



Anti-Bullying Policy

Signed by Chair of Governors

Adopted Date: Spring 2017

Review Date: Spring 2018

Rationale:

The Ingrow and Long Lee Primary Federation actively seek to provide a supportive learning environment, where all its members feel safe and happy.

This policy outlines what the Ingrow and Long Lee Federation will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. It provides a comprehensive, universally understood definition of bullying behaviour and to outline strategies for all members of the school community to combat social, emotional, physical and all other forms of intimidation.

We will not tolerate bullying within the Federation. Children should be encouraged to tell adults if they feel they are being bullied and staff must tell a member of SLT if they feel they are being bullied. Staff must be vigilant and be prepared to discuss incidences of bullying in class through PSHCE and circle time.

Definition of bullying:

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014).

It is:

- Deliberately hurtful behaviour
- Repeated, often over a period of time
- Difficult for those being bullied to defend themselves
- Someone who has power over others and uses it
- Difficult for those who bully to learn new social skills

Types of bullying:

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology - "cyberbullying"

Why tackle bullying?

- Because we are an effective, caring school
- It makes people unhappy and leads to low esteem
- Pupils who are being bullied are unlikely to concentrate on their school work
- To prevent the spread of anti-social behaviour
- Because all members of the school community have a responsibility to do so

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying. The policy will be shared with all the staff community and with other stakeholders via the school's website.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Pupils and staff should be assured that they have done the correct thing when reporting bullying
- All bullying incidents should be reported on the agreed proforma and handed to Key Stage leaders and parents of the bully be informed.
- The emphasis should be on changing the behaviour of the bully, whilst supporting the pupil or member of staff who has been bullied
- Incidents should be followed up at a later time
- All lunchtime incidents should be reported to the class teachers
- Class teachers will investigate incidents involving members of their class
- Issues should be raised in class without mentioning names initially
- The usual school procedures for inappropriate behaviour will be followed considering each case individually.
- Follow the Behaviour Policy and use the 'going for gold' system and behaviour tracking sheets.

- Staff need to be vigilant of any type of extreme behaviour which may be linked to indoctrination, radicalisation and sexual exploitation of children. Concerns of this type must be Referred following school child protection and safeguarding policies.

Procedures for recording bullying:

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated.

- who was involved (or alleged to be)
- where and when the incident happened
- what happened
- what action was taken
- how it was followed up

Direct action against bullying should occur within a context which reminds children and staff that bullying behaviour is unacceptable to the school and will not be tolerated

Guidance for staff:

All members of staff, teaching and non-teaching, should address any incident of suspected or observed bullying by adhering to the following points:

- Remove the involved parties to a quiet area to discuss the incident.
- Keep a record of the discussion if necessary and transfer detail to bullying log.
- Acknowledge there is a problem and help the pupils to find their own solution
- When discussing the incident staff to remain neutral. Think carefully about how questions are phrased and avoid direct closed questions.
- Allow each pupil an opportunity to speak.
- If the class teacher is not the person completing the incident log it is vital to ensure that they are fully aware of the incident and has read the completed log.
- Class teacher to speak with parents to explain the incident and procedures.
- Completed incident log to be passed to the relevant Senior Leader, who will safely store the records for reference.
- Involved staff to ensure that action to address the issue is fully recorded. Some staff may wish to liaise with colleagues before completing this section.
- Relevant staff to ensure that a follow up meeting/check with involved parties takes place to show that action has been effective. Record follow up notes on the proforma. This may mean liaising with the Headteacher, who will be in possession of the paperwork.

Guidance for Pupils:

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.

- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Guidance for Parents and Carers:

We will

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Success Criteria

Expected effects of anti-bullying policy:

- Staff and children are more vigilant in response to bullying behaviour

All stakeholders feel that the school is trying to prevent bullying and there is evidence of less bullying.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Strategic Executive Leader, Heads of School, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Heads of School to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Monitoring & review, policy into practice

This policy was approved by the Governing Body on: _____

This policy will be monitored and reviewed on: _____

Ingrow and Long Lee Federation - Record of Bullying Incident

Name of staff member to initially address the issue and to complete the sheet:	Date sheet completed:
Who was involved:	
When and where did the incident take place:	
What happened:	
What action is to be taken:	
Who will inform parents:	
Date when class teacher made aware of the incident: By Whom?	Date when Key Stage Manager made aware of the incident: By Whom?
Date of follow-up meeting/check:	Who present at follow-up meeting/Check:
Outcomes of follow-up meeting/Check:	

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- 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
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.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
- DfE: *SEND code of practice*: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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