



Anti-Bullying Policy

Date reviewed and approved by Governing Body: July 2019

Review period: Every three years

Next review due: Autumn 2022

1. Introduction

The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Unfortunately, bullying occurs in our school as in all schools from time to time.

2. Note about other bullying that may occur in school

This policy describes how the bullying of a child or children by another child or children will be dealt with. Although less common, we recognise that bullying of an adult by other adults or children, or bullying of a child by an adult can, unfortunately, sometimes occur in a school setting. The general principles for dealing with these forms of bullying are the same. In addition, where an adult has behaved as a bully the Staff Disciplinary Procedure will also be invoked. Adults who feel they are the subject of bullying should inform their Line Manager or the Head Teacher. If this is not appropriate they should inform the Chair of Governors. Staff should refer to the following staff policies for more guidance – Staff Discipline Procedure, Harassment Policy, Allegations against staff.

3. What is bullying?

Bullying is action taken by one or more children with the deliberate intention of hurting another child either physically or emotionally; it is likely to happen on more than one occasion and involves an imbalance of power. All three elements (multiple, deliberate and imbalance of power) need to be present for it to constitute bullying. We are always mindful of the difference between arguments children have physical or verbal (even if this is on an ongoing basis), and true bullying. Please see our Behaviour Policy for details on how we handle other unacceptable behaviour.

4. Bullying can be

- Physical: pushing, kicking, hitting, biting, pinching or any use of violence
- Verbal: name calling, sarcasm, spreading rumours, teasing, calling other children's parents or carers names, comments about a child's ability (thick, geek) or appearance (spotty, fat)
- Emotional: exclusion, tormenting threatening gestures, hiding property
- Sexual: unwanted physical contact, homophobic comments, name calling with reference to sexuality

- Racial: ridicule of individuals because of race, colour, language or religion, racial stereotyping
- Cyber: including e-mail, text and social media

This is not a definitive list but gives an indication of the forms bullying may take

5. Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying

This is not a definitive list but gives an indication of specific types of bullying

6. Roles within Bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and therefore appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying other children or a 'reinforcer' might become a 'defender' when the ringleader is not around.

7. Signs and Symptoms

A child may indicate by signs or behaviour that s/he is being bullied. All adults should be aware that the following are possible signs and they should be investigated:

- Is frightened of walking to/from school
- Is unwilling to go to school
- Developing unexplained cuts, bruises and other injuries
- Failing to achieve potential in school work
- Becomes withdrawn, starts stammering,
- Regularly has books, property, money hidden or stolen

- Cries easily, has nightmares
- Becoming isolated and disengaged from other children
- Becomes distressed, disruptive or aggressive
- Starts stealing (to pay bully)
- Is frightened to say what is wrong
- Runs away, self-harms

This is not a definitive list but gives an indication of the types of behaviours that might be seen in a child who is being bullied

8. Why do children bully?

A child may bully (assist or reinforce a bully) for a variety of reasons. Recognising why a child may bully supports the school in identifying which children are at risk of engaging in bullying, to prevent bullying occurring, and select the right responsive strategy when bullying does occur:

- Struggling to cope with a difficult personal situation e.g. bereavement or divorce
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that is aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise or make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to emphasise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

9. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

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.

We aim to ensure that parents, staff and children:

- Know that bullying is unacceptable (including assisting and reinforcing)
- Know that we are a telling school (it is not acceptable to watch without taking action or reporting the bullying)
- Understand the procedures for reporting bullying
- Produce a consistent school response to any bullying incidents
- Understand how instances of bullying will be dealt with
- Support both the bullied and bullies in order to end victimisation and change the behaviour of perpetrators

10. The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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.

11. 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), volunteers and employed contractors (eg.school caterers) who are involved with children are aware of the school policy and know how to 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 staff, volunteers and employed contractors receive sufficient training to be equipped to deal with all incidents of bullying.

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.

12. The role of teaching, non-teaching staff, volunteers and employed contractors

Staff, volunteers and employed contractors in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers keep their own records of all incidents that happen in their class and that they are aware of in the school relating to the children in their class.

Teachers ensure that all children know that bullying (including assisting a bully, reinforcing the bully or indeed standing by without taking action or reporting the bullying) is wrong and that it is unacceptable behaviour in this school. Teachers draw the attention of children to this fact at suitable moments. For example, if an incident occurs, teachers including the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

If an adult witnesses an act of bullying, they do all they can to support the child who is being bullied and ensure the bullied and bully's class teacher is informed of the situation.

If as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as social services.

Staff and other adults keep up to date with training on bullying and behaviour management through reading and INSET days.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

13. The role of parents

Parents 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.

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

14. The role of pupils

Pupils have a responsibility to understand and support the school's anti-bullying policy as appropriate to their development

15. Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request. The policy is reviewed triennially, or as necessary, by the Governing Body.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.