

# **The Trentside Federation**

## **St Martin's and West Butterwick C of E Primary Schools**

### **Anti-Bullying Policy**

The ethos of the Trentside Federation is based upon living out the values of our respective Mission Statements for West Butterwick and St Martin's C of E Primary Schools. We seek to collectively promote respect, thankfulness, friendship, compassion, forgiveness, trust, hope and peace, fairness and equality, resilience and faith. Our schools' provision is centred around the social and emotional wellbeing of all pupils and staff – providing a safe and supportive environment which promotes the wellbeing and development of **all** members of the school community. As bullying in any form would compromise the ethos of our schools we understand the importance of preventing it when possible and dealing with it firmly and consistently. The aim of this document is to define bullying, help staff recognise their responsibilities and have clear guidance about what to do if bullying was to occur. It will demonstrate that:

- We recognise that bullying behaviour can occur in any workplace or school.
- We wish to prevent incidents of bullying in our school.
- We understand that victims of bullying behaviour need to know what to do when / if it occurs.
- We recognise the damage to self-esteem and emotional wellbeing that bullying behaviour can occur.

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:

- Child Protection and Safeguarding Policy
- ICT (E-Safety Policy)
- Behaviour Policy
- Special Educational Needs Policy
- Equality and Diversity

#### **Definition of bullying**

Bullying is repetitive, wilful behaviour that is intentionally harmful and can be carried out by an individual or group. Bullying is based on an imbalance of power, leaving the victim feeling defenceless. Bullying is characterised by its persistence. Bullying can take place between pupils, between pupils and staff, by individuals or groups; face to face; indirectly or using a range of cyberbullying methods.

- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences.
- Bullying thrives on secrecy, the reluctance of the target to talk about it.

## **Recognising bullying behaviour**

Bullying generally falls into four main categories:

- Physical: pushing, kicking, hitting, pinching, taking belonging, throwing things, and forcing others to do things against their will and any form of violence and threats.
- Verbal: name calling, sarcasm, insulting remarks, and making threats.
- Indirect/Emotional: spreading nasty stories or rumours, not talking to someone, deliberately leaving people out, deliberately avoiding people e.g. not sitting or lining up next to someone, damaging someone else's kit or clothing deliberately.
- Cyber bullying: sending abusive texts/pictures/emails and being abusive in chat rooms or social networking sites.

## **Guidance for parents:**

Signs to look out for:

- Child's unwillingness to attend school/lateness/erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration or work / 'mislaidd' books, money, equipment or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper 'flare up' or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

## **The Law and bullying behaviour**

Section 11 of the Children Act 1989 and Section 175 of the Education Act 2002 places a duty on local authorities and schools through their governing bodies to safeguard and promote the welfare of children. The Race Relations Act of 2002 places a duty on all schools to record and report on Racist incidents. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

*Preventing and tackling bullying DfE May 2012:-*

To create an ethos where bullying is never acceptable, at the Trentside Federation we will:

- Promote and 'live out' our nurturing School Ethos at all times across both schools
- Ensure that every child or young person will have their rights recognised
- Recognise and reward good behaviour

- Hold school assemblies – addressing Bullying and providing Anti-Bullying strategies.
- Deploy vigilant supervision – playground / general school environment.
- Consult with our School Councils
- Use Buddy Mentors / Cyber Mentors
- Use Questionnaires / pupil chats
- Work with external agencies where appropriate
- Provide Staff training / effective communication
- Teach young people appropriate social and emotional skills and encourage the ‘Pupil Voice’ e.g.: in regular class circle time, school council meetings, questionnaires and using the SEAL (social and emotional aspects of learning) resources.
- Teach children about bullying behaviour and help them to understand why it is so damaging and unacceptable e.g. through assemblies, PSHE lessons, National Anti-Bullying Week, SEAL and through circle time discussions and drama.
- Promote awareness and respect of peoples differences e.g. through a varied use of inclusive materials and a culturally inclusive and diverse curriculum work.
- Encourage children to tell an adult if they are worried or feeling threatened and include this in our discussions with the children.
- model positive and respectful behaviour to adults and children alike.
- Never forget that bullying behaviour is learned and can therefore be unlearned.

