



## **Anti-Bullying Policy**

As a school we strive to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values.

- ⤴ All members of our school have a right to feel welcome, secure and happy.
- ⤴ Pupils should expect to learn in a supportive and caring environment without fear of bullying.
- ⤴ We treat bullying as a serious offence and take every possible action to keep it to a minimum.

### **Our Aims**

- ⤴ To create an environment where bullying is not tolerated.
- ⤴ To ensure that all pupils are aware of their rights and responsibilities and know how to seek help if those rights are being violated.
- ⤴ To encourage pupils to work well, develop good relationships and offer each other mutual support and respect.
- ⤴ To encourage pupils to behave in a respectful and positive way to one another.
- ⤴ To raise awareness and equip pupils to deal with bullies through PSHE programmes, safeguarding themed weeks, assemblies, pastoral team members and peer supporters.
- ⤴ To review and monitor the effectiveness of our anti-bullying policy annually.

### **The Anti-Bullying Alliance (ABA)**

' Together we will work to stop bullying and create safer environments in which children and young people can live, grow and learn'

\*See Appendix for explanation ' What is the ABA?'

## **Definition of Bullying**

The ABA define bullying as:

'the repetitive, intentional hurting of one person by another(s) where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace'

## **Defining Bullying Behaviour**

- ⤴ Bullying behaviour deliberately causes hurt (either physically or emotionally)
- ⤴ Bullying behaviour is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour)
- ⤴ Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves)

## **Different Types of Bullying**

- ⤴ Physical – pushing, kicking, hitting, pinching, any form of violence, threats.
- ⤴ Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- ⤴ Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- ⤴ Racist – racial abuse, graffiti, gestures.
- ⤴ Sexual – unwanted physical contact, abusive comments.
- ⤴ Damage to property or theft - demanding possessions, money, deliberately damaging belongings.
- ⤴ Homophobic – taunts, graffiti, gestures relating to the sexual orientation of a person
- ⤴ Cyber – sending threatening or abusive text messages, emails or images. Writing abusive or negative things about people on line.

## **We Need To Recognise The Differences Between: Bullying, Bossiness and Boisterous Behaviour**

### **Bullying**

- ⤴ Focussed on younger smaller and timid children increasingly relying on threat and force.
- ⤴ Wilful conscious desire to hurt, threaten and frighten.
- ⤴ Play spoiling other children's activities, showing violence and hostility.
- ⤴ Rough intimidating behaviour.

### **Bossiness**

- ⤴ Bossing whoever is around at the time.
- ⤴ Usually grows out of it as they mature and learn social skills.

### **Boisterous behaviour**

- ⤴ More natural uncontrolled - not vindictive - not unfriendly.

## **Signs of Being Bullied**

- ⤴ Unwillingness to come to school.
- ⤴ Withdrawn, isolated behaviour.
- ⤴ Complaining about missing possessions.
- ⤴ Refusal to talk about problems.

- ⤴ Being easily distressed.
- ⤴ Damaged or incomplete work.
- ⤴ Regularly feeling ill.
- ⤴ Work not completed to usual standard.
- ⤴ Setting off for school particularly early or late.
- ⤴ Tearfulness, depression.
- ⤴ Change in pupil behaviour or confidence

## **Reporting and Recording**

### **Informal Procedure**

1. Stress that watching and doing nothing is supporting
2. Be aware and tackle any racist or sexist language (Single Equalities Policy)
3. Give support to both victim and bully. Victim needs self-esteem and self-value. Bully needs to work with others (cooperation rather than competition). Do not bully the bully - find out why they are bullying.
4. Reward non-aggressive behaviour in school.
5. Follow up, to support victim and prevent re-occurrence.
6. Make clear to parents the unacceptability of bullying i.e. no 'hit him back' attitude.
7. Use peer group pressure and approbation and disapproval (Special Educational Needs Policy, Positive Behaviour and pupil Discipline Policy).
8. Help children to see other point of view... "How would you feel if..... ?" Make them aware of newcomers loners or shy children.
9. In service training/discussion/staff conferences.

### **Formal Procedure**

1. All complaints to go initially to class teacher, then Deputy Head then Headteacher.
2. A record of all incidents and discussions with children involved may be kept if the teacher and Headteacher decide this would be useful.
3. Teachers and the Deputy Head will involve parents and explain action taken, where appropriate, and in consultation with the Headteacher. Communication with parents, when deemed necessary, will involve speaking personally, sending a report, or telephoning the parents after the matter has been dealt with.
4. Where the Headteacher becomes involved, it will normally be his / her responsibility to inform parents of both the victim and the bully.
5. If further action is required reference will be made to the School's Complaints Policy

## **Monitoring and Evaluation**

The Anti-Bullying Policy will be reviewed annually by the Governing Body involving consultation with the School Council.

The following performance indicators are used to evaluate the policy within the context of the pastoral support given to all students and staff.

- ⤴ Behaviour on the school site
- ⤴ Levels of punctuality and attendance
- ⤴ Evidence of self-discipline
- ⤴ Good manners and consideration for others
- ⤴ Levels of exclusion
- ⤴ Police referrals
- ⤴ Referrals through the pastoral support programme for agency involvement
- ⤴ Feedback from student council and parental questionnaires

## **Involving the Police and Other Outside Agencies**

If the Headteacher is concerned that a crime may have been committed, the police will be contacted as soon as possible for a consultation with them to determine the next steps. The police can advise the school on whether the incident is a criminal matter or a case for the school to investigate and resolve.

If the school has concerns that there may be child protection concerns with an incident, the school's child protection policy will be adhered to and relevant agencies will be contacted as soon as possible.

## Appendix

The following policies have links to our Anti-Bullying Policy.

It is important to ensure that any annual Anti-Bullying updates are also kept current in these link policies

- ⤴ Bullying and Harrassment Policy for School Based Staff
- ⤴ Care and Control
- ⤴ Complaints
- ⤴ E Safety Guide
- ⤴ E Safety Guidance
- ⤴ Health and Safety
- ⤴ Home School Agreement
- ⤴ Positive Behaviour and Pupil Discipline
- ⤴ PSHE
- ⤴ Safe Working Practice
- ⤴ School Prospectus
- ⤴ Single Equalities

### **What is the Anti-Bullying Alliance?**

The Anti-Bullying Alliance was founded in 2002 by NSPCC (National Society for the Prevention of Cruelty to Children) and NCB (National Children's Bureau). It is a national coalition of over 80 members from the voluntary, statutory and private sectors that bring together a wealth of expertise and experience in tackling bullying. Members also bring specialist knowledge relating to vulnerable children and young people, and particular forms of bullying.