



St. Lawrence Primary School Anti-bullying Policy

The purpose of our anti-bullying policy is to ensure that pupils in our school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social and will not be tolerated. All issues of bullying will be addressed robustly, so that pupils can fully benefit from all the opportunities available at our school whilst feeling happy and confident.

We define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be related to:

- *race, religion or culture*
- *special educational needs or disabilities*
- *appearance or health conditions*
- *sexual orientation, sexist or sexual bullying*
- *looked-after children, young carers or other home circumstances*
- *radicalisation, County Lines, extremism, child exploitation and hazing*

Bullying can be:

- *physical (kicking, hitting, pushing or taking belongings)*
- *verbal (name calling, mocking, taunting, sexist/ racist/homophobic remarks and other discriminatory language)*
- *indirect (cyber bullying, spreading rumours/gossiping, graffiti or excluding someone from social groups)*

Bullying can also take the form of messages/photographs on social media/internet or sent via texts/emails.

Although sometimes occurring between two individuals in isolation, bullying often takes place in the presence of others.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression/anxiety, physical problems such as headaches/stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying; triggering actions to support these pupils.

All of our members of staff are trained to be alert to the signs of bullying and know the importance of acting promptly, sensitively and effectively in accordance with this policy. There is no “hierarchy” of bullying - all forms will be taken equally seriously and dealt with appropriately.

N.B. The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff.

Curriculum and Educating Pupils

The St. Lawrence Way is taught to all our pupils: **B**e responsible; **E**ncourage others; **S**how respect and **T**ry our best.

As a Church of England school we want all members of our community to act like The Good Samaritan: ***‘When I needed a neighbour, were you there?’***

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying throughout PSHE, RSE and other subject areas and through assemblies and other school activities.

Pupils will be taught the difference between rude/mean behaviour and bullying and that although none of these behaviours is acceptable, they will be dealt with in slightly different ways. Nearly all children can be rude/ mean (and need to be told not to be), but bullying is more serious and more help needs to be given to victims and perpetrators.

At all times pupils will be taught the importance of reporting bullying and that we expect them to help others who are victims. We will teach children to be assertive and also caring.

Pupils will be encouraged to tell any member of staff about worries that they have and if they think any bullying is happening in or outside of school.

The NSPCC’s Child-Line phone number will be shared with all pupils, who will be allowed to telephone from school if they want advice.



Visiting speakers will sometimes be invited to give advice and share experiences.

Roles and Responsibilities

There is a senior member of staff who leads on anti-bullying: **ALAN BRANNEN** (headteacher)

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school’s values and practice and is reviewed frequently.

Governors will ensure there is a senior designated lead for Child Protection who will address bullying related to radicalisation and extremism.

How to we deal with bullying?

The following steps will be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.

- A clear account of the incident, actions taken and review date will be recorded and shared with the headteacher, pastoral support staff and other key members of staff. Records will be kept so that incidents can be monitored.
- Pupils will be spoken to and steps taken to 'nip the problem in the bud'.
- Relevant staff (e.g. our Pastoral Support HLTAs) will be kept informed and if the bullying persists, they will record this and inform the headteacher so that appropriate further action can be taken.
- Parents/carers will be kept informed and given advice. Meetings will be arranged when necessary. The school's pamphlet on Anti-bullying and this policy will be given out.
- Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour and prevent any reoccurrence.
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.
- The police, social services and other agencies/professionals will be involved if needed (see Behaviour & Discipline Policy).

Pupil Support

Pupils who have been bullied (victims) and those who have bullied (perpetrators) will be given help and guidance from our Pastoral Support HLTAs (**Anna Forster and Zoe Robinson**) or a counsellor (**Kay Brophy**).

Throughout, victims and their families will be:

- given frequent opportunities to discuss the incidents;
- reassured and encouraged to report further issues;
- helped with their self-esteem and confidence.

Throughout, pupils who have bullied will be:

- told that their behaviour was inappropriate and must stop;
- told clearly that the relationship with the other pupil/s needs to improve and how the school will expect and support this change;
- helped, when necessary, to address the reasons for the bullying behaviour.

