

## Beauclerc and Chennestone Schools



## Anti-Bullying Policy 2020 - 2021

Bullying may be defined as

*“Behaviour by an individual or group, repeated over time,  
that intentionally hurts another individual or group either physically or emotionally”.*

Providing a safe and happy learning environment is a prerequisite and integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at school, they are in a much better position to realise positive outcomes – to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being

This policy refers to pupils but it is intended to apply to everyone in and interacting with the school community. All forms of bullying, including those motivated by prejudice, must not be tolerated and should incur consequences. No-one should suffer the pain and indignity that bullying can cause.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

**Pupils are bullied for a variety of reasons – and for no reason.**

Specific types of bullying include bullying related to:

- race, religion or culture
- special educational needs (SEN) or disabilities
- appearance or health conditions
- sexual orientation
- home circumstances
- sexist or sexual bullying
- other types of prejudice eg body size
- young carers or looked-after children
- school staff, whether by pupils, parents or other staff

Bullying can take place between pupils, between pupils and staff, between staff or by parents towards staff or the schools as a whole, by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

### **Bullying includes:**

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text or social media messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others. Pupils not directly involved in bullying can be unsure of what to do.

### **Different roles within bullying have been identified:**

- The ring-leader, the person who through their social power can direct bullying activity
- Assistants, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying

### **EDUCATION ACTS**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. The Education and Inspections Act 2006:

- provides 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;

*See also Appendix 1.*

### **Successful schools:**

- **involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;
- **involve pupils.** All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluate** and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers / internet;
- **implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;

- **openly discuss differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality. Schools can also teach children that using any prejudice based language is unacceptable;
- **use specific organisations or resources for help with particular problems.** Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;
- **provide effective staff training.** Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) pupils;
- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;
- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;
- **create an inclusive environment.** Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrate success.** Celebrating success is an important way of creating a positive school ethos around the issue.

### **The Schools Anti-Bullying Charter principles mean : –**

#### **For pupils who experience bullying that:**

- they are heard;
- they know how to report bullying and get help
- they are confident in the schools' ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others

#### **For pupils who engage in bullying behaviour:**

- consequences and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused

**For schools:**

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

**For heads, governors and other school staff:**

- they develop whole-school policies which meet the law and school inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best practice based on knowledge of what works
- there is a review of the school anti-bullying policy annually and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities

**For parents:**

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate /resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures

**Beauclerc and Chennestone Schools engage pupils by:**

- developing school 'listening' strategies
- being clear about how the pupil voice fits into the overall strategy
- demonstrating respect for others views
- engaging in honest debate, showing where the boundaries are
- engaging with marginalised pupils as well as those who often have a voice

**We encourage pupil participation through:**

- school and class charters
- the Schools Positive Behaviour ethos
- focus groups eg the School Parliament or Peer Mentors
- restorative approaches, conversations and conferences
- face-to-face discussions with individuals, small groups of children, class groups
- Circle times and Philosophy for Children approaches
- the RSHE or Citizenship curriculum eg the 'Zippy' programme in Year 2.

- written questionnaires and feedback forms, which provide ideal opportunities to find out about children and young people's understanding and perceptions of bullying
- art, posters, drama and interactive exercises
- visual symbols and puppets or dolls for very young children
- workshops / theatre groups / DVDs
- promotion of informative / interactive websites
- discussion sessions and sequences of lessons to explore issues of bullying
- children and young people representation on community groups / councils

### **The aims of the school anti-bullying strategies and intervention systems are:**

- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger support for the pupil
- To apply consequences to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support
- To repair harm through restorative approaches

### **The school works towards the prevention of bullying behaviour through:**

#### **School Culture and Values**

To prevent bullying the school creates effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexual orientation, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are well supported to develop their social and emotional skills
- the curriculum / all the planned learning activities promote anti-bullying values.
- specific curriculum areas such as RSHE, Citizenship and in the Social and Emotional Aspects of Learning make a significant contribution to anti-bullying work
- assemblies, philosophy for children approaches and class circle time are used as teaching opportunities for anti-bullying principles and practice
- transition is planned and delivered:
  - at planned times (e.g. for year 6, 3 and R pupils)
  - for individuals arriving at other times in the school year
  - for individuals needing specific support.

