ANTI-BULLYING POLICY

REVIEWED SPRING 2022

‘Green Lane – a Big School with a Big Heart’

RATIONALE

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. 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.
In order to ensure that this atmosphere prevails, school policy operates on the following levels:

1. A programme, built into the PSHE curriculum which deals in a positive way with building relationships, helping children to develop affective social skills and to deal with difficulties in an acceptable manner.

2. Clear guidelines to staff for dealing with bullying if it occurs, including how to help both victim and bully, and where to find support from colleagues.

3. Enlisting parental support through providing information about school policy and involvement where there is concern about their own child, either as victim or bully.

AIM

To provide a secure environment for all children to exist in, without fear of being hurt, threatened or frightened by others.

OBJECTIVES

1. To involve the whole school community in developing and implementing the anti-bullying ethos.
2. To ensure behaviour of pupils is consistently managed by all adults, according to the Behaviour Policy.
3. To teach pupils:
    - to have self-control
    - to take responsibility for their actions
    - to be accountable for their actions
    - that actions and choices have consequences
4. To teach children the strategies for dealing effectively with incidents of bullying.
5. To ensure immediate action is taken and agreed procedures followed when bullying has taken place.
6. To provide a safe, supportive environment for victims and perpetrators of bullying to talk about their experiences.
7. To ensure that effective supervision of pupils occurs throughout the day in order to prevent bullying behaviour occurring.

8. To use the PSHE curriculum and other curriculum areas as a vehicle for raising awareness of issues relating to bullying.
9. Through training, to ensure all staff are informed about the anti-bullying policy and are skilled in applying the guidelines.
10. To provide resources to support an anti-bullying ethos in school.
11. To review and monitor the anti-bullying policy and procedures regularly through school self-evaluation processes and governing body review.

Definition: What is Bullying?

In order to maintain consistency, we have defined bullying as follows:

- Bullying is deliberate behaviour which is repeated over a period of time.
- Bullying is the wilful, conscious and repeated desire of a person or persons to threaten, frighten or hurt someone else.
- Bullying can take many forms.
    - Physical: hitting, kicking, taking belongings etc.
    - Verbal: name-calling, insulting, racist remarks, sarcasm, teasing, spreading rumours
    - Emotional: spreading nasty stories about someone, excluding someone from social groups, inciting others to join in to hurt or harm
    - Racist: racial taunts, gestures, name calling
    - Online abuse e.g. email, chat rooms and online games platforms. Mobile phone abuse by text messages, calls etc. and misuse of camera and video.

The person/s carrying out the bullying will have some sort of power over the victim / victims. This power might be due to:

- Greater physical strength (older or bigger child bullies smaller or younger child).
- Greater numbers (more than one or a gang bullying a single child).

Detection

Bullying can be covert and is sometimes difficult to detect. Children, especially victims, may be reluctant to expose incidents of bullying, even if not directly involved. Since incidents may take place covertly or in secluded parts of the school, witnesses may not exist and even when they do, may not feel able to speak. Creating an open, frank atmosphere where bullying is discussed with children and making them aware of what to do if they are being bullied, can help in detection. Silence and secrecy nurture bullying. Given that detection is difficult, staff need to be watching for signs within their own classroom and around the school.

There are several clues which may point to a child being bullied.

- Signs of distress (deterioration of work, erratic attendance, desire to remain with adults)
- Unexplained cuts, bruises, aches and pains
- Wanting to stay in at playtimes, feeling sick or ill
- Crying themselves to sleep at night or nightmares

- Feeling ill in the morning
- Unexplained loss of possessions, money, clothes, books
- Damage to property
- Mood / personality changes (crying, withdrawn)
- Concentration lapses
- Changes in behaviour patterns
- Unhappiness
- Depressed
- Introvert behaviour
- Self-isolation from friends
- Stealing / coveting
- Nervous and jumpy when a text message or email is received
- Secrecy about reasons for unhappiness

However, it is important to note that many of these clues may also be indicators of other issues going on in a child's life e.g. family breakdown, abuse, etc. (See also Child Protection and Safeguarding Policy) and staff should be alert at all times and report concerns to the Head Teacher or Pastoral and Safeguarding Lead. Staff need to be aware of children's behaviour in their own classrooms and around the school. A senior member of staff will always be on duty at lunchtime to deal with children who need support.

What is a Bully?

Children who bully may have a wide range of characteristics. They may operate alone or in groups.

Common characteristics:

- Assertive and aggressive and have little control over their feelings.
- Lack empathy and find it hard to imagine how the victim feels.
- Lack guilt and feel that somehow the victim deserves their treatment.
- Can be from any kind of family, regardless of social or cultural background.
- Experience poor discipline / excessive physical punishment / abuse problems at home by parent and / or sibling.
- Other children who bully may take part because friends do so.

Avoid stereotypes - pupils who bully others are not easily recognisable.

Recognising Victims

Stereotypes of victims can be just as misleading as for bullies, but some children may be more vulnerable than others:

- Children who are new to a class or school
- Children who are different in speech or appearance or background from the majority
- Children who suffer from low self-esteem
- Children who react to being taunted, e.g. who have tantrums, lose control etc.
- Children who are nervous or anxious

Staff can take positive steps to find out what is happening in their own classrooms by being vigilant, but also by using the topic for discussion during Jigsaw lessons or in the course of other relevant work. Concerns should be raised immediately.

Immediate Responses to Behaviour Which May Be Bullying

Although we are not reluctant to identify bullying and actioning the procedures, neither do we immediately label behaviour as bullying. Our role is also to educate children who may not appreciate the effect their behaviour is having on other children.

Staff who come across or suspect bullying in school can employ the following strategies:

- Deal with the situation calmly. Do not react angrily as the perpetrator may feel they are controlling your emotions
- Act as quickly as possible
- Reassure the victim
- Make it clear to the perpetrator that you disapprove (direct your disapproval at the behaviour, not the individual)
- Encourage the perpetrator to see the victim's point of view
- Inform the Head Teacher and instigate investigation procedure if appropriate and tell the child you are doing so. (Procedure outlined below)
- Explain why punishment is being given, in a calm manner
- Inform all relevant people of incident and actions
- Record the incident(s) on CPOMS

INVESTIGATION PROCEDURE

If bullying is identified, the following procedure will be implemented:

FULL INVESTIGATION

1. A written account should be produced with the support of the Pastoral and Safeguarding Lead, which describes the victim's view of the incident (who, what, when and where).
2. If the perpetrator is named, a written account of the incident should also be given by them with the same support.
3. The investigating adult/s should record an account of the investigation on CPOMS.
4. Parents of victims and perpetrators should be informed and invited to school separately to discuss the incident.
5. Action should be decided upon following these investigations and discussions.

Parents, staff, and children should be aware of the procedure and know the name of the staff member responsible.

ACTION

Action decided upon following the investigations and meetings, should be made clear to the bully and the victim. Their parents should be made fully aware of the outcomes.
The form of action taken will vary depending on the circumstances but may involve the following:

For the Bully

- Sanctions e.g. removal from the playground.
- Set up a home/school book or other system.
- Monitoring/discussion sessions with e.g. Pastoral and Safeguarding Lead
- Draw up a plan/contract to avoid further bullying
- Sanctions at home
- Involvement of support services

Also

- Direct disapproval at behaviour, not individual.
- Tell everyone else what sanctions are.
- Discuss appropriate behaviour.

For the Victim

- Discuss incident with a member of staff
- Provide support e.g. Pastoral and Safeguarding Lead
- Communicate with parents
- Make the victim aware of what sanctions have been taken
- Opportunity to draw up a prevention plan
- Mediation Services for pupils and/or parents may be used to support if necessary

PREVENTION

As well as implementing the procedure to deal with bullying, there are other strategies that the staff can use to help prevent incidents of bullying.

Raising social awareness and teaching skills of building relationships helps to prevent bullying. This programme is built into our PSHE curriculum. Activities designed to enhance children's self-esteem and develop positive relationships is integral to this work.

COMMUNICATION OF THE POLICY

Parents

It is essential that our anti-bullying ethos is communicated to parents in order to reassure them that we will not tolerate any form of bullying and that incidents will be dealt with seriously.

Parents will be informed in the following ways:

1. Through a statement in the prospectus
2. On our school website – policy and information leaflet
3. Through direct discussion and information when incidents occur

Governors

All governors will be informed about the policy and anti-bullying ethos through:

* Governors meetings.
* Review process (annual)
* Monitoring and Head Teacher's Reports

The Governing Body will monitor the effectiveness of the policy in the following ways:

* Discussion with the Head Teacher
* Scheduled meetings
* Academy publications

Pupils

It is essential that all staff communicate the following to pupils:-

1. What bullying is

2. Strategies for the victim:
   * to cope with a bully
   * to cope after a bullying incident
   * to communicate to adults

3. When pupils are being bullied they must be encouraged and helped to:
   * be firm and clear - look them in the eye and tell them to stop
   * get away from the situation as quickly as possible
   * tell an adult what has happened straight away

4. If a child feels they are being bullied they must be encouraged to:
   * tell a teacher or another adult in school
   * tell their family, parents/carers
   * tell a teacher or an adult on their own or to ask a friend to go with them
   * do not blame themselves for what has happened

5. When pupils are talking about bullying with an adult, they must be encouraged to talk about:
   * what has happened to them
   * how often it has happened
   * who was involved
   * who saw what was happening
   * where it happened
   * what you have done about it already

6. The anti-bullying ethos will be publicised through the following means:
   * Assemblies

* Jigsaw lessons
* Year group/class discussion
* Cross-curricular activities – Anti-Bullying Week / E-Safety Week activities

It is essential that all pupils are made aware of the expectations set in the Positive Behaviour Plan.