West Haddon Endowed C of E School

Policy Document

ANTI-BULLYING POLICY

Our current Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

School statement on bullying

As a school we take bullying seriously and we are committed to providing a caring friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and it will not be tolerated at our school. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and welcoming community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. This policy takes account of the Church of England's 'Valuing All God's Children' anti bullying policy 2017.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand what bullying is and that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Prepared by:	Headteacher & School Council	First Issued:	December 1995
Approved by:	Headteacher	Last reviewed:	January 2018
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[Related policies- e.g. Child's anti bullying leaflet/Behaviour Policy/Equality Policy/ acceptable use policy/attendance policy/sex education policy/staff code of conduct/Safeguarding child protection policy/whistleblowing policy]

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated over time. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:
• Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
• Verbal (e.g. name calling, ridicule, comments)
• Cyber (e.g. messaging, social media, email)
• Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
• Visual/written (e.g. graffiti, gestures, wearing racist insignia)
• Damage to personal property
• Threat with a weapon
• Theft or extortion
• Persistent Bullying

Bullying can be based on any of the following things:
• Race (racist bullying)
• Sexual orientation (homophobic or biphobic)
• Special educational needs (SEN) or disability
• Culture or class
• Gender identity (transphobic)
• Gender (sexist bullying)
• Appearance or health conditions
• Religion or belief
• Related to home or other personal circumstances
• Related to another vulnerable group of people (Including Children looked after or adopted)

Bullies and Victims
Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:
• The size of the individual,
• The strength of the individual
• The numbers or group size involved
• Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Research shows that children whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims - this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

Signs and Symptoms

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:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide / self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is receive

This list is not exhaustive.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

2. Reporting bullying

We are a TELLING school this means that anyone who knows or suspect that bullying is happening is expected to tell the staff. Children are encouraged to follow the advice given in the 'STOP' leaflet. Appendix one.

Reporting- roles and responsibilities

• All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

• The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

   Senior Leader responsible for anti-bullying is Mrs Jo Brinklow

   • Parents/carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

Our Advice to Parents

As the parent of a child whom you suspect is being bullied-
1. Report bullying incidents to the class teacher.
2. In cases of bullying, the incidents will be recorded by staff and the Head teacher notified.
3. Parents will be informed and will be asked to come in for a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
6. Support will be given to help the bully (bullies) change their behaviour.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on an incident reporting form (Appendix 2) and also record the incident centrally in the incident log located in the headteacher's office.
2. Designated school staff will monitor incident reporting forms and information recorded in the incident log analysing the results.
3. The headteacher will produce reports summarising the information and report to the governing body.

4. Support will be offered to the target of the bullying from the class teacher and pastoral assistant.
5. Staff will proactively respond to the bully who may require support from the class teacher and pastoral assistant.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

Outcomes

A single incident involving an individual or group will be recorded in the incident book which is kept in the head teacher's office. Any bullying incidents will be recorded in the bullying log and the SIMS behaviour management system. This is reported to the LA and also internally to our governors through the headteachers report.

After careful and thorough investigation and follow up the following outcomes will take place

1) The bully (bullies) may be asked to genuinely apologise. The bully (bullies) will have consequences agreed with school staff /and parents if necessary. This may mean missing a playtime. The bullies will still be monitored until the school is sure the situation has resolved.

2)If bullying persists, there a fixed term exclusion, for lunchtimes will be considered.

3)If there is a serious incident involving bullying a longer period of exclusion will be instigated.

4)If possible, the pupils will be reconciled.

5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside if school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of

bullying. It will be challenged by staff and recorded and monitored on the incident report form (appendix 2) and the incident log. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitors in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. (Appendix 1)
- Opportunities are offered during class time for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives including Anti Bullying week through consultation with the school council and the yearly pupil questionnaire.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Pupils' good behaviour is regularly acknowledged and rewarded.

- Our Christian values are promoted through the everyday work of the school
- Pupils are involved in setting up the class rules.

8. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, office staff, lunchtime supervisors, cleaners) receive training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The headteacher/anti-bullying lead is responsible for monitoring the policy and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the headteachers report and by in-school monitoring such as learning walks and pupils voice. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

West Haddon Endowed C of E Primary School

West Haddon School

Anti-Bullying "STOP" Policy

What should I do if I see someone else is being bullied?

- Tell an adult straight away.
- Don't try and get involved – you might end up getting hurt or you could end up in trouble yourself.
- Don't stay silent or the bullying could keep happening.

The Head, the Governors and the staff will work together to:

- Make our school a place where everyone can feel safe and happy. That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

At West Haddon School, we do NOT tolerate bullying.

If someone behaves in a way which makes you unhappy:

YOU SHOULD:
- Ask them to STOP if you can
- Use eye contact and tell them to go away
- Ignore them
- Walk away
- Use the classroom worry box if you are too scared to speak openly about it
- Talk to a friend
- TELL SOMEONE

YOU SHOULDN'T:
- Do what they say
- Get angry or look upset
- Get into an argument
- Retaliate
- Think it's your fault
- Hide it
- Physical contact

Who can I tell?	When is it bullying?	What is bullying?

Who can I tell?

A Friend

Parents/Carers

Teachers

Buddies

Lunch time Staff

Any Other Adult

BULLYING
(teasing, RUMORS, leaving somebody out, threats, GOSSIPING, hitting, mean words, name-calling, kicking, stealing, pushing, damaging property)

MOST IMPORTANTLY:

If you think you might be being bullied:

**<u>S</u>tart
<u>T</u>elling
<u>O</u>ther
<u>P</u>eople**

Several
Times
On
Purpose

We promise to always take bullying seriously and treat you with respect.

What is bullying?

A bully is someone who hurts someone else by using ... which is meant to ... or upset another ... is behaviour is ... equently – over and ... A bully will target ... hild repeatedly.

... an be ……….

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting, pushing.

Verbal: Being teased, name calling.

Cyber: Saying unkind things by text, email and online.

Racist: calling you names because of the colour of your skin.

West Haddon Endowed C of E Primary School Bullying and prejudice related incidents report form

Section 1: Staff details

Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to: Mr David Rosevear Headteacher or Mrs Jo Brinklow Deputy Headteacher

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

☐ **Bullying**
☐ **Prejudice related incident**

Nature of incident: Tick all that apply

☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
☐ **Verbal** (e.g. name calling, ridicule, comments)
☐ **Cyber** (e.g. messaging, social media, email)
☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
☐ **Damage to personal property**
☐ **Threat** with a weapon
☐ **Theft or extortion**
☐ **Persistent Bullying**

Form of bullying or incident: Tick all that apply

☐ **Race** – racist bullying
☐ Sexual orientation – **homophobic**
☐ Sexual orientation – **biphobic**

- ☐ Special educational needs (**SEN**) or **Disability**
- ☐ **Culture** or **class**
- ☐ **Gender identity** – transphobic
- ☐ **Gender** – sexist bullying
- ☐ **Appearance or health conditions**
- ☐ **Religion or Belief** related
- ☐ Related to home or other personal circumstances
- ☐ **Other** or non-specific

	Name:	Age/year group:	Form/tutor group:	Other relevant information (e.g. gender, SEN, disability, religion):
Target of bullying/incident				
Person responsible for bullying/incident				

Date:		**Place:**		**Time:**	
Witnesses:					
Repeat incident or serious incident:					
Any relevant supporting information e.g. witness accounts/screen grabs:					
Action taken:					
Details of others involved or notified:					
Actions for follow up:					
Date for reviewing:					