



# Bow Community Primary School

## Anti-Bullying Policy

### 1 Introduction

- 1.1 A **whole-school approach** is key to preventing and tackling bullying. 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. The Department for Education published advice for Headteachers, July 2017, for staff and governing bodies relating to preventing and tackling bullying. [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)  
This policy reflects this guidance.

### 2 Aims and objectives

- 2.1 At Bow Community Primary School, we aim to create 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 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.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur including incidents relating to race, religion and belief, gender, sexual orientation or disability, to ensure the safety and mental well being of all our pupils
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### 3 What is bullying

- 3.1 DfE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 3.2 Bullying can take many forms (for instance, online-bullying via instant messaging and gaming), and is often motivated by prejudice against particular groups, such as race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 3.3 Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.
- 3.4 There is no single solution to bullying, which will suit all pupils.

### 4 Online bullying

- 4.1 The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school.

- 4.2 Online 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. Bullies will often use a range of social media sites to perpetuate bullying behaviour.

## **5 Bullying outside school premises**

- 5.1 Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops or in a town or village Centre. It may also relate to the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities.
- 5.2 Where bullying outside school is reported to school staff, it should be investigated and acted on, either by a teacher or the Head teacher, depending upon the nature of the incident or the availability of the appropriate member of staff. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. The investigation may take several days, but we would aim to get back to you within 5 working days.
- 5.3 If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 5.4 In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **6 The role of pupils**

- 6.1 Pupils are expected to treat one another and staff members with respect.
- 6.2 Pupils should have an understanding of the value of education and a clear understanding of how our actions affect others – this is reinforced by modeled good behaviour from other pupils and school staff.
- 6.3 Pupils are encouraged to tell anybody they trust if they feel they are being bullied. If the bullying continues, they must keep on letting people know.
- 6.4 Pupils are invited to tell us their views about a range of school issues, including bullying, throughout the year as part of the Relationship and Sex Education (RSE curriculum), during assemblies and within Anti bullying week.
- 6.5 Pupils contribute to the school ethos of anti-bullying by preparing and delivering to pupils within the school their own Code of Conduct (see attached).
- 6.6 Our School Council looks at the Anti-bullying policy on an annual basis.

## **7 The role of staff**

- 7.1 All staff should be aware of systems within their school or college which support safeguarding, and these are explained to them as part of staff induction
- 7.2 School staff work proactively to gain all relevant information about issues between pupils, where a concern has been raised.
- 7.3 School staff work together to develop strategies to prevent bullying occurring in the first place – such as using assemblies, RSE curriculum, dedicated events or projects to talk about issues of

difference. The content of such will be determined by the staff that are able to determine what will work best for the pupils in their class.

- 7.4 The ethos of good behaviour is modeled and upheld by all staff and older pupils in the school. As such this good model of behaviour is used as a model of expected behaviour for all pupils. Pupils then know how to treat one another and school staff with respect, because they know that this is the right way to behave.
- 7.5 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- 7.6 If a teacher witnesses an act of bullying, they will either investigate it themselves or refer it to the child's class teacher. In the first instance the staff member will investigate the allegations by removing the victim from the classroom and talking to them. The incident and subsequent actions will then be placed on the electronic Child Protection Online Monitoring System (CPOMS). If the nature of the incident is serious, then it will be reported to the Headteacher straight away.
- 7.7 To try and unpick what has happened it is usual for the teacher to then talk to the perpetrator to determine further events.
- 7.8 In instances where the victim and the bully's stories differ, both victim and bully will be asked about other children that were present at the time of the incident. Other children will then be removed from the classroom and asked for their version of events, in a bid to clarify the situation.
- 7.9 Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied or bullying, then, after consultation with the Headteacher, the teacher informs the parents of the children involved.
- 7.10 Every member of staff has a log-on to CPOMS, whereby staff can record an incident of bullying (both in and out of class). This is then circulated to all safeguarding officers.
- 7.11 We also record incidents that occur near the school, or on the children's way between school and home. An adult, who witnesses an act of bullying, should report it to a member of staff, who will record it on CPOMS, which is circulated to all safeguarding officers.
- 7.12 When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why their action was wrong and that child is encouraged to change their behaviour in future.
- 7.13 If a child is repeatedly involved in bullying other children, we inform the Headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the Behaviour Support Team.
- 7.14 Depending upon the nature of the act of bullying, the perpetrator may be suspended from school for a fixed period of time. Parents will be written to and notified and the appropriate member of the governing body will also be informed.