#### **Leadership**

- The school leadership team promote an open and honest anti-bullying ethos, which secures whole-school community support for the Behaviour and Anti-bullying policy
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying
- Positive links with other schools and other agencies are established
- The School Leadership Team build staff understanding and engagement with anti-bullying strategies and actions
- Activities to support and care for vulnerable pupils and families

**Curriculum opportunities**

- School staff use class time to raise awareness of and tackle bullying
- RSHE and Citizenship are used to discuss issues around diversity and anti-bullying
- Materials relating to 'The Social and Emotional Aspects of Learning' (SEAL) plus the school PHSE programme are available to use to develop social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying
- Creative learning through art, music, poetry, drama and dance develops an understanding of feelings and enhance pupils' social and emotional skills

**Opportunities to raise awareness**

- opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying
- Anti-Bullying Week (ABW) events in November of each year
- targeted small group or individual learning / counselling for those who display bullying behaviour as well as those who experience bullying
- whole-school assemblies used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and current news stories

**Pupil voice**

- Pupil Voice forums
- Votes for Schools
- Engaging pupils in developing, promoting and evaluating anti-bullying policy and practice
- Building pupil confidence through programmes such as 'Pyramid Clubs'
- Weekly circle / discussion times in class – philosophy approaches
- Peer mentors and buddies
- Worry boxes and emotion boards in classes and corridors

**Structured data gathering**

- Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying enables the school to monitor and evaluate its anti-bullying work better

**Improving the school environment**

- Using available data to identify how the school environment and travel to and from school can be made safer to reduce incidents of bullying
- Evaluating staff supervision patterns, in the playground, school buildings, and on school transport; the physical design of the school building, including investigating "blind spots" where bullying could take place
- Establishing "quiet play" areas in playgrounds or 'safe rooms' for use at break times
- Facilitating quality play areas / resources

**Professional development**

- Professional development, including information on legal responsibilities, is available for all staff – teachers, support staff, temporary staff

**Working with local authorities or other schools**

- Working with the local authority to ensure that outside agencies such as the Education Welfare, Service, Child and Adolescent Mental Health Services, (CAMHS) and Education Psychology Service are engaged with anti-bullying work; and pupil safeguarding has a high priority
- Working in partnership with other schools

## **Clear and effective pupil reporting systems**

Pupil reporting systems include:

- confidential and varied routes to report bullying
- effective and fair investigation
- listening strategies
- follow up systems to ensure that agreements are sustained

## **Use of Consequences**

Consequences are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children. (Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate consequences imposed. However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what they are doing.)

Consequences have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter them from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Consequences for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. The consequences of bullying should reflect the seriousness of the incident and address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

Restorative Practices are a key element in this process supporting victims, repairing harm, achieving longer term resolutions for all parties

The schools ensure that the needs of the pupil who has experienced bullying are addressed. It avoids situations where they have to face their bullies in isolation. We keep disruption to their learning to a minimum; allow them to retain access to their friends; and make them aware of the punishment that the pupil who bullied them will receive as well as the support they themselves are being given.

## **Exclusions**

When other strategies and consequences do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

“Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes clear that “exclude...means exclude on disciplinary grounds”. Exclusions guidance explicitly says that children should only be sent home for health and safety reasons where “because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff”. Behavioural problems, even when related to a diagnosed condition such as ADHD or ASD, do not normally fall into this category.

Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the Headteacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, it is recommended that the Headteacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, this be considered differently from an unprovoked attack."