Appendices

- Shropshire Schools Hate-Related Incident Form
- Information on the Legal Framework
- St. Lawrence's Incident Form
- Posters

APPENDIX 1

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- ☐ Race
 ☐ Religion / culture
 ☐ Sex
 ☐ Disability
☐ Sexual orientation
 ☐ Gender identity/presentation
 ☐ Age*
☐ Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?

☐ Yes (If 'yes' please give details below) ☐ No

Frequency or duration of behaviour

- ☐ Once or twice
 ☐ Persisting over one school term
☐ Several times a week
 ☐ Persisting for more than a year

Section C: About the Victim

Is the victim ☐ Pupil ☐ Staff member ☐ Other adult ☐ Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: ☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-55 ☐ Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- ☐ Buddhist
 ☐ Rastafarian
 ☐ Don't know
☐ Christian
 ☐ Sikh
☐ Hindu
 ☐ Other
☐ Jewish
 ☐ No religion
☐ Muslim
 ☐ Prefer not to say

Sexual orientation

- ☐ Heterosexual
☐ Bisexual
☐ Gay/Lesbian
☐ Prefer not to say
☐ Don't know

Ethnicity

- ☐ White British
 ☐ White & Black Caribbean
☐ White & Black African
 ☐ Indian
☐ White Irish
 ☐ Pakistani
☐ White & Asian
 ☐ Bangladeshi
☐ Other white background
 ☐ Black Caribbean
☐ Any other mixed background
 ☐ Black African
☐ Eastern European
 ☐ Any other black background
☐ Chinese
☐ Any other ethnic background
☐ Prefer not to say
☐ Don't know

Is the victim from a Gypsy or Traveller background?

- ☐ Yes
 ☐ No
 ☐ Don't know

Disability – please describe

☐ Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics
(Name/s of offender/s not needed in this context)

If adult - Age Group:

☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-55 ☐ Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

☐ Yes

☐ No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only

☐ Yes

☐ No

Personal details

☐ Yes

☐ No

Signature

Date

.....
Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

APPENDIX 2

The Legal Framework:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006 states that 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 and give 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 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

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 and additional specific duties require them to publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective.

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 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'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. 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. Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members 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".

St Lawrence Primary School

Incident/Concern/Intimate Care Form

Child's name:

Class:

Date and time (including day of the week):

Witnesses (where relevant):

Details of incident/concern (facts only):

Follow-up action:

Form completed by:

