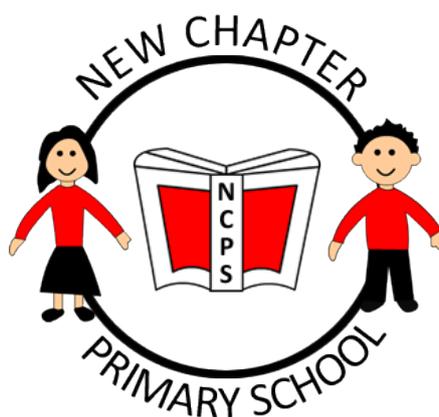


Milton Keynes Education Trust

New Chapter Primary School



Safe to Learn Policy

This policy has been reviewed in full by the Headteacher on behalf of the Governing Body.

Headteacher: Mrs J Mickleburgh MBA

Chair of Governors: Dr A Ashmore

Date approved by Board of Governors	September 2015
Committee	TLW
Review date	By HT Jan 2017
Responsible officer	Headteacher

Revision	Date	Author	Comments
2.1	30.1.17	JM	Added motto and code of conduct.
1.0	30.1.17	JM	Added Rationale and laws
6.1	30.1.17	JM	No legal definition
11.0	30.1.17	JM	Added actions is bullying happens off school site
13.0	30.1.17	JM	Updated weblinks

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1.0 Rationale

1.1 This policy has been written with reference to the DFE Nov 14. Preventing and tackling bullying a guide for HT, Staff and Governing Bodies, this states every school must have measures in place to prevent all forms of bullying.

1.2 Section 89 of the Education and Inspections Act 2006 provides that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

1.3 The Equality Act 2010 introduced a new public sector Equality Duty. It requires public bodies to have due regard to the need to:

- a. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- b. advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. foster good relations between people who share a protected characteristic and people who do not share it.

1.4 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'

1.5 The Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

1.6 This policy should be read in conjunction with our [Behaviour policy](#), [Diversity and Equalities policy](#), [PHSE policy](#).

2.0 Statement of Intent

2.1 New Chapter Primary School is committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Our motto is ***Learning, Love and Laughter***. Our code of conduct states: ***Everyone at NC has the right to attend classes, take part in activities and carry out their duties without being hindered by others. There are no innocent bystanders when learning is being disrupted or when someone is being hurt or belittled.***

2.2 We believe that all pupils have a right to learn in a supportive, caring, safe environment without the fear of being bullied. We promote good behaviour and follow our Behaviour Policy see [Behaviour Policy](#).

2.3 It is made clear that bullying is a form of anti-social behaviour. It is wrong and it does not follow the ethos of our school. Supporting our pupils' social emotional aspects of learning is an important role, as stated in our [PSHE Policy](#). Bullying of any kind is unacceptable and will not be tolerated at our school.

2.4 If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a “TELLING” school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff.

3.0 Employer’s duties

- a. Employers are responsible under the Health and Safety at Work, etc Act 1974 for the health and safety of non-employees, such as pupils, who are at the workplace. They are required to do all that is reasonably practicable to protect their health and safety.
- b. Employers also have a common law duty of care to pupils in school. They are required to take reasonable care.
- c. The statutory and common law duties are discharged if reasonable precautions are taken to prevent bullying in schools and there are procedures in place to record any incidents that do take place and procedures to take appropriate action to stop further incidents.
- d. Employers should give employees who are responsible for implementing a school’s anti-bullying procedures whatever information and training is necessary.

4.0 Employee’s duties

- a. Employees are responsible for the reasonable care and the health and safety of others at work.
- b. Employees must co-operate with the employer in health and safety matters.

5.0 Aims

- a. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- b. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- c. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- d. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- e. Bullying will not be tolerated.

6.0 What is bullying?

6.1 There is no legal definition of bullying.

- a. Bullying is the use of verbal and / or physical aggression with the intention of deliberately hurting another person. To make them feel uncomfortable, distressed or threatened.
- b. Bullying is repeated over time.
- c. Bullying makes those being bullied feel powerless to defend themselves.

