

Anti-bullying Policy

New Cangle School

ANTI-BULLYING POLICY

January 2017

This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 as taught at New Cangle School.

Policy contents:

1. What informs our policy
2. Guiding principles for preventing and tackling bullying
3. Aims of the policy
4. What is bullying?
5. The role of governors
6. The role of staff (duties)
7. The role of staff (responses)
8. The curriculum: how we prevent and tackle bullying through our curriculum
9. Supporting pupils
10. Sanctions
11. Involving parents
12. Involving pupils
13. Monitoring the effectiveness of our approach

WHAT INFORMS OUR POLICY

This policy takes due regard of the following documents:

Preventing and Tackling Bullying, DfE 2011

Equality Act 2010

Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools" (64/2000), DfE 2000

GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. New Cangle school aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

AIMS OF THE POLICY

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when they are feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including restorative justice sessions).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

WHAT IS BULLYING (including definition, roles, styles, signs and symptoms)

Definition of Bullying

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

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

At New Cangle we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place

between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

Physical	hitting, kicking, taking or hiding belongings
Verbal	name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
Emotional	being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
Cyber	email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying) *see Appendix 1*

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts, pictures or messages in chat rooms or on social networking sites.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self harm;
- cries herself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

THE ROLE OF GOVERNORS

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

THE ROLE OF STAFF (duties)

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and
- report to the governing body.
- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- refer and liaise with inter agency working groups if necessary;
- determine how best to involve parents in the solution of individual problems; and

- ensure proper record keeping.
- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.
- be involved in any agreed strategy to achieve a solution; and
- teach the anti-bullying programme through PSHE and P4C.

All Staff will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.
- be involved in any agreed strategy to achieve a solution; and
- teach the anti-bullying programme in the PSHE and Citizenship courses;
- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

In addition all volunteers will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and pass on any incidents that are reported to the class teacher.

THE ROLE OF STAFF (responses)

Dealing with incidents

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Head must be informed immediately.
- The teacher will record the details of the incident on the Incident Report Form and inform the relevant senior staff.
- The incident Report Forms will be kept in the Incident file in the Head's office.
- All the parties will be interviewed and a record made.
- Staff teaching the bullied pupil and the form teacher will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Head.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Head.

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.

- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- Parents would be requested to come and discuss matters.
- Pupils will be told always to report incidents of bullying.

Reporting and Recording

- All incidents must be reported and recorded in full and the records kept in the central file.
- Reports of bullying will be logged by any member of staff it is reported to or witnesses it
- The forms are kept in 'staff information' in the T drive. The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified.

THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a Citizenship programme, school assemblies, the school council, use of form time and in the curriculum as appropriate.
- Mrs Ricketts is responsible for initiating and developing an anti-bullying programme as part of the PSHE and Citizenship course.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.

Managing transition:

Vulnerable children are supported through the transition programme for pupils moving to Upper school at the end of Year 6.

SUPPORTING PUPILS

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying.

- The parents of the persistent perpetrator will be invited to work with the school to resolve the problem.
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. and where working with parents had failed to resolve the situation. Any exclusion for even a short period would be discussed and agreed by the Chairman of Governors and the Head.

INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

INVOLVING PUPILS

- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.
- Pupils have been involved in developing ways to help them remember how to manage bullying situations better through developing naturally occurring opportunities.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

APPENDIX: **CYBER BULLYING**

What is it?

- “Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.”

Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

This policy should be read in conjunction with The Acceptable use of Information and Communications Technology Policy.

Useful websites for community use:

www.childnet.com

www.digizen.org

www.thinkuknow.co.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.