



Anti-Bullying Policy

To be read in conjunction with: Behaviour Policy
Complaints Policy
PSHE Education Policy
Equal Opportunities Policy
E-safety and Acceptable User Policy
ICT Policy

Reviewed: October 2016
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Introduction

Bullying is action taken by one or more children, usually repeated over time, with the deliberate intention of hurting another child either physically or emotionally. A bully directs his/her aggression at a victim in order to exercise power. In this way, it can be distinguished from physical or tough play and bossiness. It is a form of behaviour that deliberately causes unnecessary pain or unhappiness to another person. Bullying is not tolerated at our school at any level.
(DfE: 2011 'Preventing and Tackling Bullying')

Our school policy is in line with DfE: July 2013 'Preventing and Tackling Bullying' and 'Bedford Against Bullying: Guidelines for Good Practice' and aims to eliminate discrimination and promote equal opportunities as outlined in the Equality Act 2010.

There are a number of kinds of bullying behaviour:

- Verbal - through name calling, taunting, mocking, making offensive comments etc.
- Physical – kicking, hitting etc.
- Damage of the property of another child.
- Taking belongings
- Inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger)
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and offensive rumours

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

- Bullying related to 'prejudice' against race, religion or culture.
- Bullying related to special educational needs or disability.
- 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.
- Cyber bullying, including social media, facebook, texting and email.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do not tolerate it at any level in our school; we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, and understand the steps that will be taken to respond to bullying. Our school ethos is developed and supported through explicit teaching of our Values.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur through positive behaviour management.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Bullying is not tolerated at our school. We take all incidents of bullying seriously. We work hard to ensure that children feel confident to "tell" adults of their problems with the expectation that the adult will act to support them.

Bullying of school staff, whether by pupils, parents or staff, will also not be tolerated and will be acted upon in line with this policy within school, utilising support from the Local Authority and other relevant organisations when appropriate.

We respond to incidents taking into account the DfE guidance published July 2013 attached to this policy (Preventing and Tackling Bullying – Advice for headteachers, staff and governing bodies) and referring to the 'Bullying/Racist Incident Process Flowchart' published by Bedford Borough also attached to this policy (Bedford Borough against Bullying: Guidelines for Good Practice).

The Role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school Anti-Bullying strategies.

The Governing Body must respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Head teacher and asks her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of the Head Teacher

It is the responsibility of the Head teacher to implement the school Anti-Bullying strategy, through positive behaviour management, so that all children have the opportunity to learn within a safe and secure environment.

The Head teacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. She ensures that the children understand the difference between bullying and "falling out" with their friends. The Head teacher introduces this to the children in assemblies and collective worship times, through discussions about Values.

The Head teacher ensures that all staff view bullying as serious and receive appropriate training to equip them to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success so making bullying less likely. Children are encouraged to take responsibility for their own actions and to be honest in relating incidents of bullying and in particular about the part that they have played in them. Children are encouraged to be assertive in promoting their own rights and to articulate their feelings, worries and concerns confidently. We believe that when children feel they are important and belong to a friendly and welcoming school we will develop their care, trust, respect and consideration for each other.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and that they are aware of in the school. If teachers witness an act of bullying, they do all they can to support the child who is being bullied, as soon as possible. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents.

Any incidents are recorded electronically on the school SIMS system. This information is input at the end of each week by the school bursar. This data is monitored by the SLT. The data for bullying incidents along with 'prejudice related' (race, disability, homophobic) incidents are sent to Bedford Borough each half term through the SIMS computer system. All reported incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school are recorded. If any adult witnesses an act of bullying, the event is recorded. This allows the staff to look for patterns in the behaviour of individual children across the school. Patterns identified in this way can then be immediately addressed by the whole school community, through lesson times, collective worship and assemblies. Any identified patterns in behaviour will also be immediately shared with the class teacher involved who will investigate and assess the situation in the way outlined below.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. The teachers investigate the incident by talking to everyone involved and graded sanctions are applied depending upon the severity. Assessing the seriousness of a bullying incident involves considering the questions below, taking into account what is known about those involved.

