

Anti-Bullying Policy



Date Approved _____

Signed: _____

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Anti-Bullying Policy

1 Aims and Objectives of the policy

- To raise awareness of bullying
- To bring about conditions in which bullying is less likely to happen in the future
- To ensure a whole school approach to dealing with bullying issues
- To change the status, identity and behaviour of the bully and victim

2 Statement of principles

- 2.1 We, at The Wing's Federation, seek to provide a safe, secure and positive environment in which children can develop and grow, making full use of the range of facilities available to them.
- 2.2 We are committed to a value system within which children and the adults involved with them are entitled to be treated with respect and understanding, and to participate without fear of intimidation.

Any behaviour that undermines this is unacceptable

- 2.3 We seek to ensure that those acting on behalf of our school will:
- Actively listen to children
 - Act appropriately on information received in order to ensure that a safe, secure and positive environment exists.
- 2.4 All our children have a right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair.
- 2.5 All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- 2.6 Victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

3. What is bullying?

- 3.1 This is our definition of Bullying:

Bullying is behaviour which can take various forms. However it is always deliberate, sets out to upset someone and is repeated over a period of time.

Bullying can be:

- ***Physical (Threats, Body Language)***
- ***Verbal (eg name calling, racism, sexism, homophobia, malicious gossip)***
- ***Psychological***
- ***Exclusion***
- ***Extortion***

- **Cyber (Text by phone or computer)(- see our Acceptable Use of IT Policy and e-safety rules)**

It is conducted by an individual or a group and is directed against an individual who is not able to defend him/herself in the actual situation. It can be of long standing or of shorter duration. Bullying may be part of competitive socially acceptable behaviour, which makes some people feel inferior or cause distress. Part of the victim's distress is caused by anxiety about future attacks.

- 3.2 Many pupils experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress and can sometimes push otherwise studious children into truancy. Bullying as such is an attitude rather than an act and it can only be identified by assessing the effects it has on the victim
- 3.3 There are different types of bullies
- Aggressive bullies – physically aggressive individuals or bully gangs
 - Anxious bullies – children recruited into bully gangs by intimidation
 - Victim bullies – children often victims at home and bullies at school
 - It should be stated that usually victims of bullying become so through no fault or action of their own.
- 3.4 However, on occasions, it is important to recognise that there can be different types of victims: they may be pupils who:
- Are new to the class
 - Are different in appearance, speech or background from other pupils

4 Rationale for tackling bullying

- 4.1 We at The Wing's Federation believe that we must address bullying within our school because:
- Victims may spend their lives in fear, may feel isolated, have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.
 - Bullies may become involved in other forms of difficult behaviour and tend to underachieve at school.
 - Those who witness or know of bullying may fear it will be their turn next.
 - Bullying promotes poor models of behaviour that may be imitated by others.
 - Organisations that encourage or tolerate bullying are less effective. Where the values and culture of the organisation are dominated by fear and subordination, individuals are less efficient, moral is lower and absenteeism if more frequent.

5. Our whole school approach – guidelines/strategies

We have strategies to prevent bullying occurring:

- Anti-bullying week
- circle time
- assemblies
- PSHE+C, and SEAL activities

- Duties where older children are assigned to a class and build up a relationship with the children and act in a Buddy capacity using our 'Buddy Bench'

All these strategies contribute to a safe and "telling" ethos where children know their rights and confidently tell about problems. They also create an environment where bullying is not tolerated and is always dealt with effectively.

5.1 What happens should bullying occur –

Taking the view that bullying is an interaction that establishes group identity, dominance and status at the expense of others, then it is only by the development of 'higher values' such as empathy, consideration, unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If the preventive policy depends upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators then no lasting change can be expected. In order to address the bullying issues the school has adopted the **7 Steps Approach**. When bullying has been observed or reported then the following steps can be taken:

The 7 Steps Approach

1 **Interview with the victim**

When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings. They do not question the victim about the incidents but they do need to know who was involved.

2 **Convene a meeting with the people involved**

The teacher arranges to meet with the pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate bullying.

3 **Explain the problem**

The teacher tells them about the way the victim is feeling and might use the victim's poem, piece of writing or drawing to emphasise his/her distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

4 **Share responsibility**

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

5 **Ask the group for ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but will not go on to extract a promise of improved behaviour.

6 **Leave it to them**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

7 **Meet them again**

About a week later the teacher discusses with each pupil, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the children involved in the process.

- 5.2 If, after the strategy has been applied, the bullying persists then this must be reported to the Executive Headteacher (stage 1) followed by:-
- Stage 2 Parents/carers informed (meeting at school)
 - Stage 3 Outside agencies contacted – eg Educational Psychologists, Behaviour Support Team, Social Services, Health Services, Primary Mental Health, Child and Adult Mental Health Service, Youth Improvement Support Programme.
 - Stage 4 Pastoral Support Programme which could involve a fixed term exclusion.
- 5.3 It is essential that all adults in school practise the school's approach to anti-bullying. From Reception onwards this will be evident in the positive adult role models who will encourage the children to immediately empathise with the victim 'How would you feel.....?'
- 5.4 The issue of bullying will be discussed at staff and Governors' meetings openly and when appropriate.
- 5.5 The **7 Steps Approach to bullying** reflects the philosophy of our existing discipline policy that is based upon opportunities for reconciliation.
- 5.6 Pupils are involved in the making of class rules and are made aware of the need for these rules and the necessity to follow them.
- 5.7 The non-statutory guidelines to Personal, Social and Health Education support the philosophy of this approach to bullying and give opportunities for planned discussion on the importance of building positive relationships between all members of the school community.
- 5.8 All staff, teaching and non-teaching, are given opportunities to access in-service training on anti-bullying strategies and LA and DfES initiatives will be discussed and implemented where appropriate.
- 5.9 All staff and children must be alert for signs of bullying behaviour. Every effort is made by teachers and welfare staff to ensure that pupils are supervised at all times to reduce opportunities for anti-social behaviour.
- 5.10 The philosophy of the school is to celebrate, at the school assembly, all areas in which children achieve so as to promote self-esteem and confidence in all children.

6 Reporting Bullying Incidents:

The school reports **ALL** incidents relating to bullying via the SIMS System. Members of staff must complete the necessary form and hand it in to the office so that the data can be stored in the SIMS System.

7. Reflection and Review of policy

- 7.1 The policy will be reviewed periodically as and when appropriate.
- 7.2 The success of the strategy set out in this policy will be monitored by the Pastoral Team

Supporting Organisations and Guidance

- Anti-bullying Alliance: www.antibullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies', and 'Supporting children and young people who are bullied: advice for schools' March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: 'No health without mental health': <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- Restorative Justice Council: www.restorativesustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational