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**Anti-Bullying Policy**

**St Stephen’s (Kearsley Moor)**

**C E Primary School**

## **Statement of intent**

**St Stephen’s (Kearsley Moor)** believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school’s curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school’s response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullyingamongst pupils. These measures are part of the school’s Behaviour & Discipline Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. We have a zero tolerance policy for bullying at **St Stephen’s.**

# Legal Framework

This policy has due regard to legislation, including, but not limited to the following:

* Education and Inspections Act 2006
* Equality Act 2010

This policy will be implemented in conjunction with the school’s

* Behaviour & Discipline Policy
* Cyber Bullying Policy
* E-safety Policy
* Transgender Policy

# Definition

For the purpose of this policy, bullying is defined as: “Persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group”.

Bullying is generally characterised by:

* Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
* Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
* Targeting: Bullying is generally targeted at a specific individual or group.

**Types of Bullying**

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

* Verbally - name calling, intimidation, teasing, rude gestures etc.
* Physically – hitting, pushing, damaging property etc.
* Emotionally -
* Online (Cyber) – inappropriate messages and pictures sent via social media / chat

groups etc.

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person.

**Prevention**

* Prevention is at the forefront of the school’s Anti-Bullying Policy.
* The school clearly communicates a whole-school commitment (see Statement of

Intent) to addressing bullying which is regularly promoted across the whole

school.

* All reported or witnessed instances of bullying in the school are challenged by a

member of staff.

* All staff encourage pupil co-operation and the development of interpersonal

skills through the use of group work and pair work.

* All types of bullying are discussed as part of the curriculum, and diversity,
* difference and respect for others is promoted and celebrated throughout the

curriculum.

* Changing and organising seating arrangements in class helps to prevent instances of bullying.
* Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
* All members of the school community are made aware of the school’s Anti-Bullying Policy.

**Signs of bullying**

Some of the signs that a pupil may be victim of bullying include:

* Deterioration of work
* Being frightened to travel to or from school
* Erratic attendance
* Becoming anxious or lacking confidence
* Saying that they feel ill in the morning
* Lack of appetite
* Lack of eye contact
* Becoming short tempered
* Change in behaviour and attitude at school or home.

Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

**Roles and responsibilities**

It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The **Head Teacher and Governing Body** review and amend this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

The **Head Teacher** keeps a **Bullying Record** of all reported incidents, analyses the data at **termly** intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

The **Head Teacher** arranges appropriate training for staff members.

The **Learning Mentor** offers emotional support to victims and perpetrators.

**Parents/Carers** are advised to inform the Head Teacherif they are concerned that their child may be bullied or be involved in bullying.

**Pupils** are advised to inform a member of staff if they witness bullying, or are a victim of bullying and to retain all evidence of cyber bullying.

**Procedures**

When investigating a bullying incident, the following procedures are adopted:

* The victim is offered immediate support.
* The victim, alleged bully and witnesses are all interviewed separately.
* If appropriate, all parties are asked to write down details of the incident;
* Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
* Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

**Sanctions**

* If the **Head Teacher** is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
* The **Head Teacher** informs the pupil of the type of sanction to be used in this instance (e.g. detentions) and future sanctions if the bullying continues.
* If possible, the **Head Teacher** will attempt reconciliation and will obtain a genuine apology from the bully either be in writing or face-to-face (with the victim’s consent).
* The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
* Parents/Carers are informed of bullying incidents and what action is being taken.

**Support**

Pupils who have been bullied are supported in the following ways:

* Being listened to
* Being reassured
* Being offered support from the Learning Mentor.

Pupils who have bullied others are supported in the following ways:

* Receiving a consequence for their actions
* Being able to discuss what happened and reflect on why they became involved
* Understanding what they did wrong and why they need to change their behaviour

**Bullying outside of school**

Teachers have the power to discipline pupils for misbehaving outside of the school premises.

Where bullying outside school is reported to school staff, it is investigated and acted on. 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 member of staff.

The **Head Teacher** has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils’ conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

**Policy review**

This policy is reviewed every **two years** by the **Head Teacher** and the **Governing Body**.

The scheduled review date for this policy is **January 2019**