

Pioneer Federation



ANTI-BULLYING POLICY

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ANTI-BULLYING POLICY

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1. GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

The Governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment free of fear or intimidation.

Bullying is unacceptable in this school and will not be tolerated.

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

2. WHAT IS BULLYING?

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (*Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4*)

We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

At Chiddingly we recognise that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Four main types of bullying can be identified:

Physical	hitting, kicking, taking or hiding belongings
Verbal	name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
Emotional	being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
Cyber	email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- 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.
- Bullying using electronic forms of contact (cyber bullying)

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others actively joining in and therefore afraid of ring leader (associates).
- Those who give positive feedback to the bully, perhaps by smiling or laughing (reinforcers).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' - this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

3. THE ROLE OF GOVERNORS

The Governors will liaise with the Head over all anti-bullying strategies, and the Governor responsible for safeguarding and/or the Chair of Governors will be made aware of individual cases where appropriate.

The Governing Body will discuss, review and endorse agreed strategies.

The Governing Body will monitor the effectiveness of the Policy.

4. THE ROLE OF STAFF (duties)

The Headteacher will:

- ensure that all staff have an opportunity of discussing strategies and these strategies are reviewed regularly;
- determine the strategies and procedures;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- report to the governing body.

Teachers will:

- be responsible for liaising with other staff over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution;
- teach the anti-bullying programme in the PSHE and Citizenship courses;
- keep the Headteacher informed of incidents;
- ensure proper record keeping.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where it is most likely.

5. THE ROLE OF STAFF (responses)

Dealing with incidents

A listening approach is used as the first thing the approach does is focus on how the victim is feeling; focusing attention on feelings draws attention away from blame. This causes the bully and supporters to think about the impact of their behaviour.

Since bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of higher values such as empathy, consideration, unselfishness, that the bully is likely to change their behaviour and function differently in social settings

If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the adult approached (or passed to the SEN TA) using the six steps procedure:

- Step One - Interview with the victim: talk to victim about their feelings, but do not question them about the incidents directly.
- Step Two - Convene a meeting with the people involved: adult arranges to meet with the people who were involved (minus the victim).
- Step Three - Explain the problem: adult tells them about the way the victim is feeling.
- Step Four - Share responsibility: the adult does not attribute blame but states that they know the group/individual is responsible and they can do something about it.
- Step Five - Ask the group for their ideas: each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- Step Six - Meet them again: about a week later the adult discusses with each student, including the victim, how things have been going.

The following procedure will also be followed:

- The adult will record the details of the incident and a summary of the responses on the Bullying Report Form and inform the Headteacher or Deputy Head.
- Relevant staff will be informed.
- The implementation of the strategy will be overseen the Class Teacher.
- Parents will be kept informed by the Class Teacher.

SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Removal of privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bullying. Any exclusion for even a short period would be discussed and agreed by the Headteacher or Deputy Head.

As with the initial" approach, the following procedure will be followed:

- The adult will record the details of the incident and a summary of the responses on the Bullying Report Form and inform the Headteacher or Deputy Head.
- Relevant staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Headteacher or Deputy Head.
- Parents will be kept informed by the Class Teacher.

6. THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a Citizenship programme, school assemblies, the school council, use of class assembly time and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

7. INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

8. INVOLVING PUPILS

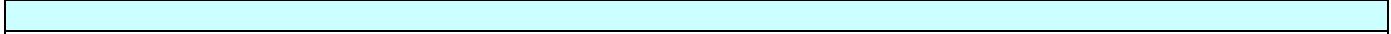
- Pupils will be involved in the positive strategies through both the school council and class assemblies. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

BULLYING INCIDENT FORM

Name(s) of children involved:	
Witnesses:	Victim:
Name and position of person completing the form:	Date:



Date and time of incident/concern:

Record of incident/concern including:

1) Details of who raised the initial concern and record of eye witness accounts from adults and/or children.
 2) Record of individual interviews.
 3) Record of agreed action with all parties.
(continue on a separate sheet if required)

Record of follow up meeting a week later:

Reporting Staff Signature:		Date:	
Parents/Carers informed:	Yes/No	Head/Deputy informed:	Yes/No