



Anti-Bullying Policy

This policy is based upon and supplemented by the Wakefield Local Authority document: *TACKLING BULLYING: Wakefield District Guidelines for Preventing & Dealing with Bullying in all settings for Children & Young People.*

The school broadly adheres to the guidance of this document and accesses the strategies it promotes as and when it is appropriate.

Aims, Visions and Values

Our school works in close partnership with the families of children in our school to ensure that every child, every day, learns and achieves.

We do this through:

Our Children

The children in our school are at the very centre of school life. We want them to be welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard, and achieve to the very best they are able. We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct. We want our children to have good memories of their time at Orchard Head, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

Our Staff and Governors

The staff in our school work hard and they keep children at the very centre of school life. They provide children with an exciting and creative curriculum along with stimulating experiences which support their learning. Our teachers know each child well, and ensure learning experiences are differentiated so that all children make the very best progress that they are able. All our staff are caring, well trained, child focused, and model good conduct and behaviour, whether they work in the classroom, care for the building and grounds or have other roles in school, such as supporting attendance, providing lunches or supervision in the playground. Our Governors too work hard to ensure children are kept at the very heart of school life. They know and understand the school and its children's needs and achievements well, and are ambitious for their success.

Our Parents/Carers

We regard parents/carers as the 'prime educators' of their child/ren and our role is to support them in this important role. Together, we all have high expectations – that children attend school every single day that it is possible for them to attend, that their behaviour and conduct will make us proud of them, that their achievements will be the very best we know them to be capable of, that their tolerance and respect for others will be a model to others and that their enjoyment and pleasure in learning will carry them forward, making them ambitious and successful for the rest of their school life.

Our Community

We see our community as being not just those around the school, but those beyond it as well. We regard other local schools; businesses and organisations as potential partners with whom we can work to serve the needs of our children. We also recognise that our school has a responsibility to serve our community, and will look for ways in which we can achieve this goal.

Our school motto: Value, Respect and Appreciate Everyone

Which means that at all times, every day, we show everyone in our school that we respect, appreciate and value them. If we each treat everyone in this way, it makes our school a happy, safe, enjoyable and friendly place to visit, to work in and above all, to learn in.

Definition

The following is our working definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

We acknowledge that the above definition is too sophisticated for many of our children, and as such the following definition is shared with pupils:

Bullying is deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt. Bullying can be physical, verbal, non-verbal or involve technology. It always goes against our school rule 'Consider & Respect Everyone'.

Pupils who are being bullied may show changes in 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 truanting from school. Pupils must be encouraged to report bullying in schools. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Our School's Anti Bullying Commitment

Orchard Head J&I School's Anti Bullying Commitment is to ensure that the following needs are met for everyone:

- To feel safe from bullying within our school
- To feel that efforts are made to prevent bullying and to promote healthy relationships
- To feel that their concerns are taken seriously and dealt with appropriately
- To have hope that things can change for the better

Statutory Duty of Schools

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 schools, "**....must determine measures to be taken with a view to encouraging:**

- (a) promoting among pupils, self-discipline and proper regard for authority**
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils**
- (c) securing that the standard of behaviour of pupils is acceptable**
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education and**
- (e) otherwise regulating the conduct of pupils"**

These measures should be part of the school's behaviour policy and must be communicated to all pupils, school staff and parents. They 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 (The Equality Duty)

On 5 April 2011, the public sector equality duty (the Equality Duty) came into force. The equality duty was created under the Equality Act 2010. The equality duty replaced the race, disability and gender equality duties and states:

“The equality duty was developed in order to harmonise the equality duties and to extend it across the protected characteristics. It consists of a general equality duty, supported by specific duties which are imposed by secondary legislation. In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.”**

Schools are now required to comply with the new Equality Duty. 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.

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': as per Wakefield Safeguarding Children Board's guidance, also consider that challenging behaviour/being a bully may be due to abuse. 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 will be investigated and if appropriate acted on. The head teacher will also consider whether it is appropriate to notify the police or other external agency 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 will always be informed.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. Values of respect and consideration for everyone permeate the whole school (see Behaviour Policy).

During SEAL & Citizenship lessons pupils gain a clear understanding of how our actions affect others.

Anti-Bullying Week is an annual theme on our assembly calendar.

Regarding cyber bullying, our E-Safety Policy states 'Pupils will be taught safe Internet practice at the start of each school year'. As part of the same policy pupils & parents also sign a 'Pupils Acceptable Use Agreement' at the start of each year.

Intervention

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher, member of the Senior Management Team or Learning Mentor.
- This staff member will then interview all concerned and will record their own findings
- Parents will be kept informed
- Class teachers will be kept informed

- An appropriate response, which may include punitive measures, will be agreed by the staff member leading the investigation, the Head of School, a member of the Senior Management Team and the class teacher, as appropriate. This decision may also involve parents, the bully and the victim, as appropriate.

In considering the appropriate response to a bullying incident the staff involved will consider the following

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- detention
- exclusion from certain areas of school premises or activities
- purposeful tasks of reflection e.g. letter of apology, presentation on anti-bullying
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in SEALs, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Staff Development

The school is committed to the continuing professional development of its entire staff, including where appropriate in areas related to the eradication of 'bullying'.

Adult Members of the Orchard Head J I & N Community

The school is committed to the eradication of bullying at all levels of school life. Staff who feel they are being bullied in the workplace have access to appropriate HR policies e.g. Personal Harassment or Grievance policies.

Parents or other community members would have access to the complaints policy.

Monitoring, evaluation and review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed: October 2018

Due: October 2020