



Anti Bullying Policy

Definition of bullying

Bullying is an action taken by one or more persons with the deliberate intention of hurting another person either physically or emotionally.

Most children experience difficulties in relationships with other children at some time in their school career. As a result of this sort of difficulty, or for other reasons, bullying may become apparent.

Bullying may be defined as "the wilful, conscious desire to hurt or threaten someone else." (as defined in "Action against bullying - a support pack for schools" Scottish Office Education Department 1992).

The role of Parents

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 or Headteacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Bullying — A Charter for Action

Following advice from the DCSF, we will adhere to the following principles in relation to managing anti bullying strategies for our school:

We will ensure that pupils who experience bullying:

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

For pupils who engage in bullying behaviour:

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

The head teacher, governors and other school staff will take the following steps:

- ensure that the whole school community is clear about the anti-bullying stance the school takes;
- ensure that pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- take every chance is taken to celebrate the success of anti-bullying work;
- make sure all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders;
- that whole-school policies are developed which meet the law and school-inspection requirements;
- will promote a school climate where bullying and violence are not tolerated and cannot flourish;
- will continually develop best-practice based on knowledge of what works;
- review the school anti-bullying policy every two years and, as a result, the policy and procedures will be updated as necessary;
- use curriculum opportunities to address bullying;
- ensure pupil support systems are in place to prevent and respond to bullying;
- will address school-site issues and promote safe play areas;
- ensure all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying;
- ensure that all staff are aware of the importance of modelling positive relationships;
- ensure 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;
- will work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

Inform parents to ensure:

- 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.

Children on the Special Educational Needs Register for Emotional and Behavioural Problems

(Also refer to SEN Policy)

Teachers who have a concern about the behaviour of particular children should discuss their concerns with the school's Special Educational Needs Co-ordinator.

Such children's behaviour will be monitored in the school situation.

Should the teacher have continuing concerns, then a referral back to the Special Needs Co-ordinator should be made with a view to drawing up an Individual Behaviour Plan for the child involved. The child will be put on the special educational needs register at School Action.

A review should be undertaken after six weeks, when it will be decided whether or not the child should remain at School Action, or if he/she has made sufficient improvement will revert to the monitoring stage, or if no significant improvement has been made further advice will be sought either from the LEA Support Teaching Service or the school's Educational Psychologist.

The use of force to control or restrain pupils

The law and the use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do, any of the following:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of an individual case. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to

prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running recklessly in a corridor crowded with very small children may be dangerous enough not to be regarded as trivial.

Where staff have followed school procedures they will be acting appropriately and they should normally expect to be supported by the school Governing Body, their Trade Union and the LA.

Those exercising the power to use force must also take proper account of any particular special education need (SEN) and/or disability that a pupil might have. Under the Disability Discrimination Act 1995 schools have two key duties:

- a. not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- b. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

This statutory power, conferred in the Education and Inspections Act 2006, is in addition to the common law power of any citizen in an emergency, to use reasonable force in self-defence, to prevent another person from being injured or from committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or charge of pupils. Clearly, not all the behaviours that prejudice school discipline are also criminal offences and most primary pupils are below the age of criminal responsibility. Authorised staff may, if necessary, use appropriate force to prevent behaviour that prejudices the maintenance of school discipline, regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons. This search power applies to head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by the searcher and/or the second person required to be present at a search.

However the DCSF (and the LA, which endorses this view) strongly advises schools not to search pupils where resistance is expected, but rather to call the police.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

The Governing Body and the Local Education Authority

Only the head teacher has the authority to exclude a child from school. In the event of this happening, in addition to the parent being informed, the LA is notified as is the chairman of the governing body and the chairman of the Pupil Discipline Committee. A report of exclusions is given to the termly meeting of the governing body with the pupils' names not being identified. The LEA requires schools to make a termly report giving details of the child/ren involved, the reason(s) for, and the nature of the exclusion.

Parents are informed of their rights when given written notification of the exclusion.

Lead responsibility: Mr V O'Brien

Approved by staff :

Approved by Governors:

Curriculum Sub Committee -

Full Governing Body

Review Date