLICY

### **What is cyberbullying?**

"Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

This policy is included as part of the Anti-bullying policy as we at Clinton Primary School recognise that, as technology develops, clearer guidelines are required to deal with such a specific form of bullying.

### **Seven categories of cyberbullying have been identified:**

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort (including 'sexting', defined as the sending of sexually explicit photos, images, text messages, or e-mails).
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

### **What can schools do about it?**

Cyber-bullying is already a significant issue for many young people. Clinton Primary School recognises that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

### **Clinton Primary School ensures that:**

- the curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely, including personal rights;
- All e-communications used on the school site or as part of school activities off-site are monitored and through our e-safety policy;
- clear guidelines are set about the use of mobile phones at school and at other times when young people are under the school's authority.
- Internet blocking technologies are continually updated and harmful sites blocked.
- we work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice.
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school.
- we work with police and other partners on managing cyber bullying.

### **ICT and Mobile Phone Policy**

If a cyberbullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, we will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, e.g. e-safety/acceptable use , behaviour and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider delivering a parent workshop for the school community
- Consider informing the police depending on the severity or repetitious nature of the offence.
- The school recognises that some cyberbullying activities could be a criminal offence under a range of different laws including: the Protection from Harassment Act 1997; The Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986

If malicious or threatening comments are posted on an Internet site or Social Networking Site about a pupil or member of staff, we will also:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html) if of a sexual nature

- Endeavour to trace the origin and inform the police as appropriate.
- Inform Warwickshire County Council

### **Working with Parents**

- Clinton Primary School has developed a home-school agreement that includes clear statements about e-communications. The school seeks to regularly update parents on:
  - What to do if problems arise
  - E-communication standards and practices in school
  - What's being taught in the curriculum
  - Supporting parents and pupils if cyberbullying occurs by:
    - Assessing the harm done
    - Identifying those involved
    - Taking steps to repair harm and to prevent recurrence

This part of the anti-bullying policy will be reviewed as part of the whole policy, bi-annually.

**Activities we do to strengthen relationships, pre-empting and tackling aspects of negative behaviour:**

- All teaching staff have had training on how to tackle bullying – considering the things that could lead to negative behaviour and pre-empting this behaviour in their class lessons and discussions.
- There are opportunities for teachers to raise instances of negative behaviour towards others during staff meeting.
- The development of ‘personal development’ education within the curriculum, builds resilience, to reduce anxiety and negative behaviour that could be perpetrated or suffered.
- Our celebration of diversity, with children learning about the equalities acts will pre-empt and reduce the risk of discriminatory behaviour.
- Using ‘talk’ structures in class lessons means that children are relating to all children in their classes in supportive ways, building relationships and supporting each other.
- ‘Circle of Friends’ group intervention.
- ‘Talking Partners’ paired intervention.
- Counselling arranged via ‘Early Help’ to support children with emotional difficulties;
- CBT, which is available for children suffering from anxiety;
- Ensuring there is plenty to do during playtimes – in KS2 alone, children can: access the scrap-store , where the possibilities are endless; play on the trail; they can be sports leaders; they can run clubs for others; they can be ‘play-makers’ or write for the school newspaper. There’s football club or colouring. There is sports equipment for them to use.
- KS2 children being ‘helpers’ on the KS1 playground to give them a role if they have no one to play with;
- We provide children with buddies;
- We sometimes use ‘happiness charts’ to monitor children’s feelings and address issues that arise.
- We manage conflict immediately and thoroughly;
- Children are trained in peer mediation, where they learn to mediate between others who have fallen out, but also learn how to manage when they themselves have fallen out;
- Use of class ‘circle time’ each week which enables any class related issues to be addressed;
- Weekly meetings with specific children, where appropriate, to help them manage friendships and resolve issues are sometimes used;
- Ensuring children with SEND targets to help them develop relationships have support from staff to help them manage relationships;
- Making the most of Anti-bullying week to address issues that could lead to bullying to build children’s understanding of each other and that it’s fine that people are different.
- The ‘Taking Care’ programme which enables children to consider their feelings and how to approach someone if they ‘feel their early warning signs’;

- Our 'Spring Fever' programme, which breaks down stereotyping and empowers children to talk about 'difference';
- Daily assemblies, commonly addressing how to be a good neighbour. We reward 'good neighbours' and use other incentives to encourage children to demonstrate school values.
- Teachers 'checking in' with children where an issue has arisen – on a daily basis or even sometimes more often, to ensure that they are happy and confident;
- Having an open door policy so that parents can approach us and fix a meeting – more often than not, on the same day – with class teacher, and then with the Headteacher or Deputy Headteacher if that would help;
- Communicating very early with parents when issues have arisen, to ensure there is regular contact, and that we can work together to iron out any difficulties;
- Where friendship difficulties have arisen, structuring group play, so there are fixed rules and specific activities put in place.

Quite often activities are tailor made for the situations that arise. Parents are welcome to discuss whether any of the above would be suitable for their child.

**Record of significant negative behaviour towards a child**

Child's name:	Incident reported by:	Date / time:
Description of the incident:		
Further details established, following investigation:		
Where parents were not aware, date and time meeting / phone-call held	Date:	Time:
Key actions taken either before or after meeting / discussion with parents of child		
<b>Conversation Follow Up (to occur normally within 1 week of initial incident)</b>		
Date / time:	Those present:	
Information shared:		
When asked whether the child and parent were happy with how this was dealt with, their comments were:		
Is there anything more they feel should be done?		
Would parents like to arrange another follow-up meeting to monitor the situation? (Where parents were unhappy with how the situation was resolved, this meeting is vital)		

**Further meeting notes:**

Date / time:	Those present:
Information shared:	
When asked whether the child and parent were happy with how this was dealt with, their comments were:	
Is there anything more they feel should be done?	
Would they like to arrange another follow-up meeting to monitor the situation? (Where parents were unhappy with how the situation was resolved, this meeting is vital)	

Date / time:	Those present:
Information shared:	
When asked whether the child and parent were happy with how this was dealt with, their comments were:	
Is there anything more they feel should be done?	
Would they like to arrange another follow-up meeting to monitor the situation? (Where parents were unhappy with how the situation was resolved, this meeting is vital)	

**Clinton Primary School**

**'Bullying Behaviour' Record**

<b>Perpetrator's name:</b>				
<b>Incident (including pupils involved)</b>	<b>Date reported</b>	<b>Action taken</b>	<b>Date of action</b>	<b>Impact of action</b>