- Was the intention to hurt or was it thoughtless behaviour?
- Did any physical injuries require medical treatment? How deeply did the behaviour affect the child emotionally? How easily will the bullied pupil recover and will they need professional help?
- For how long has the bullying been going on and on how many occasions?
- What are the differences in age, size, strength and ability?
- What is already known about the behaviour of those bullying? Have they bullied others? Are the bullies acting in or out of character?
- What is the nature of the relationship between those involved?
- Was there any provocation that might explain the bullies' actions?

There is counselling and support for the victim of the bullying. The bully is not allowed to rationalise their behaviour but he/she is expected to make amends to the victim in an appropriate way. Responses might vary depending upon the type of bullying and on whether it is low, medium or high level. In all cases the appropriate follow up action will be discussed between staff, pupils and parents.

Low level bullying

This should be handled quickly and sensitively without making too much of the incident. An appropriate member of staff should:

- talk with the bullied pupil to understand how they feel
- demonstrate to those who have been bullying the distress their behaviour has caused, help them understand that the behaviour is unacceptable, and encourage a response to the bullied in the form of an apology and an offer to improve the relationship

- attempt to discover whether there are underlying reasons for the behaviour and plan behavioural strategies to help the bully to change their behaviour in future.

Medium level

If a child is repeatedly involved in bullying other children, we inform the Head teacher and the SENDCO. We then invite the child's parents into the school to discuss the situation. The priority is to protect and provide support for the bullied, and then to try to resolve the conflict. Strategies to try include *support groups*, a peer group set up to befriend the bullied, and *restorative practices*, where bully and the bullied pupil come together to reach an agreed solution. The process is concerned with acknowledging the impact of the behaviour on *everyone* involved and identifying actions that will make amends. The situation will be monitored and reviewed. Staff will consider whether additional support work is needed with both bullied and bully, to help them address issues such as self-esteem, resilience, assertiveness, and anger management.

High level

In more extreme cases, for example where these initial discussions have proven ineffective and the bullying persists, the Head teacher may contact external support agencies such as an Educational Psychologist, CHUMS or a member of the team for children with emotional or behavioural difficulties. Websites such as www.anti-bullyingalliance.org.uk may also be referred to for further support. To ensure the future safety of the bullied and other children sanctions may be necessary, including temporary or permanent exclusion and, if viewed as possibly a criminal offence, the police or children's social services may need to be involved. Full details are contained within our Discipline Policy and Behaviour Policy.

With medium and high level incidents the class teacher will ensure that the parents of both bully and bullied are fully informed.

The training needs of staff are evaluated by the Head Teacher.

Teachers have the responsibility to support all children in their class and to establish a climate of trust and respect for all. By positive behaviour management, praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers understand that they cannot promise confidentiality to pupils when dealing with incidents of bullying. This is in line with safeguarding policy guidelines ('Safeguarding is Everybody's Business – a Guide for Childcare Providers', Bedford Borough 2012 and DfE: April 2014 'Keeping children safe in education: Statutory guidance for schools and colleges').

Every November, 'Anti-Bullying Week' is marked and the issue of bullying is focussed on through collective worship and assemblies and in class taught sessions, making use of our PSHE Ed scheme resources (the Cambridgeshire Personal Development Programme), the SEAL resources 'Say No to Bullying' as well as those resources produced on a yearly basis during the Anti-Bullying Campaign week. Other resources available include Health for Life, key literacy texts (some of which are kept centrally in the PSHE Ed resource cupboard at Grange Lane) and access to websites such as www.thinkuknow.co.uk that teach pupils about E-safety and Cyber-bullying. The knowledge, skills and understanding that children need in order to deal effectively with bullying are taught by class teachers and HLTAs as part of PSHE Education lessons, as well as specifically addressed during Anti-Bullying Week. PSHE Education is taught in Early Years and at all key stages and is differentiated by class teachers to meet pupil's age, gender and maturity as appropriate. Specific learning outcomes are identified and addressed. Pupil progress is self-assessed by pupils using their PSHE Education Portfolios as part of the PSHE Education programme and the PSHE Education subject leaders carry out a scrutiny of these in addition to carrying out lesson observations and Pupil Voice sessions before reporting to the Governing Body. The Anti-Bullying programme is in line with the Bedford Borough Anti-Bullying strategy for schools and settings (Bedford Borough Against Bullying: Guidelines for Good Practice).