7.0 What types of bullying are there?

- a. Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- b. Verbal (name calling, sarcasm, spreading rumours, teasing)
- c. Physical (pushing, kicking, hitting, punching or any use of violence)
- d. Extortion (demanding money/goods with threats)
- e. Cyber (all areas of internet, email and internet chatroom misuse.
- f. Mobile threats by text messaging and calls.
- g. Misuse of associated technology ie: camera and
- h. video facilities including those on mobile phones.
- i. Racist (racial taunts, graffiti, gestures)
- j. Sexual (unwanted physical contact, sexually abusive comments)
- k. Homophobic (because of, or focussing on the issue of sexuality)

8.0 Why is it important to respond to bullying?

8.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

8.2 Schools have a responsibility to respond promptly and effectively to issues of bullying.

9.0 Signs and symptoms

9.1 A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- a. Is frightened of walking to or from school.
- b. Doesn't want to go on the school/public bus.
- c. Begs to be driven to school.
- d. Changes their usual routine
- e. Is unwilling to go to school (school phobic)
- f. Begins to truant.
- g. Becomes withdrawn, anxious or lacking in confidence.
- h. Starts stammering.
- i. Attempts or threatens suicide or runs away.
- j. Cries themselves to sleep at night or has nightmares.
- k. Feels ill in the morning.
- l. Begins to do poorly in school work.
- m. Comes home with clothes torn or books damaged.
- n. Has possessions which are damaged or "go missing".
- o. Asks for money and starts stealing money (to pay bully).
- p. Has dinner or other monies continually "lost".
- q. Has unexplained cuts or bruises.
- r. Comes home starving (money/lunch has been stolen).
- s. Becomes aggressive, disruptive or unreasonable.
- t. Is bullying other children or siblings.

- u. Stops eating.
- v. Is frightened to say what is wrong.
- w. Is afraid to use the internet or mobile phone.
- x. Is nervous and jumpy when a cyber-message is received.
- y. Gives improbable excuses for any of the above.

10.0 Procedures and outcomes

10.1 When staff are made aware of bullying incidents they must speak with each child involved, using the Restorative Approach. A green behaviour log form should be completed.

10.2 Pupils should initially be spoken to individually using the following questions:

- a. What happened? How did you feel? What did you think?
- b. Who else has been affected? How?
- c. What do you need to happen now?
- d. What can you do to put things right?

10.3 Pupils should then be encouraged to speak together about the above, with an adult to facilitate. They should be supported to reach an agreement on what they will do to put things right. They will need to set a date to review the agreement. This will need monitoring by staff.

10.4 If a pupil is bullying and refuses to engage in the Restorative Meeting then sanctions will be put into place, for example, Timeout. During Time out the pupil should be supported to complete a Restorative Thinking sheet.

10.5 In severe or repeated cases of bullying, parents should be informed and asked to attend a meeting to discuss the situation. Repeated or severe bullying may lead to temporary school exclusion, if all other interventions have failed.

10.6 In extreme cases the police may be consulted. Parents are also encouraged to contact police if they have concerns relating to behaviours outside of school.

11.0 Bullying outside school premises

11.1 Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". 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, as children come to and from school.

11.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action 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.

11.3 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 staff member.

12.0 Prevention

12.1 We will use the Restorative Approach and Protective Behaviours as methods to help prevent bullying behaviours. These may include:

- a. PSHE lessons focusing on Protective Behaviours to promote understanding of feelings, feeling safe and rights and responsibilities;
- b. PSHE lessons on friendship and bullying;
- c. Ethos and House Assemblies to reinforce the above;
- d. Restorative conversations and attitudes modelled by staff;
- e. 1:1 or small group work for vulnerable pupils;
- f. 1:1 or small group work for pupils displaying bullying behaviours;
- g. Restorative Approach used to manage conflict between pupils;
- h. Protective Behaviours and the Restorative Approach used to promote empathy between pupils;

13.0 HELP ORGANISATIONS:

- NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/legislation-policy-and-guidance/>
- <http://www.bullying.co.uk/>
- <http://www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx>
- <https://www.kidscape.org.uk/>

14.0 Appendix 1: Support Process

