

Anti – Bullying Policy



Aims and objectives We have a responsibility to safeguard all pupils. The aim of this document is to ensure a unified approach is practised across our school when dealing with bullying behaviour within our setting.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What Is Bullying?

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
(DfE Preventing & Tackling Bullying (May 2012))

Anyone can practice bullying behaviours/be a bully.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens again and again over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the school safeguarding procedures)

TYPES OF BULLYING

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- physical (for example, hitting, kicking, theft);
- verbal (for example, racist or homophobic remarks, threats, name-calling); and
- emotional (for example, isolating an individual from the activities and social acceptance of their peer group)
- Cyber – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.

THE SIGNS OF BULLYING

There is no certain way of spotting that a person is being bullied. Staff should be vigilant in order to identify any of these physical or behavioural changes in a person as soon as possible.

The following physical and behavioral signs have been identified by a number of agencies who have undertaken research around bullying (including Kidscape, Bully online, NHS Choices, Anti-bullying Alliance) as indicators that bullying has or is taking place:

- Significant changes in normal behaviour or attitude
- Challenging behaviours
- Appearing upset
- Anger
- Being withdrawn
- Quietness
- Depression
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.

We also recognise the role of pupils and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our school.

We as a school are taking proactive steps to support our vulnerable pupils by supporting individuals and small groups. There are designated staff roles. We are aware of our individual pupil's needs, have school intervention programmes and work in partnership with external support agencies.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Loners with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health, diet, etc
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveller Children
- Looked After Children
- Lesbian/Gay/Bisexual or Transgender children
- Young carers.

In order to support all pupils within the school, we focus on each individual pupil. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates, Team around the Family and Common Assessment Framework (CAF) meetings, pupil voice and other plus targeted support for pupils.

PROCEDURE

We as a school recognise the need for a prompt response to an incident that appears to be bullying. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm
- Discuss and log incident with victim using patience or understanding. Consider the antecedent and environment that might make the victim more vulnerable.
- Listen carefully. Allow the victim or reporter of the incident to tell their story. He/she may wish to have another person present, such as a friend.
- Record events using exact wording at every stage, including actions agreed/taken. Events on recorded on a bully record sheet in the class conduct folder.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring, who is carrying out the bullying and how the victim is responding to the bullying
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.

- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view.
- If it appears to be bullying, make the unacceptable nature of the behavior clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position.
- Explain clearly the reparation.
- Inform the Headteacher or Deputy Headteacher who will have overall responsibility for overseeing the records, reports and the effectiveness of interventions of the incident.
- Complete the School Bullying Incident Report Form
- Arrange to meet the parents/carers of all of those involved in the incident(s).
- Think ahead about supporting both victim and bully.
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the school action.
- Arrange follow up discussions within an agreed timetable.

The types, rates and patterns of bullying, and the effectiveness of the school's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

We as a school are aware that the school has a responsibility to safeguard pupils outside school and it is our responsibility to safeguard and take action, providing evidence that we have done so. We are teaching our pupils about staying safe online and internet safety and the consequences of inappropriate actions.

The school aims to analyse incident logs, behaviour in and out of lessons, complaints, pupil/parent and other stakeholder voice, rewards and sanctions and to respond to these appropriately.

We as a school continually monitor and measure the effectiveness of our anti-bullying policy and practice and will make changes to bring further improvements to the procedure as appropriate. The safety and wellbeing of pupils and all stakeholders is the basis for this policy and work on anti-bullying conducted by the school.

PREVENTATIVE TACTICS

The Curriculum

We ensure that in all aspects of school life there is an emphasis on the importance of relationships, emotional well-being and a community ethos

Individuals in the community:

- Value one another publicly
- Give frequent praise, encouragement and support
- Celebrate success and share problems

Proactive strategies for the school can involve:

- ***Social & Emotional Aspects of Learning (SEAL)***
- *PSHEE lessons supporting pupils in understanding what bullying is and how to combat it, encouraging pupils to problem solve. Through PSHEE, children are encouraged to talk about their feelings and things that are worrying them.*
- ***Circle time activities that could involve valuing diversity and the role of the bystander.***
- ***Peer support, buddy systems, structured playground games and Circle of Friends.***
- ***Resilience building, nurture group, emotional literacy groups***
- ***Involving parents and professionals in being proactive.***
- Any child considered to be at risk is counseled individually and the class teacher and child work towards a resolution,.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Visiting drama workshops focus on the issues of relationships.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.
- Assembly time
- Useful information in the form of posters placed at child-friendly heights
- School Council used as a voice of the child.
- Bullying information placed in pupil planner, letters sent to parents and pupils to be actively involved in creating displays.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing

body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Bullying policy is reviewed annually by all staff.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep records of all incidents that happen in their class conduct folder, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents or carers into the school

to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents and carers

Parents and carers, 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 immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

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

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council has developed its own anti-bullying code.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

