



ANTI BULLYING POLICY
FOR SCHOOLS WITHIN
THE KEYS FEDERATION ACADEMY TRUST

St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram



June 2017

Anti-Bullying Policy for Schools within The Keys Federation Academy Trust

Rationale behind the policy:

Bullying, in any form, will not be tolerated at our schools. As “listening and telling” schools we are committed to the creation of positive and safe learning environments for all.

Bullying is present to a greater or lesser extent in all institutions. All members of a school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil’s self esteem, emotional and mental health. This prevents them from developing their full potential and can seriously affect their life chances. Our schools use this definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Department for Education 2011

Aims/Objectives of the Anti-Bullying Policy

- To develop nurturing, positive and safe learning environments in which bullying will not be tolerated.
- To promote inclusion, mutual agreement, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all
- To raise the awareness of bullying
- To ensure that all staff, parents and children are aware of this policy and fulfil their obligations in relation to it.

Nature of Bullying - ie what we perceive to be bullying

Bullying may be defined as the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group.

It can be:

- **Physical:** hitting, stealing or hiding belongings, sexual assault.
- **Verbal or written:** name calling, insulting, racist remarks, offensive sexual remarks, taunting, mocking, threatening language, producing offensive graffiti.
- **Indirect/emotional:** spreading nasty stories, excluding from groups, forced joining of groups, graffiti, defacing property, displaying literature or materials of a racist, sexist or pornographic nature.
- **E-bullying:** using web pages, offensive or abusive text or email messages, sending offensive or degrading images by phone or via the internet. Cyber bullying is illegal under the Malicious Communication Act 1988. The Child Exploitation and Online Protection (CEOP) gives support with this.

Whilst there are a number of definitions of bullying all definitions include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power
- that it may be verbal, physical or psychological.

Bullying takes many forms. It can be related to:

- Race, religion or culture
- Sexual orientation (or alleged orientation) or of a sexual nature
- Disability or SEN
- Appearance or health

- Home circumstances e.g. bereaved

As Schools within The Keys Federation Academy Trust we acknowledge that 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. In extreme cases it can lead to pupils taking their own lives. (DFE Circular Pupil Behaviour and Discipline 8/94). Bullying is as much an attitude as an act and it can only be identified by assessing the effects it has on the victim.

Sexual harassment and racial abuse are particular forms that bullying can take. Sexual harassment is most often but not always conducted by boys against girls and is an example of the abuse of physical power. The Commission for Racial Equality's working definition of racial abuse is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism".

There are times when adults 'bully' children and that such bullying may be viewed as child abuse - IF this occurs it will be seen as such and will follow the guidelines laid down in the Trust's Safeguarding and Child Protection Policy.

Conversely, there are children who bully their parents, teachers and other adults and adults who attempt to bully other adults.

The 'pressure to cope' applies to staff as well to children. Staff as well as children benefit if schools and organisations establish an ethos that repudiates bullying.

Reasons For Tackling Bullying

The Elton Report 'Discipline in Schools' identified Bullying as an issue for all schools and the wider community.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, self-harming or even taking of their own life.
- The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and, like victims of bullying, tend to underachieve at school.
- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and, are more likely to commit violent crimes in later life.

- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.
- Bullying promotes poor models of behaviour and may encourage others to imitate those models. Children and young people who have been bullied in one setting may well become bullies in later life.
- For children transferring from primary to secondary schools the fear of bullying is widespread.
- Evidence has shown that bullying is a major concern for parents and children of all ages.
- Organisations, which encourage or even tolerate bullying, are less effective. Where the values and culture of the organisation are dominated by fear and subordination, individuals are less efficient, morale is lower and absenteeism is more frequent.

Our proactive strategies include:

- We are listening and telling schools. This is a message that will be promoted at all times and with all audiences.
- There is an agreed collective responsibility to address any incidents of bullying observed.
- The School Councils will include bullying as an agenda item at each meeting.
- Peer support system for pupils will be promoted and training provided for both staff and pupils.
- Parents will be encouraged to actively support the policy at parents' evenings by signing the home-school agreement and promoting the Trust's Positive Behaviour Management Policy and Anti-bullying Policy.
- Annually the issue of bullying will be raised in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying day, involvement in anti-bullying week, theatre productions and external speakers will be taken.
- The Board of Directors and Senior Leadership Teams will monitor all forms of bullying and discrimination via termly reports, staff meetings, auditing proformas from pupils and parents and an annual questionnaire on bullying and school practice for pupils to complete.
- Bullying will be addressed within the PSHE and Citizenship Curriculum.
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at an early staff meeting. The policy will be discussed and then distributed to all new staff.
- Our children also have access to;
 - Resources e.g. books, CDs, television programmes
 - Circle Time
 - R Time
 - Peer Massage
 - Social and Emotional Aspects to Learning (SEAL)

Playleaders/Buddies/Guardian Angels
 Friendship Stops/benches
 Worry Box

- This policy sits comfortably alongside those for Positive Behaviour Management, Safeguarding and Child Protection, PSHE, SEN&D and the Equality Plan. Pupils will be involved in creating solutions, in developing policy and practice, and in maintaining agreed strategies and behaviours.

