

Anti-Bullying Policy

Reviewed: September 2021

Approved: 4th October 2021 (FGB)



Aims and Values

Our school aims to provide a happy and secure environment for all those who work in, or visit, it. We believe that we should:

- Develop inquiring minds, with the ability to question, think rationally and independently creating self-motivated learners.
- Promote excellence, equality and high expectations for everyone. Standards will be high in all areas of the school's work and there will be an atmosphere of challenge and support at all levels.
- Establish learning environments that will be exciting and rewarding.
- Provide a curriculum that is a broad range of creative, stimulating, sporting and artistic opportunities through which the children will experience discovery and success.
- Enable our children to keep safe and adopt healthy lifestyles in order for our children to be emotionally and physically healthy.
- Establish an ethos where everyone is included, valued and respected. Everyone will be given the opportunity to fulfill their potential and become the best that they can possibly be.
- Be positive role models, we will encourage open-mindedness and respect for others.
- Enable the pupils to take responsibility for their own learning, to use and apply their developing skills and to work collaboratively.
- Enable the pupils to set themselves high standards, to take pride in their work and strive towards their targets.
- Place the school at the centre of the community by working closely with parents and local groups, and to strive to make a positive contribution towards that community.

All bullying is therefore unacceptable. We also recognise the effects that bullying has on pupils' feelings of worth and on their school work, with this in mind the school community will actively promote an anti-bullying environment.

Definition

Our definition of bullying is as follows:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend themselves against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, intimidating
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she belongs. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

Creating an anti-bullying climate in school

Our school's behaviour policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

We will promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practiced. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos,
- To teach pupils how constructively to manage their relationships with others.

Class work, circle time, role plays and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. Please see our PSHE and RSE policy for further details of the direct teaching through our SCARF lessons.

Bullying will not be tolerated and we make this clear in the information we give to pupils and parents when they join our school.

We will use school assemblies, collective worship and class assemblies to reinforce our message that bullying will not be tolerated.

Displays will tell pupils about Childline and other sources of confidential help.

We will ask pupils where and when bullying occurs in school and we will try to eliminate any unsafe areas which they report to us.

We will provide regular training for teachers and non-teaching staff (including midday supervisors) on spotting the signs of bullying and how to respond.

Strategies for dealing with bullying.

Responding to incidents when they occur.

Pupils who have been bullied should report this to the class teacher or lunchtime supervisor. Pupils who see others being bullied should report this to a teacher. Reports of bullying will be logged by the class teacher and reported to the head teacher. When bullying occurs, we will contact the parents of the pupils involved at an early stage. Where bullying is of a racist nature, we will report this to the Local Educational Authority using the Racial Incident Report Form, All reports will be taken seriously and will be followed up by a member of the Senior Leadership Team.

Support provided to pupils who are bullied.

We will:

- Assure the pupil the bullying is not their fault
- Assure them it was right to report the incident
- Encourage them to talk about how they feel
- Try to ascertain the extent of the problem
- Engage them in making choices about how the matter may be resolved
- Try to ensure that they feel safe
- Discuss strategies for being safe and staying safe
- Ask them to report immediately any further incidents to us
- Affirm that bullying can be stopped and that we will persist with intervention until it does

Procedures to implement when bullying occurs.

We will:

- Interview the pupil (or pupils) involved in the bullying separately
- Listen to their version of events
- Talk to anyone else who may have witnessed the bullying
- Reinforce the message that bullying is not acceptable, and that we expect bullying to **STOP**
- Seek a commitment to this end
- Affirm that it is right for pupils to let us know when they are being bullied
- Adopt a joint problem-solving approach where this is appropriate and ask pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others
- Consider sanctions under our school's behaviour policy including a reflection task which encourages a restorative approach

- Advise pupils responsible for bullying and their parents that we will be checking to ensure the bullying stops
- Ensure that those involved know that we have done so

We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks and again within the following half term.

When tougher measures are needed.

If necessary we will invoke the full range of sanctions that are detailed in the school's behaviour policy. These include:

- Removal from the group
- Withdrawal of break and lunchtime privileges
- Fixed term and permanent exclusions

Our responsibilities

Everyone within school is expected to

- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy

Pupils are expected to

- Report all incidents of bullying
- Report suspected incidents that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

Parents can help by

- Supporting our anti-bullying policy and procedures
- Discussing with their class teacher any concerns that their child may be experiencing bullying or involved in some other way
- Helping to establish an anti-bullying culture outside of school
- Maintaining confidentiality

Bullying outside the school grounds

School is not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys too and from school. The bullying may be done by pupils from our school, by pupils from another school or people not at school at all. Where a pupil or parent tells us of bullying off the school premises we will support them in the following ways:

- Talk to pupils about how to avoid or handle bullying outside of school
- Talk to the Headteacher of another school whose pupils are bullying
- Talk to the transport company about bullying on buses
- Talk to the police

Concerns, complaints and compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this is brought to the attention of the Headteacher. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure which is obtainable at the school office.

We would also be pleased to receive compliments – feedback from parents when things have gone well!

Evaluating our policy

We will evaluate our policy, considering the following:

- The numbers of incidents that are reported to staff over a given period.
- Pupils' perceptions of bullying in school through structured discussions in class time.
- We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.
- The number of complaints and compliments that we receive from parents.

The policy will be formally reviewed by the Governors.

Incident Diary

Who was involved	
Where did the incident take place?	
When did the incident take place?	
What was said?	
What action will you take/has been taken?	
Review systems	

Incident Diary – recommendations for completing

Who was involved	Include the name of the victim and the instigator to identify and monitor patterns previously and in the future
Where did the incident take place?	Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely
When did the incident take place?	Date/time of the incident so patterns can be identified
What was said?	Record the specific language used, even if this is offensive
What action will you take/has been taken?	To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.
Review systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing.