

# Anti- Bullying Policy





- Article 19- Children have the right to be protected from being hurt or badly treated.
- Every child has the right to feel safe at home, at school and in the community (UN Convention on the Rights of the Child, 1990).
- Bullying is not a normal part of growing up.

## Statement of Intent

We are a rights respecting TRUST and all pupils have a right to feel safe. Bullying will not be tolerated as part of our TRUST all allegations of bullying will be investigated and addressed appropriately.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. All pupils should be educated without the hindrance /fear of bullying. Our schools recognise the impact that bullying can have on an individual and this policy provides guidelines for staff and parents as to:

- What bullying is
- How it will be managed
- How it will be addressed

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

It is right to tell. Children should always feel able to inform an adult when they feel that they or someone else has been bullied with the confident knowledge that their complaint will be acknowledged and acted upon appropriately. Avenues of communication between support staff, lunchtime supervisors and teachers exist to facilitate this. We must always remember to listen to children's concern's and to think about the way we speak to and treat them ourselves.

The anti-bullying ethos of TEACH Trust Schools is transmitted through our example as teachers whereby everyone within our school, children and adult alike, is valued. It is communicated in assemblies, at circle time, in stories, plays, drama and co-operative games. Good effective, caring discipline is upheld in partnership with parents/carers, teachers and all adults who work in the school. We encourage children to see themselves as part of a large caring family where older children are expected to act as a model to younger children. This is reinforced in school assemblies, PSHE lessons and via the school council.

## **Definition**

Bullying is the use of aggression with the **intention** of hurting another person.

Bullying results in pain and distress to the victim.

It is repeated over a period of time

It is difficult for those being bullied to defend themselves

Bullying can be :

### **Emotional**

- Being unfriendly, excluding, tormenting eg hiding books threats

### **Physical**

- Pushing Kicking hitting punching or any use of violence

### **Racist**

- racial taunts, graffiti, gestures

### **Sexual**

- unwanted physical contact or sexually abusive comments

### **Homophobic**

- because of, or focussing on the issue of sexuality

### **Verbal**

- name-calling, sarcasm, spreading rumours, teasing

### **Cyber**

Relates to areas of internet use, such as

- email & internet chat room misuse
- Mobile threats by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities

### **Peer-on-peer abuse and sexual violence**

Schools will not tolerate any form of peer-on-peer abuse or sexual violence. Any incidences or allegations will be fully investigated. (Please refer to Child Protection Policy).

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

All staff have a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **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 that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## **Procedures**

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff on the incident log. These will then be given to designated teacher to keep incident log.

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
7. The maintenance of a behaviour policy that both pupils and adults understand.
8. Request for support from Outreach services, Educational Psychologist, Educational Welfare and Special needs service will be sought when necessary

## **Outcomes**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

Verbal, physical and cyber bullying will not be tolerated in our school and it is everyone's responsibility to prevent it happening. A key factor in prevention is the ethos that the school creates and the building of an atmosphere of care and trust.

The Personal Social Health and Emotional learning programme seeks to support pupils in developing good relationships and to have the ability to deal with problems and issues. In addition the schools e safety and ICT policy supports the promotion of on line safety from bullying.

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rights and responsibilities
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters to address these issues

## **Initial investigation into hurtful incident or allegation of bullying**

Completed by (name and role):

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant/teacher etc

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

## Appendix 2

### Focus of Bullying/Harassment

#### Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
- Other \_\_\_\_\_

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		