To meet the aims of our policy, we will:-

- 1 Provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them.
- 2 Actively listen and question children and young people to ensure that we act appropriately on information received. This action will demonstrate that a safe, secure and positive environment exists. We assess this impact through a range of formats, questionnaires, class councils, school council and individual conversations.
- 3 Ensure that victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.
- 4 To use the staged 7 steps approach devised by the Targeted Education Support Team wherever relevant to support both sides – appendix 3.

STAGE 1

Step One – interview with the victim – appendix 1

When school finds out that bullying has happened the process starts by an empathic member of staff talking to the victim about his feelings. There is no questioning about the incidents but it is necessary to know who was involved. Parents/carers of the victim informed.

Step Two – convene a meeting with the people involved

The designated member of staff arranges to meet with the group of pupils whom the victim indentified as being there when they felt unsafe. This will include some bystanders or colluders who joined in but did not initiate any bullying. This is usually a group of six to eight young people.

Step Three – explain the problem

The group is told about the way the victim is feeling and their poem, piece of writing or drawing is used to emphasize their distress. At no time are details discussed or blame allocated to the group.

Step Four – share responsibility

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

Step Five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Their ideas are noted down and some positive responses are given but the group are not made to promise to improve behaviour.

Step Six – let the group resolve the situation

The adult ends the meeting by passing over the responsibility to the group to solve the problem with the adult's support and facilitation. A future meeting is arranged. Parents/Carers of all involved are informed.

Step Seven – meet them again individually – appendix 2

About a week later (depending on age of children) the adult discusses first with the victim and then with each student individually about how things have been going. Step 7 should be repeated at various times throughout the coming months to keep the young people

involved in the process and to enable the situation to be monitored. Keep parents/carers of informed

STAGE 2

Keep Parent(s)/Carer(s) informed throughout and especially at step 1, step 6 and step 7.

STAGE 3

Contact outside agencies e.g. Targeted Education Support Team, Gateway, Social Care, Educational Psychologist, Police.

STAGE 4

Pastoral Support Programme _ a multi agency, 16 week programme for children who are in danger of exclusion or who have already had a fixed term exclusion.

5. **All** issues of 'bullying' or perceived bullying will be reported to the Principals and documented on Sims.net.
6. Boxes will be provided in all schools and children invited to 'post' any concerns anonymously.
7. Parents of bullies and victims will be asked to contact the Principal to discuss all issues. Parents will be asked to inform school of any concerns re: bullying. See staged approach.
8. The Directors will be responsible for ensuring that this policy is actioned and reviewed regularly. The named Director for Child Protection is Mrs. S. Davidson.

Bullying outside school

The Principals have the power to respond to bullying behaviour involving pupils whilst out of the school grounds; be it on a school organised trip or school organised community activity. Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Principals will consider the evidence available and if the claim is proven will impose sanctions in line with the Trust's Positive Behaviour Management policy. In serious cases where an offence may have been committed the Principals may also contact the local police.

This policy will be reviewed as directed by the policy review cycle.

This Policy has been reviewed with due regard to the Equality Act 2010 and Directors are aware of its contents.

S Bruton
Chief Executive Officer



Schools within The Keys Federation Academy Trust

Appendix 1 – Report of Incident of Bullying

Child's Name:

Date of Record:

Name(s) of alleged Bully or Bullies:

Name(s) of other children who may be victims of the Bully/Bullies:

Places where the alleged bullying has taken place:

Nature of the incidents:

Action Taken:

Person Making Report:

Date of follow up meeting:

Parents/Carers informed:



Schools within The Keys Federation Academy Trust

Appendix 2 – Follow-up Report

Child's Name:

Date of Record:

Name(s) of alleged Bully or Bullies:

Name(s) of other children who may be victims of the Bully/Bullies:

Has action been successful:

Is further monitoring needed:

If so, when?

Person Making Report:

Parents/Carers informed:



Appendix 3

The Keys Federation
The staged 7 Steps approach to Bullying

STEP	NAME/S INVOLVED / DATE	COMMENTS
<u>Step 1</u> Interview the victim Inform parents/carers		
<u>Step 2</u> Meet with others involved		
<u>Step 3</u> Explain the problem		
<u>Step 4</u> Share responsibility		
<u>Step 5</u> Ask the group for ideas		
<u>Step 6</u> Let the group resolve the situation Parents/carers informed		
<u>Step 7</u> Meet individually again / repeat as necessary Parents/carers informed		
<u>Stage 2</u> Keep Parents/carers informed throughout		
<u>Stage 3</u>		

Contact outside agencies		
<u>Stage 4</u> Pastoral support programme		