

10a Bullying Policy

1 Introduction

- 1.1** Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 1.2** The behaviour includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; a range of cyber-bullying including inappropriate text messaging, emailing, or sending or posting offensive or degrading images by phone or via social websites and the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.
- 1.3** Where bullying outside school is known by, or reported to, school staff, it should be investigated and acted on.
- 1.4** Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils can be bullied for a variety of reasons, including the following:-

- Bullying related to race, religion, gender or culture;
- Bullying related to special educational needs or disabilities (SEND);
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation;
- Bullying of a child who is adopted or has caring responsibilities;
- Bullying due to actual differences between children, or perceived differences.

Any member of staff wanting to develop his/her understanding of the needs of, and ways to support, pupils with protected characteristics (e.g. pupils with SEND) should speak, in the first instance, to the Head.

- 1.5** Staff need to be alert to children who may be vulnerable and at risk from bullying. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied.
- 1.6** This policy has been drawn up having had regard to the DfE publication 'Preventing and Tackling Bullying, Advice for headteachers, staff and governing bodies' (July 2017). which is available to view on the government website or in the Head's office or on the school network Shared resources/Teaching staff/safeguarding/up to date safeguarding documents.
- 1.7** A bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.' Such cases will be dealt with in accordance with the school's Safeguarding policy and procedures.
- 1.8** This policy applies to the whole school, including our EYFS.

2 Aims and objectives

- 2.1** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and to do all that we can to develop and maintain a school ethos in which bullying is regarded as

unacceptable.

2.2 This policy aims to:

- make all those connected with the school aware of our opposition to bullying;
- help staff and pupils to prevent bullying
- help staff and pupils deal with bullying when it occurs
- clarify the roles and responsibilities of staff and pupils with regard to the prevention of, and response to bullying

2.3 The school acknowledges its primary responsibility to prevent pupils from being bullied and to protect those pupils who have been. However, it also acknowledges the responsibility to nurture and promote positive behaviour patterns in those who are (or have been) bullies and to support the parents of both the bullies and the bullied throughout. It is the combination of action that brings about the most satisfactory results.

3 The bully and the bullied

3.1 Bullies often have low self-esteem despite appearing confident. They like to get their own way and will often respond to stressful situations impulsively and by hitting out. The following are signs to be aware of:

- aggressive towards other children and adults;
- prone to break the rules and indulge in anti-social behaviour;
- positive about their own behaviour, with no shame or guilt and little sympathy with victims;
- able to communicate well and have an answer for everything;
- adept at getting themselves 'off the hook' and out of difficult situations.

3.2 It is important to identify those liable to attract bullying. Staff should be aware of the following behavioural traits shown by a child which might indicate a bullying problem:

- repeated minor injury;
- deterioration in schoolwork or significant changes in behaviour without explanation;
- aggressive behaviour, tantrums;
- an air of "detachment" or "don't care" attitude;
- overly compliant behaviour, "watchful" attitude;
- the child who is reluctant to go home, to come to school, or is kept away from school by a parent;
- increasing lack of self-confidence, with gradual withdrawal from school activities; has few schoolfriends;
- does not trust adults;
- frequently complaining of feeling unwell - headaches, tummy aches, odd pains; eating problems, includes over-eating, loss of appetite.

4 Prevention

4.1 It is the responsibility of the whole staff to:

- ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school;
- ensure that all children know what to do if they are being bullied, or if they become aware of others being bullied;
- be alert to the possibility of bullying and to be aware of unhealthy relationships amongst pupils, which might indicate the presence of bullying;
- help set the school ethos of mutual support, trust, respect for all, and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

- 4.2** Issues relating to bullying and other forms of anti-social behaviour are regularly brought to the notice of staff (e.g. during staff meetings). Staff share names of pupils whom we are monitoring carefully for pastoral reasons during staff meetings on a Monday evening or Thursday morning briefing. Teaching Assistants and lunchtime supervisors are informed via note in the Day Book. It is the responsibility of all staff to be particularly aware of pupils being monitored. The class teacher of each pupil on this list is proactive throughout the week in monitoring the pupil(s) and provides an emailed report (which might be very brief) to the Head on the Friday.
- 4.3** Bullying is a topic that is approached with children through the teaching of PSHE and through assemblies, both through discouraging anti-social behaviour, helping children to build resilience to protect themselves and others, and encouraging behaviour patterns that seek to improve friendships and a sense of community throughout the school. This includes discussing with children differences between people and the importance of avoiding prejudice-based language. Other educational elements may also be used such as projects, drama, stories, literature, historical events, current affairs etc.
- 4.4** Online safety is part of both safeguarding and anti-bullying arrangements. The School's expectations with regard to the use of technology by pupils, staff and visitors within the school setting and beyond, are clearly set out in the School's e-Safety policy, the Acceptable Use policy, the Safeguarding policy and the agreement signed by all parents about the use of the internet by their children.
- 4.5** Above all we stress to all pupils that it is not wrong to tell someone that they, or someone else, are being bullied and that someone will listen and respond appropriately. We stress to pupils the part that they can play in preventing bullying (including online bullying) by not being a bystander.