### **Reactive strategies**

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Appropriate steps are taken to ensure child feels safe and secure.
- Significant incidents will involve further investigation and recording.
- A clear account from the member of staff initially dealing with the incident will be recorded in the bullying log (reported to the Headteacher or Senior Teacher)
- Significant incidents will require parents/carers to be informed.
- Disciplinary measures / sanctions, in line with the Pyramid of Consequences as detailed in our Behaviour Policy.

### **Dealing with an allegation of bullying behaviour**

In dealing with suspected instances of bullying behaviour, all actions must be in accordance with the agreed school Behaviour Policy. Disciplinary measures must be applied fairly, consistently, and reasonably, taking into account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

### **Working with the Child**

- We will listen respectfully to the child.

- We will take steps to stop the bullying with the child's cooperation
- We will support children who have been bullied to help them build confidence.
- We will act to keep any child who has been bullied safe over the long term.
- We will tell them we have noticed their behaviour is hurtful / unacceptable.
- We will work with anyone who bullies to help them change their behaviour.
- We will encourage the perpetrator/s to acknowledge the hurt they have caused and learn from the incident.
- We will put in place sanctions to be used, as appropriate.
- We will monitor and follow up incidents to ensure bullying has stopped.
- We will involve outside agencies, as and when appropriate.

### **Working with the Staff**

Record the incident in the Bullying Log and pass the information to the Headteacher / Senior Teacher.

### **Working with the Parents/Carers**

- Ensure that parents know who to contact if they have concerns about bullying issues.
- We will contact / respond to parents promptly when bullying issues come to light, whether their child is the one being bullied or the one doing the bullying.
- We will ensure that parents are aware of the school's complaints procedures.
- We will provide our parents/carers with information that supports them in understanding, preventing and dealing with bullying (ie 'Say NO to Bullying – A Handbook for Parents' by Julie Casey M.Ed.)

### **The role of the Headteacher / SLT (Senior Leadership Team) :-**

- See the victim / perpetrator separately and agree on a course of action.
- Follow up to ensure the victim is safe
- Track any further actions such as calling in an external agency, calling or writing to parents or undertaking any medication required or attending/organising other meetings.
- Ensure that all staff are aware of the Federation's anti-bullying policy and approach.
- Record and monitor types and number of incidents of bullying and put processes in place, dependent on the incidents, to eliminate these occurrences.
- Report to the Local Authority termly on any incidents of bullying

### **Procedures for dealing with serious allegations of bullying behaviour**

- The Headteacher must be informed
- The Headteacher / Senior Teacher will investigate the allegations as described above and complete a Bullying Incident Report form.
- The Headteacher / Senior Teacher will inform all parents/carers concerned and explain any action taken if this is deemed necessary, in accordance with the Behaviour Policy. The alleged victim's family will then be offered a follow up appointment to ensure all actions have been followed. A record will be kept by the Headteacher.
- The Headteacher / Senior Teacher will monitor the situation to prevent the recurrence of the behaviour so that the victim feels supported and the issue is resolved.

- Incidents of racial harassment should be reported to the Headteacher who will record the incident and report the event as part of the termly LA monitoring exercise.

### **Dealing with an incident outside of school**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspectors Act 2006 gives the Headteachers the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against the pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

*Preventing and tackling bullying DfE May 2012:-*

### **Parental/Carer Involvement**

We are aware that parents/carers will be worried and anxious if they feel that their child is involved in bullying behaviour whether as a victim or perpetrator. We would encourage Trentside Federation parents to:

- Carefully listen to their children and support them.
- Encourage their children and any that they know are being bullied to tell a teacher/school adult.
- Encourage victims not to fight back
- Discuss their concerns with the SLT or a member of staff of their choice
- Refer to school policies and advice materials provided by the school.

