



Anti-Bullying Policy

Reviewed June 2016

SCHOOL VISION STATEMENT

OUR VISION

Our vision is for every child to achieve their full potential through distinctive Christian values within a stimulating and friendly environment: to ensure that each child has the necessary skills to become a confident adult in an increasingly challenging and global world.

OUR AIMS

We aim to be a school that values individuality and gives time for every child.

We aim to develop.....

A creative person

- a child who is independent, inventive and an individual
- a child who can solve problems
- a child who is full of imagination

A co-operative person

- a child who is part of a team
- a child who loves learning
- a child who can form positive relationships

An environmentally friendly person

- a child who is aware of how humans impact on the world
- a child who looks after the environment
- a child who shows responsibility

A working person

- a child who is motivated
- a child who is an independent learner
- a child who responds positively to new things/ideas

An enlightened person

- a child who is aware of their surroundings
- a child who feels the wonder of "I can do it"
- a child who is open minded and tolerant

A person searching for meaning

- a child who seeks to find out
- a child who strives to understand
- a child who actively questions

At North Cave CE Primary School, we are committed to ensuring that pupils learn in a supportive, caring and safe environment which is underpinned by our Christian values. We are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well being of our pupils.

Definition

Bullying is defined as:

Behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.

Types of bullying

Bullying can take many forms but typically includes the following types of behaviour:

- Physical - hitting, kicking, spitting, pinching, punching, scratching or taking or destroying belongings.
- Verbal - name calling, insulting, threats and offensive remarks
- Indirect - Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, email and text messages and abuse of any kind via social networking sites.

The rapid development of, and widespread access to technology has provided a new medium for 'virtual bullying', which can occur inside and outside school. This is commonly referred to as '**Cyber Bullying**'. Cyber bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience and more accessories as people forward on content.

It is important to make the distinction between bullying and friends falling out with each other. Falling out is an inevitable part of growing up and the school actively teaches strategies to cope with this. A single incident involving conflict between children, whilst needing to be addressed through the school's 'Rewards and Consequences' policy, is not bullying.

Signs of Bullying

It is impossible to create an exhaustive list of the signs of bullying. Staff should however be vigilant in looking out for signs of bullying or other safeguarding issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn and/or secretive, showing unusual signs of temper, refusing to say why they are unhappy, demonstrating high level of anxiety, mood swings and/or tearfulness for no reason, showing a lack of confidence, headaches and stomach aches and/or signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, showing sudden changes in behaviour and mood, demonstrating concentration difficulties and truancy.

Bullying prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through collective worship as well as through the curriculum, pupils are given regular opportunities to discuss what bullying is as well as incidents we would not describe as bullying, for example two friends falling out or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School Values

Though we teach all Christian values within our school, there is a specific focus upon our school values. These were formed following consultation with pupils, staff, parents and Governors and are 'Determination, Trust, Friendship and Respect'. These are reinforced through daily acts of collective worship and help to promote positive relationships between our pupils.

Rewards and Consequences Policy

Our Rewards and Consequences policy includes details of the rewards and consequences that we use within our school. We operate positive strategies for motivating pupils and managing behaviour and these help pupils to develop positive relationships and promote outstanding behaviour.

Anti Bullying Week

Each year, our school has a whole school focus on anti bullying during the national Anti-Bullying week. There is also a focus through collective worship and pupils are taught what bullying is and how to react appropriately should this occur.

Internet Safety Week

During the annual internet safety week, the children are taught strategies for staying safe online. This is done through both dedicated lessons and whole school assemblies. A specific focus is placed upon cyber bullying and what the children should do should this occur.

Responding to bullying

All pupils are taught to inform an adult within school about any instances of bullying. A key strategy to support this in Key Stage 2 is through the use of 'Learning Logs'. These are books that the children may use at any time and allow the children to have a dialogue with their class teacher and explain any concerns that they have. Staff ensure that concerns within learning logs are addressed promptly.

All cases of alleged bullying should be reported to the Headteacher or Assistant Headteacher.

In any case of alleged bullying, either the class teacher, the Headteacher, or Assistant Headteacher should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher, Assistant Headteacher or class teacher should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on O track. Parents of both parties should be informed.

If the situation does not improve, the Headteacher or Assistant Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies),

further monitoring and support and consequences as deemed necessary. Any necessary action should be taken until the bullying has stopped.

The Role of Governors

- This policy will be reviewed by *Governors* annually
- The *Personnel Committee* and *Safeguarding Governor* will review anonymous logs of any bullying incidents and ensure that these have been dealt with in line with school policy.
- The *Governing Body* will respond to any request from a parent to investigate incidents of bullying. In all cases, the *Governing Body* notifies the *Headteacher* who will carry out an investigation and report back to the *Governing Body*.