The Role of Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Any such complaint will be immediately investigated by the class teacher in the way outlined above. During Anti-Bullying Week we ensure parents/carers know where to access independent advice about bullying.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school. We work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

The Role of Pupils

Pupils are regularly reminded of the way they can express their worries and anxieties about bullying. There are anti-bullying displays and posters up around school. Children can complete a 'postcard' which is then placed into a collection envelope which is regularly checked by the teaching staff, if they feel they cannot approach a teacher directly.

Children's views with regards to the extent and nature of bullying within school are regularly canvassed through Pupil Questionnaires and Pupil-Voice sessions with the Anti-Bullying Champion/ PSHE Education subject leaders.

All students are made fully aware of the schools behaviour policy and how this would be applied in the case of a bullying incident.

During Anti-Bullying Week and PSHE Education lessons, pupils are taught that it is their responsibility, not only to treat one another with respect, but to look out for instances where other children are bullying and to report this. They understand what it means to be a bystander and recognise the role they play in preventing and stopping bullying within school.

Pupils are taught about E-safety during computing lessons, which will include discussing safe use of the internet and cyber-bullying. Pupils follow our 'Internet Code of Conduct'. This is sent home every year for children and parents to sign and return to school. An updated 'Internet Code of Conduct' poster should be displayed in every classroom. Websites such as www.thinkuknow.co.uk may be used to teach pupils about issues around internet safety and cyber-bullying. See '*Anti Cyber-bullying*' section of this policy for more detail.

In every classroom there is an up-to-date version of the ChildLine poster. The children discuss and understand the purpose of this number on a yearly basis when the new poster is issued.

Some members of our support staff are trained as counsellors. They are able to offer support to pupils who have been bullied, as well as to work with pupils who have been bullying in order to address the problems they have. Emotional Literacy sessions may be used as a means to support a child who has low self esteem due to bullying, or a child who has bullied. Issues will be addressed in a secure environment where children are supported to develop socially and emotionally.

Preventing Bullying Behaviour

We will work with staff and outside agencies to identify all forms of prejudice driven bullying.

We seek to maintain and develop our positive school ethos, in which bullying is regarded as unacceptable. Our school ethos is supported through explicit teaching of our Values. These encourage co-operative behaviour and improve the school climate.

Emotional Literacy taught through PSHE Education sessions provides opportunities to develop pupils' social and emotional skills, including their resilience. Children are taught strategies through PSHE Education sessions to help them to problem solve and to develop their social and emotional skills

further. These strategies are used throughout the school. Our 'Let's Talk' strategy is used to help children to discuss and problem solve when relationships have broken down and is based on Restorative Justice.

Pupils have the opportunity to address bullying issues within their PSHE Education lessons. There are anti-bullying posters designed by the children and displays up around school. There is a pupil rota of 'School Buddies' on duty at playtimes. These children are chosen by their peers and have a designated area in the playground where pupils who are feeling in need of a friend can go to find them. Pupils are given a voice through the School Council. Each class has a School Council Representative and they meet regularly to discuss issues that are concerning the pupils.

At all times, teachers seek to develop open and honest relationships with parents, where any issues arising can be shared and acted upon together. Parents are encouraged to share their views by approaching their pupil's teacher as well as through Parent Questionnaires.

We have two designated Play Co-ordinators who work at both of our sites during lunchtimes, providing activities for the pupils and modelling positive play.

Training is kept up to date and will include how to supervise play effectively and recognise and respond to bullying, as well as how to recognise when pupils are being excluded. All staff are trained to identify bullying and follow school policy and procedure on bullying. The training needs of staff are reviewed annually by the Head teacher.

Anti Cyber-Bullying

Virtual Bullying

With more and more of us using email and mobile phones, bullying does not have to happen in person. Silent phone calls or abusive texts or emails can be just as distressing as being bullied face-to-face.