If, as a parent, you feel the school has not actioned the incident as per policy and guidelines then the next step would be the complaints procedure. You can obtain a copy of the complaints policy and procedure from the school office(s). No pupil(s) should be approached inappropriately by another child's parent / carer or sibling.

### **The role of the Midday Supervisor**

We are aware that it is during the lunchtime play that children may think there will be more opportunities for bullying behaviour. While we would expect all staff at St Martin's and West Butterwick to follow the guidelines above, in dealing with bullying behaviour we acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind we expect the Senior Midday Supervisor to:

- Intervene positively when behaviour is unacceptable.

- Talk calmly and rationally to children displaying or reported to be displaying bullying behaviour.
- Help children to find an interest in the playground – individually or in groups, playing a game or talking.
- Report any allegations of bullying behaviour to the Class Teacher at the first opportunity.
- More serious and persistent allegations must be reported immediately to the Headteacher / Senior Teacher in order for the relevant investigation to be carried out and recorded.

### **Pupil Representatives**

As pupils of St Martin's and West Butterwick we feel that our schools are usually free from bullying. If we did have any bullying we would talk to the victim and the bully and see what we could do to help. The victim will come first and we will help them in different ways. They can talk to the class teacher or they can have a choice of talking to an adult or safe person in school to discuss their doubts and problems, and they can talk to their buddy mentors. The bully will be given the chance and will be helped but if it carries on we will have to punish them, depending on how bad they had been behaving.

Thank you to our School Council Representatives for their input in reviewing this policy :-  
Lyla – Rose, Taylor, Poppy, Jaxen, Levi, Chloe, Brooke, Ethan, Ben F, Alexander, Jack W, Zac F and Kayden.

#### How do we want to feel?

Happy, content and excited to learn

#### How does bullying makes you feel?

Sad and upset.

#### What can we do in school (school rules) to avoid bullying?

Be kind, remember good manners, keep your hands and feet to yourself, touching, only say nice comments to each other. We have our very strong on Christian values here in school and we should be kind, friendly and respect each others' beliefs. God wants us to be kind. We have assemblies about bullying / anti-bullying  
We could have a quiet reading area on the field or playground with blankets so children could read books if they wished. The school is already sorting out 'buddies' and we could run games at playtimes.

#### What happens if there's any bullying?

Speak to a teacher/ adult / parent

Stand up for your friends and say 'stop!'

A school adult will speak to them and tell them that it should not happen again.

The bully could be isolated or excluded and they could miss a playtime

Procedure for dealing with bullying behaviour :-

**Step 1**

- Reporting of an incident (significant/repeated/intentional incidents or serious one-off incident)
- When such a bullying incident is reported, the information will be passed on to the following people:
  - The teacher of any child involved
  - Headteacher / Senior Teacher
  - The designated teacher

**Step 2**

Investigation of an incident

- This will normally be carried out by the Headteacher / Senior Teacher, in co-operation with the class teacher.
- Pupils involved will be interviewed and a record made of their responses using the school's bullying log.
- As this stage, the Headteacher may contact the parents of all pupils involved, inform them of the school's action up to this point and keep them informed of subsequent actions.

**Step 3**

Agreeing a plan for resolution

- The Headteacher / Senior Teacher will devise a plan for resolution of conflict.
- Where appropriate, targets for acceptable behaviour will be set out, including support measures for all pupils concerned.
- Any disciplinary action required will use the system of sanctions as set out in the school's behaviour policy.

**Step 4**

Reviewing the situation

- The situation will be monitored and reviewed by the Headteacher / Senior Teacher and where appropriate, some or all of the parties involved will be included in this review.

**Step 5**

Involvement with other agencies

- Where necessary the school will draw on the support of appropriate external agencies.

This policy has been written in conjunction with the staff and School Council representatives.

Considered for Ratification by the Board of Governors :- May 2018

For Review :- Summer Term 2020