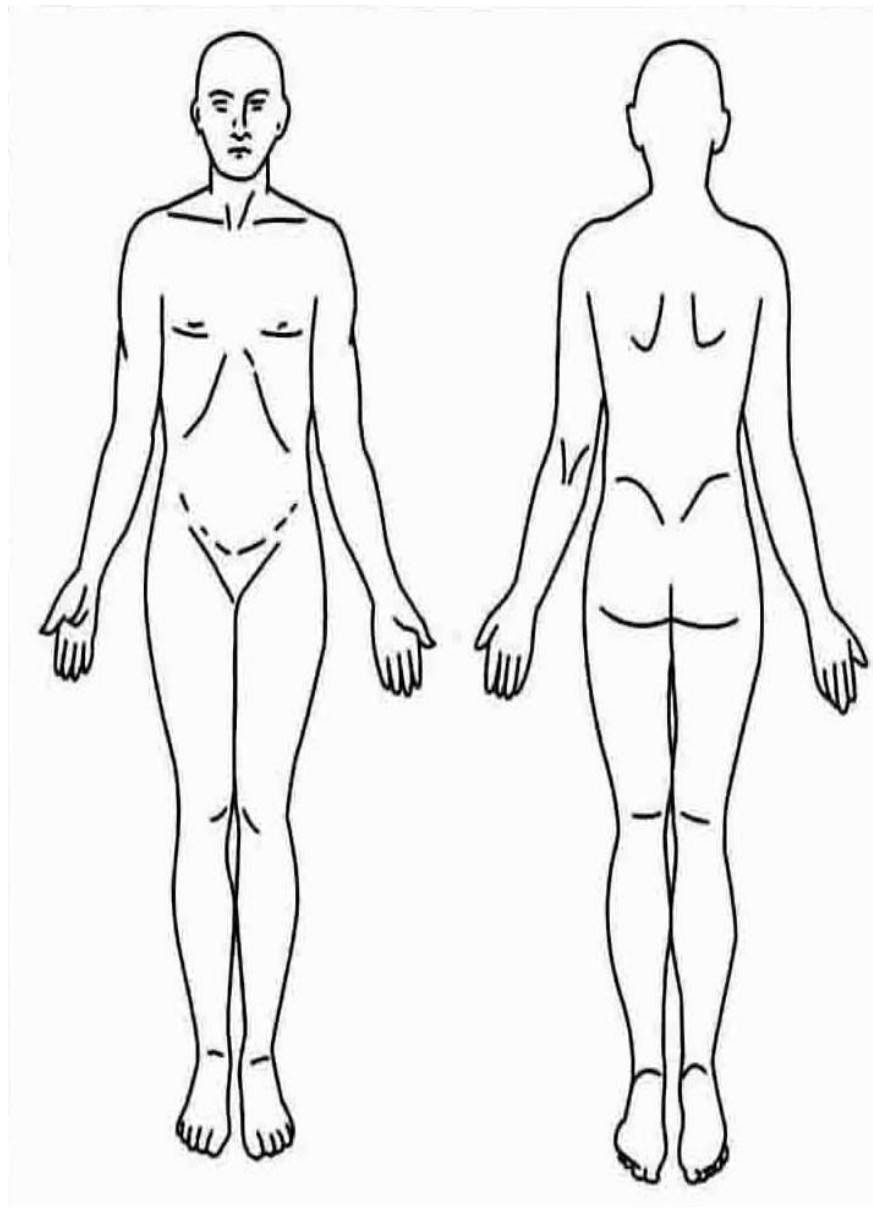
Signature:

Date:

Headteacher's signature:

Date:

If an injury has been sustained please label and make notes on the diagram below.



Anti
Bullying
Campaign

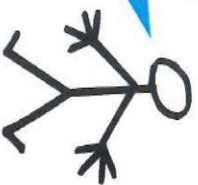


This is our Anti-Bullying Promise

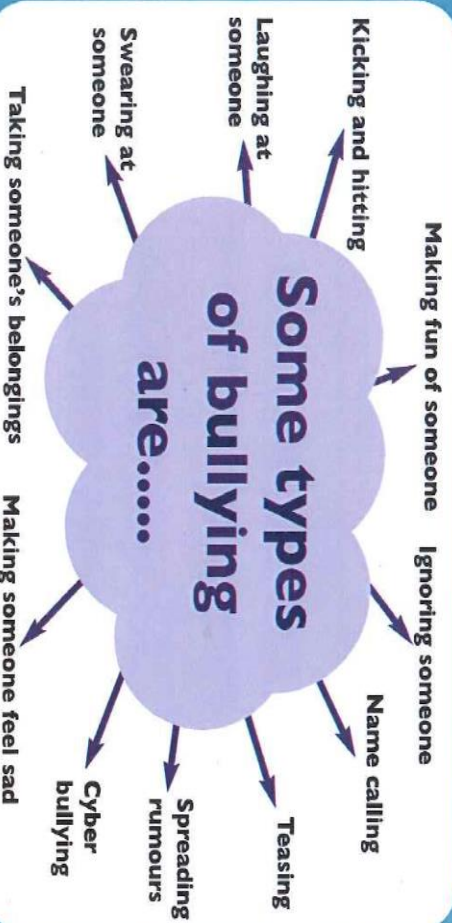


What is Bullying

Bullying is hurting someone or someone's feelings on purpose



**Make Friends, More Friends
Try to be a Good Friend**



Don't Suffer In Silence

Everyone matters, so if you're being bullied, tell someone you trust, like a teacher, parent, carer or friend.