Cyber-Bullying

This is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Research from the University of London identifies seven categories of cyber-bullying:

- *Text message bullying* involves sending unwelcome texts that are threatening or cause discomfort.
- *Picture/video-clip bullying via mobile phone cameras* is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- *Phone call bullying via mobile phone* uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- *Email bullying* uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- *Chat room bullying* involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- *Bullying through instant messaging (IM)* is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, etc.).
- *Bullying via websites* includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

The Role of the School in Anti Cyber-bullying

E-safety is taught regularly and pupils are monitored when using technology in school. Reported incidents are dealt with quickly and sensitively.

The Role of Parents/Carers in Anti Cyber-bullying

Parents should not wait for something to happen before they act. They should:

- Make sure their child/children understand how to use different technologies safely and understands the risks and consequences of misusing them.
- Make sure their child/children know what to do if they or someone they know is being cyber bullied.
- Encourage their child/children to talk to them if they have any problems with cyber bullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Consider parental control software to limit who children send emails to and who he or she receives them from. It can also block access to some chat rooms. Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Ensure they know what their child/children are doing online and who their child's online friends are.
- Ensure that their children are engaged in safe and responsible online behaviour.

The Role of Pupils in Anti Cyber-bullying

Pupils are taught through PSHE Education and E-safety sessions that:

- If you are being bullied, to remember bullying is never your fault. It can be stopped and it can usually be traced. Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

Websites and online advice on how to react to cyber bullying may be referred to in order to support pupils. For example, www.kidscape.org.uk and www.wiredsafety.org/ have some useful tips for pupils:

Text/Video Messaging

You can turn off incoming messages for a couple of days.

If bullying persists you can change your phone number (ask your Mobile service provider).

Do not reply to abusive or worrying text or video messages - your Mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email

Never reply to unpleasant or unwanted emails.

Don't accept emails or open files from people you do not know. Ask an adult to contact the sender's ISP by writing abuse@ and then the host, eg. abuse@hotmail.com.

Web

If the bullying is on the school website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room and Instant Messaging

Never give out your name, address, phone number, school name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either.

Do not accept emails or open files from people you do not know.

Remember it might not just be people your own age in a chat room.

Stick to public areas in chat rooms and get out if you feel uncomfortable.

Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.

Think carefully about what you write - don't leave yourself open to bullying.

Monitoring and Review of this policy

The Governors, the Head teacher, Senior Leadership Team, teaching and non-teaching staff are all aware of the policy and expected to implement it accordingly.

The school community is consulted on whether the policy is working or not annually, when the policy is reviewed.

The school uses the guidance by the DfE and the anti-bullying alliance to inform its action planning to prevent and tackle bullying.

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to the Governing Body about the effectiveness of the policy on request. The Head Teacher, in conjunction with the PSHE Ed subject leaders / Anti-Bullying Champions, will communicate this policy to the school community.

The policy is updated annually by the PSHE Ed subject leaders / Anti-Bullying Champion and then submitted to the Governors and the school community for review and ratification. The Anti-Bullying programme is evaluated following Anti-bullying Week and when the PSHE Education subject leaders collect the Pupil Portfolios for review. The PSHE Education subject leaders report annually to the Governing Body.

This Anti-Bullying policy is the Governors' responsibility and they review its effectiveness annually. They do this by examining the school's online records, and by discussion with the Head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Useful Websites and Resources

Department for Education: Preventing and Tackling Bullying Advice for headteachers, staff and governing bodies July 2013

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Anti-bullying alliance guidance, support and resources

<http://anti-bullyingalliance.org.uk/>

Child Exploitation and Online Protection Centre and Think U Know

<http://ceop.police.uk/>

http://www.thinkuknow.co.uk/5_7/

Childnet International – How to respond to cyber-bullying and how pupils can keep themselves safe

<http://www.childnet.com/resources/supporting-young-people-online>

Parent Info – Expert information on how to keep children and young people safe online

<http://parentinfo.org>

Agreed By:

Chair Of Governors:.....

Head Teacher:.....

Ratified on:.....