## **Responsibility and Celebration**

The schools :

- use responsibility and celebration strategies to encourage pupils to behave well and take care of each other
- communicate and celebrates the school commitment to anti-bullying
- encourage individual pupils to take on responsibilities and specific roles in anti-bullying work, e.g. as peer mentors
- use the National Healthy Schools Status and other awards and 'Values Education' to enhance pupil well-being

## **Developing the roles pupils can play**

Helping pupils to help themselves and each other through:

- class circle time in understanding the needs of their peers. These are planned sessions in which a teacher facilitates a safe and positive environment for pupils to take turns, if they choose, to talk about an issue of concern – the whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- assertiveness training, which can help rebuild confidence and resilience for a child who has been bullied
- active teaching of social and emotional skills, used both for whole class or more intensive small group work
- pupil voice opportunities
- philosophy for children approaches/ discussions
- restorative practices

or as

- trained peer mentors or trained mediators / buddies.
- "defenders" in the bystander terminology
- members of a group / class supporting pupils who have been bullied

## **Adult mediation / counseling**

- Mediation and counselling focuses on pupils who have been bullying others regularly for some time, as well as those being bullied
- Restorative conferencing

## **Engaging parents**

The schools develop successful home-school links and works with parents to

- help them to understand the stance of the school as regards bullying
- engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying.

Parents are made aware of how to

- work with the school on bullying
- seek help if a problem is not resolved
- play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school
- support their child and the school if their child is causing the bullying

The schools have a legally required complaints procedure which is available to parents on the schools' website.

## **Restorative Approaches and Justice**

The schools use Restorative Approaches. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied
- accepting responsibility for the harm caused to others (for example staff, friends or family);
- recognising the need to take action to begin to repair the harm caused
- agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

There are a range of restorative approaches, ranging from informal meetings with pupils, where they can talk through their issues in a structured way, to – at the most formal end – a restorative conference with an independent facilitator.

Restorative approaches are effective, when the requisite time and resources are invested, and used in conjunction with consequences.

## **Review and follow up to actions**

Actions are monitored over time to review whether the action has prevented recurrence of the bullying and to ensure that the pupil being bullied feels safe again.

An interview with the pupils involved and / or a standard review letter to parents to gather judgements on their satisfaction with how the bullying was dealt with.

## **Confidential reporting systems for pupils**

The schools encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential.

A range of tactics are used by the school to encourage reporting:

- “I wish my teacher knew’ box in class and key places around the school, which are emptied regularly and acted upon
- “peer mentors ”or “buddies”, who are in the playground every day
- think books / reflection opportunities
- confidential phone numbers / helpline information
- easy access to TAs
- proactive class teachers and trained ELSA staff

Systems are of value when:

- pupils have confidence that their concerns will be treated promptly and seriously and that action will be taken which will not make their situation worse
- pupils can access reporting routes easily
- pupils know who will deal with their concerns and have trust both in them and the systems which the school uses
- pupils are aware that malicious reporting, relating to pupils or staff, will be taken seriously

**.Reporting arrangements for parents**

Parents are frequently the ones to report bullying incidents to the school. Parent reporting systems are most effective when:

- reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken
- reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying
- parents have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child
- staff take actions to agreed timescales and report progress to parents – see flow chart
- parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

**Keeping records of bullying incidents enables the school to:**

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

**Bullying data is used to:**

- create evaluation reports for Governors in order for them to monitor the anti-bullying work of the school
- work towards meeting Healthy Schools criteria and achieving Healthy Schools
- inform the evidence presented in the school Self-Evaluation Summary

**Data and Evidence includes**

- information relating to the incident
- information on what action the school took and the impact this had on the bullying
- a range of data from pupil surveys including quantitative data and perception data
- records of peer mentoring initiatives or projects such as playground “buddying”
- parental complaints to the school or local authority regarding bullying
- records of the Local Authority Inclusion Officer identifying where bullying is a factor in nonattendance at school
- exclusions data related to bullying
- transfer and admissions data, specifically requests for transfer due to bullying or harassment
- information and evidence collected under the National Healthy Schools theme of “emotional health and well-being” (including bullying)
- data from Ofsted reports
- information contained in school improvement plans

