Short Heath Federation

"Every day, in every way, everyone matters."

Anti-Bullying Policy

June 2019

Date Adopted	June 2019
Headteacher Signature	
Chair of Governors Signature	
Date for Review	June 2020

"Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies. October 2014)

Short Heath Federation statement regarding bullying

At Short Heath Federation, we implement a positive behaviour policy, which encourages attitudes of self-discipline, caring and friendliness. We work together to create a safe, supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children who may be subject to bullying and will work actively to minimise the risks. The Governing Body has a zero-tolerance approach to extremist behaviour for all community members.

If any parent has any concerns regarding bullying issues, the following members of staff should be informed:

- Class teacher / Group Leader
- Parent Support Advisor
- Head of School
- Executive Headteacher

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We will measure the success of our commitment in this policy by analysing bullying logs and actions in our schools to reduce or eliminate incidents of bullying.

Definition of bullying

We have defined bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, name-calling), and indirect (e.g. spreading rumours). Bullying involving the use of technology e.g. the internet or phones is also included. The damage inflicted by bullying can frequently be underestimated. It can cause

considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm)." Cyber bullying is bullying that is done online or on mobile devices, often using social networks. Racist bullying is where the victim is targeted for belonging to a particular minority group. Homophobic bullying is aimed at gay, bisexual, lesbian and transgender targets. Bullying is NOT when children have the odd argument, fall out or engage in a one-off tussle.

Aims

We aim:

- to promote the federation Anti-Bullying Policy and Behaviour Policy.
- to state clearly that "bullying is unacceptable behaviour".
- to encourage children, parents, school staff and helpers to report any incidents of bullying.
- to reassure children and parents that action will be taken if bullying is suspected.
- to deal with incidents of bullying immediately.
- to support the victim and to help the bully to modify their behaviour.
- to provide after-care should an incident of bullying occur.

Dealing with bullying

We have agreed to combat bullying by:

- following this policy and the Behaviour Policy.
- teaching and observing the Golden Rules.
- providing the children with strategies to protect themselves i.e. "Stop it, I don't like it,", moving away from the bully, asking for help.
- Using the support of outside agencies e.g. Integrated Behaviour Support Service for staff training/pupil support as appropriate.
- Dealing with all bullying concerns and allegations promptly

Is there a typical bully?

Bullies are often bigger, stronger and older than their victims.
They are impulsive and often wish to dominate others.
Bullies are associated with general anti-social, rule breaking behaviour.
Bullies are often aggressive towards parents, teachers, brothers, and sisters.

In specific instances of bullying, the following steps may be taken:

The Victim

- The victim will be reassured that action is being taken and be reminded of the strategies for self-protection.
- Opportunity will be given to the child to discuss their feelings and possible future responses.
- If bullying continues the parents/carers will be informed and may be invited to school to discuss the situation.
- Staff will monitor the situation and try to give support.

The Person exhibiting bullying behaviour

- The perpetrator will be given the opportunity to discuss the problem.
- They will be encouraged to make an appropriate apology.
- They will be helped to understand why the behaviour is unacceptable.
- Strategies will be given for dealing with their feelings in a more appropriate way.
- If bullying occurs a warning will be given that parents/carers will be informed if the bullying continues.
- If bullying continues the parents/carers will be informed and may be invited to school to discuss the situation.
- Parents/Carers may be invited to meet the class teacher or Headteacher at a certain time each week to discuss progress.
- The child may lose privileges.
- The child may be excluded at dinnertime for a specific number of days.
- In rare cases, it may be necessary to exclude a child from school until they can agree to behave in a more safe and acceptable way.

Any improvement in behaviour will be given positive re-enforcement.

CYBER-BULLYING

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), to deliberately upset someone.

It can be an extension of face to face bullying with technology providing the bully with another route to harass their target.

It differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

Cyber bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation; exclusion or peer rejection, impersonation, unauthorized publication of private information or images and manipulation. If an image is shared/posted without someone's consent then this can be considered an act of bullying, especially if it is forwarded to others.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognize that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as what the sender considers to be a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to other people images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognize themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognized and taken into account when determining how to respond effectively. The key differences are:

Impact – the scale and scope of cyber-bullying can be greater that other forms of bullying. Cyber-bullying is as serious if not more serious that other forms of bullying.

Targets and perpetrators – the people involved may have a different profile to traditional bullies and their targets. Access and Location – the 24/7 and any-place nature of cyber-bullying.

Anonymity – the person being bullied will not always know who is attacking them.

Motivation – some pupils may not be aware that what they are doing is bullying. Evidence – unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

Implications

Implications for the teaching and non-teaching staff

Teachers and TA's will:

- Give time to listen to children, in a quiet place if this would be helpful. Always take seriously any complaints of bullying and keep records.
- Give all children regular opportunities to talk about their feelings in a safe, group situation.

- Be aware and observant of potential bullying.
- Take action immediately bullying is suspected.
- Inform the Head of School / Executive Headteacher of any bullying.
- Support other colleagues in any agreed action.
- Recognise that we as teachers sometimes need help and ask for it if necessary.
- Teachers and TA's should lead by example.

Implications for Lunchtime Supervisors

Lunchtime Supervisors will:

- Give time to listen to children, always taking seriously any complaints of bullying.
- Be aware and observant at all times of potential bullying.
- Take appropriate action immediately bullying is suspected.
- Report all incidents to the Head of School / Executive Headteacher or class teacher. Positive behaviour may also be reported.
- Support other colleagues in any agreed action.
- Recognise that as Lunchtime Supervisors we sometimes need help, and ask for it if necessary.
- Lunchtime Supervisors should lead by example.

Implications for parents and carers

Parents will:

- Encourage children not to be aggressive, even in response to provocation, giving children alternative strategies.
- Try to establish the facts and keep an open mind.
- Help their child to feel able to talk to them about any fears or worries, and take seriously any talk of being bullied (they may not use the word 'bullied').
- Be aware of what is happening in their child's life and discuss any awareness or suspicion of bullying with the class teacher.
- Actively endorse and support the Anti-bullying policy.
- Support the school in any agreed action.

Implications for governors

Governors will:

- Be thoroughly conversant with the Behaviour and Anti-Bullying Policies of the federation.
- Ensure that everyone is aware of the policy and his/her responsibilities.
- Support staff in implementing the Anti-bullying policy

- Be active in the maintenance and review of the policy.
- In the event of a complaint being made about the school's handling of alleged bullying conduct a formal investigation into the processes and procedures carried out by the school and ascertain the appropriateness of these.

Resources

Staff, pupils, parents;

Support Services; e.g. Safeguarding, Education Psychologist, Behaviour support;

Walsall Safeguarding team policy, advice and CPD;

Resources for Circle time and PSHE and children's books on the theme of bullying; e.g. Willy the Wimp by Anthony Browne, The Angel of Nitshill Road by Anne Fine, The Eighteenth Emergency by Betsy Byars.

Helpful Organisations

www.mywalsall.org/parents

Childline   0800 1111

Parentline Plus 0808 800 2222

KIDSCAPE Parent Helpline 0845 1 205 204

Bullying online www.bullying.co.uk

www.anti-bullyingalliance.org.uk/alltogether/all-together-hub