- 7.15 Staff adopt a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions are recorded.
- 7.16 All staff should be clear as to the school's policy and procedures with regards to peer-on-peer abuse.
- 7.17 Following a period of fixed suspension, the child and parents will be offered a reintegration meeting before returning to school.

## **8 The role of the Headteacher**

- 8.1 The Headteacher works alongside the safeguarding governor, who monitor the number of incidents on a half-termly basis. This action is then recorded in the governor minutes.
- 8.2 It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- 8.3 The Headteacher reinforces the ethos of the school, so that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being disciplined.
- 8.4 The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- 8.5 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 8.6 There may be instances where the class teacher is unavailable to deal with an incident, or the nature of the incident requires the Headteacher to investigate the events. In this case the Headteacher will follow the procedure outlined in points 7.6, 7.7 and 7.8. This may lead to further actions being taken such as those outlined in 7.13 and 7.14.

## **9 The role of governors**

- 9.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 9.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 9.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body

notifies the Headteacher, and asks them to conduct an investigation into the case, and to report back to a representative of the governing body.

## **10 The role of parents / carers**

- 10.1 Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 10.2 If you believe that your child is a victim of online bullying, there is advice from the government about what to do.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

- 10.3 The class teacher may set up a meeting for the parents of the bullied child to attend, so that they can discuss their concerns further. A record of this meeting will be made along with any actions that have been discussed; a copy of this will be given to parents and the meeting noted on CPOMS.
- 10.4 If the parents are not satisfied with the response from the class teacher, they should contact the Headteacher, where a further meeting may need to be set up. The class teacher will be invited, along with parents, so that the particular issue can be discussed in further detail, along with any actions that have been implemented and a discussion as to how best to proceed to resolve the issue.
- 10.5 If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school web site.
- 10.6 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

## **11 Monitoring and review**

- 11.1 Incidents of bullying are monitored on a day-to-day basis by the Headteacher, who reports to governors on a half-termly basis, any incidents that may have arisen. The efficacy of the policy is also monitored in light of changing circumstances, for instance increase mobile phone usage, internet access and so on.
- 11.2 This anti-bullying policy is the governors' responsibility. They review its effectiveness annually via analysis of parent questionnaires, examining CPOMS for bullying incidents, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- 11.3 This policy will be reviewed in two years time, or earlier if necessary.

### Anti-Bullying Policy Amendments

March 2015 - Amendments made to sections 7 & 8, the role of staff and the role of Headteacher, with reference to clearer explanations of the procedure.

February 2017 – Amendments made to the policy around CPOMS and its use in sections, 7, 8 and 10.

February 2019 – Amendments made to 1.1 – hyper link inserted; 3.1 insertion of school council definition; 4.2, enhancement of definition; 7.3, moved into 7.2 as a continuation; 10.2 inserted with a hyperlink for parents

February 2021 – Amendments made to 2.3 – insertion of mental well-being; 7.13 inserted to make links with Behaviour policy and exclusion; 7.14 inserted to make links with behaviour policy and reintegration meeting; 8.6 amended to include references to 7.13 & 7.14

April 2023 – Amendments made to section 1.1 – update guidance link. 3.1 - removal of Bow Anti-bullying code of conduct, 7.14 – wording change.

Additional points taken from KCSIE 2022 – 7.1 staff awareness. 7.15- reference to sexual violence 7.16 – peer on peer