**The Anti-bullying policy is effective because the whole-school workforce:**

- understands the principles and purpose of the school anti-bullying policy
- understands their responsibilities regarding bullying
- is clear about their responsibility to resolve problems at the nearest level to the pupil
- knows what consequences and behaviour management strategies are in place and where to seek support
- have the requisite knowledge and skills for preventing bullying and repairing harm
- understands the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities
- knows the procedures for referral
- knows the procedures in relation to safeguarding and liaison with multi-agency teams

**Evaluating the Anti-bullying policy**

Key questions to ask in evaluating the policy are:

- Do the data and views of people show that have we achieved what we set out to do?
- What have we learned about how to develop anti-bullying work in the school?
- What is our next development priority in anti-bullying work and how will we undertake that development?

Evaluation of the anti-bullying policy is incorporated in the school evaluation process

**Personal, Social and Health Education (PSHE)**

The aim for PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

The PSHE Association's programme of study for personal, social, health and economic (PSHE) education was written to sit alongside the 2014 National Curriculum and has been updated in 2017 to reflect the rapidly changing world in which our pupils live and learn.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice.

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

**CORE THEME 1: HEALTH AND WELLBEING**

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

**CORE THEME 2: RELATIONSHIPS**

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help

## 5. how to respect equality and diversity in relationships

*KS1 and KS2 Examples related to Anti-bullying - pupils should have the opportunity to learn:*

- *to communicate their feelings to others, to recognise how others show feelings and how to respond*
- *to recognise that their behaviour can affect other people*
- *to recognise what is fair and unfair, kind and unkind, what is right and wrong*
- *to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class*
- *to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)*
- *to offer constructive support and feedback to others*
- *to identify and respect the differences and similarities between people*
- *to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)*
- *that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)*
- *to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say*
- *to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable*
- *strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help*

*KS2 Examples related to Anti-bullying - pupils should have the opportunity to learn:*

- *to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view*
- *to work collaboratively towards shared goals*
- *to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves*
- *that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)*
- *to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)*
- *to recognise and manage 'dares'*
- *to recognise and challenge stereotypes*
- *about the difference between, and the terms associated with, sex, gender identity and sexual orientation*
- *how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)*

### **CORE THEME 3: LIVING IN THE WIDER WORLD** (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens

3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

## **PHSE Education Programme of Study ( Key Stage 1 - 5 ) January 2017**

### **Social and Emotional Aspects of Learning (SEAL)**

The SEAL materials can be used to support the development of the social and emotional skills which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework and is organized into seven themes:

- New Beginnings
- Getting On and Falling Out
- Going for Goals
- Good to Be Me
- Relationships
- Changes
- Say No to Bullying

Each theme is relevant to reducing bullying. The theme "Say No to Bullying" provides an explicit focus on bullying and is a useful resource for Anti-Bullying Week. The SEAL learning objectives related to anti-bullying are:

#### **Foundation stage**

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

#### **Years 1 and 2**

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.
- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being

bullied.

- I know what to do if I am bullied.

### **Years 3 and 4**

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

### **Years 5 and 6**

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.
- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

Parents can contact Parentline Plus (0808 8002222) for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents, staffed by trained volunteers, There is extensive information on 'Parentline Plus' website, where the leaflet on helping parents worried about bullying – Be Someone to Tell – can be down loaded.

The school also has its own Anti-Bullying leaflet based on the 'Safe to Learn' materials. This provides key information for children and parents and is sent out in all induction packs.

### **The Anti-Bullying Alliance defines bullying as:**

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'

There is no legal definition of bullying. June 2015

### **DfE 2016 Bullying - a definition**

There is no legal definition of bullying. Schools should have own definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

- often aimed at certain groups, eg because of race, religion, gender or sexual orientation
- It takes many forms and can include:
- physical assault
  - teasing
  - making threats
  - name calling
  - cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

## **Appendix 1**

### **THE EQUALITY ACT 2010**

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying.

### **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. 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.

## **BULLYING OUTSIDE SCHOOL PREMISES**

Head teachers have 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 head teachers 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 head teacher should 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 should always be informed.