See Something • Hear Something • Say Something



Don't Bully, Be A Buddy



Developed by



**Stropshire
Youth Parliament**

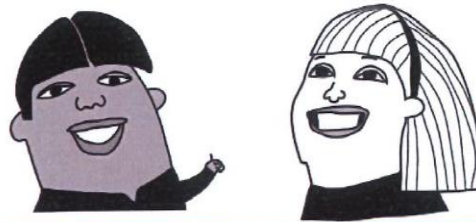
Supported by

Shropshire
Children's Trust



Top anti-bullying tips

Tips for children and young people



Are you a young person who's suffering at the hands of bullies? Or maybe you're witnessing others being bullied? Either way there are ways around it. Here's our anti-bullying tips for you.

If you're worried about bullying speak to someone you trust or you can call ChildLine on 0800 11 11

- It doesn't matter what colour hair you have; what trainers you are wearing; how you speak; how you walk; how you talk – **it is not your fault if you get bullied.** We are all different in some way and that's what makes us amazing.
- Whether you are a boy or a girl, old or young, big or small – bullying makes you feel rubbish and it's okay to be upset about it. **The important thing is that you tell someone about it.**
- If you feel you can, talk to a teacher you trust or your parents, brother or sister. If you don't want to do that **you can always call Childline** 0800 11 11 or visit www.childline.org.uk.
- Keep a record of what happened, when it happened, and who was involved. If the bullying is online, **keep the evidence** – save or copy any photos, videos, texts, emails or posts.
- It can be tempting if you are being bullied to retaliate – for example to send a horrible message back to someone; to try and embarrass and hurt the other person, or to fight back. **This is not a good idea – you might end up being seen as the trouble maker or get yourself even more hurt.**
- **Think about other ways you can respond to bullying.** For example, practice saying: "I don't like it when you say that/do that – please stop." Think about other people who can help you if you are being bullied – this could be other classmates, or a teacher.
- **Only hang out with people who make you feel good about yourself.** If someone constantly puts you down they are not a real friend and not worth your time.
- **Be kind to yourself,** and do things that make you feel good, relax and make new friends. You might play an instrument; write lyrics; draw cartoons; dance; act or join a sports club. This is your life so make sure it's the best life possible – don't let anyone bring you down.
- **Remember to be kind to other people!** Just because someone is different to you and your friends – that doesn't mean you are better than them or have a right to make them feel bad. If you mess up, say sorry. You don't have to be friends with everyone – but you should always show respect, make it clear that you don't like it when people bully others, and stick up for people who are having a hard time.





If your child is being bullied or you think they might be, here are some tips on how to talk to them and prevent further bullying.

- If your child is being bullied, **don't panic**. Explain to your child that the bullying is not their fault and together you will sort this out.
- **Bullying is never acceptable**; and should always be taken seriously. It is never your child's fault if they've been bullied.
- Try and **establish the facts**. It can be helpful to keep a diary of events. If the bullying is online, save or copy images and text.
- **Find out what your child wants to happen**. Help to identify steps you can take; and the skills they have to help sort out the situation. Make sure you always keep them informed about any actions you decide to take.
- You may be tempted to tell your child to retaliate but this can have **unpredictable results**. Your child might get into trouble or get even more hurt. Rather – role play non-violent ways they can respond to children that are bullying them (e.g. "I don't like it when you say that to me / do that to me. Stop."); show them how to block or unfriend people if the bullying is online and help them identify other friends or adults that can support them.
- **Encourage your child to get involved in activities that build their confidence and esteem**, and help them to form friendships outside of school (or wherever the bullying is taking place)

Access our free anti-bullying online information tool at
www.anti-bullyingalliance.org.uk/parenttool



Get some advice

There are many organisations that can give you some advice. Contact them if you are worried about bullying and want to talk to someone. <http://www.anti-bullyingalliance.org.uk/parentadvice>

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's

RUDE

When someone says or does something *intentionally* hurtful and they do mean it once, that's

MEAN

When someone says or does something *intentionally* hurtful and they *keep doing it* even when you tell them to stop or show them that you're upset—that's

BULLYING