



GREATFIELDS SCHOOL

Bullying policy

Approved by SLT:

Date: September 2018

Approved by Local Governing Board:

Date: October 2018

Next Review Date: September 2020



Partnership Learning



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The Equality Act

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 of 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.





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Dealing with Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

At Greatfields, staff, leaders and governors are best placed to decide how best to respond to the particular issues that affect their pupils.

Greatfields will put in place disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. At Greatfields, we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying behaviour may need support themselves.

Greatfields Schools will excel at tackling bullying and 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 the value of education, and a clear understanding of how our actions affect others permeate the whole school environment – in the playground, corridors, classrooms, and beyond the school gates.

The knowledge and values that children are taught in lessons are reinforced by staff and older pupils setting an excellent example to others. Schools that achieve this are successful in preventing bullying from arising in the first place.

Greatfields schools will:

- **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;
- **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;
- **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





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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.** Greatfields will 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.

Schools Accountability

At Greatfields, the students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Further Sources of Information

DfE resources

Link to Behaviour and Discipline in Schools - Guidance for Head Teachers and School Staff

- Make Them Go Away (SEND DVD):
http://www.youtube.com/user/educationgovuk#p/u/6/ug_8IY52BIQ

Let's Fight it Together (Cyberbullying DVD): <http://www.youtube.com/watch?v=dubA2vhllrg>

