

This policy is written in accordance with *The Education and Inspections Act (2006)* and *The Equality Act (2010)*. It follows the advice of the Anti-Bullying Alliance and Kidscape. It should be read in conjunction with the school's Behaviour Policy and E-Safety Policy.

## Definition of Bullying

Bullying is defined as:

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'* (The Anti-Bullying Alliance in *Preventing and Tackling Bullying*, Kidscape).

*With children we reinforce this message through STOP – Several Times On Purpose.*

Bullying causes distress solely to give a feeling of power, status or other gratification to the bully.

Behaviour is bullying behaviour if:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the bullied person feeling defenceless

Bullying comes in several different forms:

- Physical (e.g. kicking, hitting, theft, threats)
- Verbal (e.g. name calling, persistent teasing, mocking, taunting, threats, racist remarks, text messages or through social network sites)
- Emotional (e.g. excluding from social groups, tormenting, ridiculing, humiliation, spreading rumours)

Bullying most commonly occurs because of a real or perceived 'difference' and can relate to race, homophobia, disability, sexist behaviour and cyber-bullying.

Children who are bullied are more likely to:

- Have low self-esteem
- Develop depression or anxiety
- Become socially withdrawn, isolated and lonely
- Have lower academic achievement due to avoiding or becoming disengaged with school

Not all acts of unkindness or physical hurt are bullying. When an incident has been investigated and deemed not to involve bullying, it will be dealt with in accordance with the Behaviour Policy.

### **Peer on Peer Abuse (child on child)**

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. All staff read KCSiE, the school's Child Protection Policy and have update Safeguarding training at least annually. If staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy). KCSiE and the school's Child Protection Policy outline staff responsibilities and includes list of possible peer-on-peer abuse behaviours. School Child Protection Policy details school strategies to address incidents and promote reporting.

## Aims

- Bullying in any form is not to be tolerated. We will respond to and investigate all bullying claims including journeys to and from school, external trips, after school clubs and out of school hours and cyber bullying.
- All reports of bullying will be taken seriously and investigated fully. Appropriate measures will be taken to reassure and support the victim and modify the behaviour and attitude of the perpetrator.

In dealing with all instances of unacceptable behaviour, including bullying, we aim to:

- Maintain an ethos which discourages bullying and unpleasant behaviour towards other pupils
- Ensure that all our children are able to grow and develop in safety and be free from prejudice and discrimination
- Treat any reports of bullying seriously and investigate them carefully
- Deal with any incidents in a positive and sensitive way to avoid increasing distress felt by bullied pupils and to those children who are bullying
- Work closely with the parents of both parties, to help to deal with any incidents which arise
- Encourage children to tell someone when they are bullied; bullying thrives on secrecy
- Correct the misbehaviour and to ensure that it is not repeated.

Forgiveness and reconciliation between the parties concerned and the opportunity to move on with a fresh start leaving the incidents in the past, are central to the daily implementation of our school's mission statement.

## Strategies

When dealing with any problems we will use a variety of strategies which suit the situation and the children involved. These include:

- Listen to children when concerns are raised
- Adopt a no-blame approach to encourage children to talk
- Involve parents; parents/carers are made aware of and consulted in all instances of bullying
- Increase vigilance of all adults involved with the children
- Provide support for the victim of the bullying; those who have been the victims of bullying are reassured and checked regularly to ensure that there have been no repercussions from the perpetrator
- Where a child is deliberately aggressive, remove the child from the situation. Gradually, re-introduce the child to the environment, monitoring progress carefully
- Develop a form of behaviour modification reward system so that rewards are gained for good behaviour
- Members of staff routinely follow up all reported instances of bullying to ensure that the children concerned remain secure and confident.
- Staff are also alert to signs of a child who may be unhappy or anxious and make sure that any underlying cause is addressed.

## Procedures to be followed

1. Children will know who to talk to in the first instance; this will usually be the class teacher, but it could also be:
  - Another teacher known to them
  - A teaching assistant
  - A mid-day supervisor
  - A member of the senior leadership team
  - A family member or friend
2. The adult will talk to the 'victim' to ascertain:

- The nature of the problem and how they feel about it
  - What the victim's goals are and how they would like the problem resolved
  - How the victim thinks they can help themselves
3. A member of the senior leadership team (SLT) must be informed of any bullying incidents. If after investigation it is considered that bullying has occurred, the parents will be contacted for an initial consultation. SLT will log incident on an Anti-Bullying Log (Appendix A) following meeting parents. Agreed plans of actions will be documented here, including any future amendments. SLT lead maintains Ant-Bullying Log until there is 'closure'.
  4. The class teacher will initiate programmes/exercises to raise the 'victim's' self-esteem.
  5. A member of the senior leadership team will speak to the bully and any witnesses and state factually what has been reported and logged. A discussion will then take place on the effect the bully's actions are having on the victim. The children will be asked for their suggestions about how bullies can change their behaviour. A review period will be set (typically 3-4 weeks).
  6. In liaison with the member of staff (SLT) dealing with the problem, the class teacher will speak to the victim and bully separately each week to ascertain progress. If the victim is satisfied that the matter has been completely resolved by the end of the review period, then no further action needs to be taken. If the victim is not satisfied, the class teacher will monitor and log progress on a weekly basis until the problem is resolved. In both cases these are entered on CPOMS highlighting 'Bullying Incident' and indicating the victim and perpetrator.
  7. A member of the senior leadership team will contact the parents of both the victim and the bully at an early stage so that the parents are fully aware of any incidents and can help to resolve the problem. Feedback during the review period will be given to the parent (by telephone or face to face). Once the bullying has stopped, parents should also be made aware that the problem has been resolved and this is recorded. Closure is recorded on the Anti Bullying Log.
  8. Further actions may include:
    - Discussion of incidents followed by monitoring of future behaviour
    - Working in another classroom for a determined period
    - Support of a named adult
    - Completion of an anti-bullying monitoring form
    - Break times and or lunch/times to be spent working with a senior member of staff
    - Vacate from the school premises during lunchtime
    - Alternative timetabling arrangements
    - Involvement of the Safer Schools Team
    - Fixed term exclusion
    - Permanent exclusion

These steps are not listed in order and it may be that the Headteacher moves to vacate from lunchtimes or temporary or permanent exclusion straight away.

### Advice to be provided to parents

Contact school immediately if you think your child is being bullied.

- Encourage your child to talk about it but be patient as she or he may be distressed.
- Never approach the bully directly or involve an older child to deal with the bully. It is important that you work with us to deal with incidents.

- Stay calm but show that you are supportive and working with the school to solve the problem.
- Don't tell your child to fight back; this will only make matters worse.
- Avoid dwelling on sensitive issues and asking leading questions.
- Reassure your child that you are sympathetic and will do something about it.
- Try to help him or her to see the difficulty as a problem that can be solved.
- Ask your child if they can see ways of changing things.
- Talk to us about the bullying and work with us to improve the situation. We are here to support your children.
- Help him or her to develop coping strategies.
- Help everyone to keep a sense of proportion in the situation.

### Advice to be provided to children

Each term or when incidents occur, class teachers will discuss bullying and re-enforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

### What do you do if you know someone is being bullied?

- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with the bully.

All staff will be proactive in using preventative measures. These include:

- Personal, Social and Health Education programmes.
- Circle time.
- Out of class supervision.
- Social Skills groups.
- Focus, themed assemblies.
- Buddy Scheme.
- Mentors/counselling.
- Support from ELSA/tutor/other named adult or student.
- Enlisting support from parents.
- Taking part in an annual 'friendship day' – an anti-bullying focus day

- The nominated Anti-Bullying Champion (Tyler Gardner) will attend anti-bullying forums throughout the year.

## Cyberbullying

1. Central to the School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.
2. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are a way from school.
3. Cyber-bullying is defined as "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 himself/herself."
4. By cyber-bullying, we mean bullying by electronic media:
  - Bullying by texts or messages or calls on mobile phones
  - The use of mobile phone cameras to cause distress, fear or humiliation
  - Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
  - Using e-mail to message others
  - Hijacking/cloning e-mail accounts
  - Making threatening, abusive, defamatory or humiliating remarks in on-line forums
5. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
6. If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

## Summary

By embracing a whole school concept, we ensure that everyone, pupils, parents, carers, teachers, support staff, governors, and outside agencies are brought together to develop a culture which openly disapproves of bullying

Policy reviewed on an annual basis.

### Anti-bullying Log – Appendix A

Date:	
Pupil harmed:	Yr group:
Perpetrator/s:	
Details of incident: (include dates/times and type of bullying)	
Agreed plan of action: (victim and perpetrator)	
Recorded on CPOMS	
Review of issue:    week/fortnight	Date:
<u>Review</u>  (Changes to plan?)	
Recorded on CPOMS	
Issue resolved: Yes            No	Date:

If No – further review required – school to complete latter part of this form and attach to original recording