5 Investigation of bullying incidents

- 5.1** All members of staff investigate and act upon any bullying that they witness or which comes to their attention. This should be done as soon as possible after the act and certainly before the end of that school day. If that member of staff is not the class teacher of the pupils involved, they must refer the situation to the class teacher(s), as soon as possible, and certainly before the end of that school day. For example, staff who have been supervising the playground at breaktime report any incidents of bullying to relevant class teacher(s) at the line up immediately after the breaktime.
- 5.2** Above all, it is imperative that we create an ethos where bullied pupils are encouraged to talk and to trust that their situation will be improved by talking to us. Pupils will often talk to their class teacher, but they may also choose to speak to other staff, parents or anyone else they trust.
- 5.3** It will usually be right to involve both the parents of the bullied and of the bully. If parents are to be involved, this should be done as quickly as possible after the incident once the Head has been consulted.
- 5.4** Staff keep written records of all investigations into bullying incidents, which are shared and stored in accordance with paragraph 7 below:

6 Action to be taken

- 6.1** There is no one remedy and each case is different. The following is a non-exhaustive list of the options that may be considered:

Action involving the pupils

- Counselling and support for the victim of the bullying;
- Time spent talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future;
- Following consultation with the Head and with the parents, a pupil may be placed on our report system which monitors behaviour throughout the school day.

- Sanctions against the child who has bullied (see our behaviour and discipline policy for possible sanctions). These may include strong sanctions such as exclusion in cases of severe or persistent bullying.
- Strict talk to a group or groups of pupils, or to the whole school;
- In the case of cyberbullying, a child may be asked to remove any material deemed to be inappropriate or an internet service provider may be contacted to remove content. Internet access may be suspended at school for specific users for a period of time.

Action involving the parents

- Following consultation with the Head, parents may have been involved in the investigation stage.
- If a child is put on a report system, the parents are notified and involved in the process
- A meeting with the parents attended by the Class Teacher and the Head. Such a meeting will be called by the Head if it is felt that the bad behaviour of one or more children warrants it. The primary purposes of such a meeting are to discuss ways of improving the bad behaviour and to put parents on notice regarding the consequences of continuing bad behaviour which may include temporary or permanent exclusion from the school.
- A meeting with the parents attended and arranged by the Head to discuss the decision to permanently exclude a child would be made in consultation with the School Board. Following the meeting, a letter will be sent to the parents by the Head summarising the meeting.

Action involving outside agencies

- In more extreme cases, for example where these initial discussions have proven ineffective, the Head may contact external support agencies such as an Educational Psychologist and a Family Support Worker or the police.

- 6.2** In cases where one or more sets of parents have been involved in investigations, the parents of all pupils (both the bullied and the bully) must be contacted again at the end of the investigation so that all parties understand the action taken by the school. Wherever possible, the Head must be consulted before contacting parents to inform them of the action taken by the school.

7 Record Keeping

- 7.1** All incidents of bullying must be recorded in writing, with a copy of each record going to the Head. Where the person making such a record is not the class teacher, copies must be given as soon as possible to the class teacher (of both the bullied and the bully). It is the responsibility of the class teacher to ensure that written records are kept with the individual pupil's profile.
- 7.2** The Head also records these incidents in the Bullying and Behaviour log.

8 The role of parents

- 8.1** Parents 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.
- 8.2** Parents have a responsibility to support the school's bullying policy and to actively encourage their child to be a positive member of the school.

9 The role of the Headteacher

- 9.1** It is the responsibility of the Headteacher to ensure that this policy is known and implemented by all staff (both teaching and non-teaching) throughout the school.
- 9.2** The Headteacher will take any action that is appropriate to ensure that all children know that bullying

is wrong, and that it is unacceptable behaviour in this school.

- 9.3** The Headteacher keeps an anti-bullying and behaviour log, enabling her to identify and respond to patterns over time, and to record all significant action that has been taken to implement this policy. This log is reviewed in conjunction with the First Aid log and absence records by the Head to identify patterns and her review is reported to the School Board termly.
- 9.4** The Headteacher ensures that all staff receive appropriate training to be equipped to implement this policy effectively and ensures that the prevention of, investigation of, and the response to bullying is appropriately discussed in staff meetings and training days.

10 The role of School Board

- 10.1** The School Board supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the School Board will not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 10.2** The School Board monitors the incidents of bullying that occur and this policy, together with the procedures outlined herein, are reviewed annually by the Headteacher and the School Board. The School Board requires the Headteacher to keep accurate records of all serious incidents of bullying and to report to the School Board annually about the effectiveness of the school's anti-bullying strategies.
- 10.3** The School Board responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the School Board notifies the Headteacher and asks her to conduct an investigation into the case and to report back to a representative of the School Board.

11 Monitoring and review

- 11.1** The content and effectiveness of this policy is monitored on a day-to-day basis by the Headteacher and formally reviewed in staff meeting. The Headteacher reports to the School Board about the effectiveness of the policy at least annually.
- 11.2** This Bullying Policy is the School Board's responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. The format of the anti-bullying log is such that patterns of bullying incidents can be identified the Head and the School Board can analyse recurring triggers or situations.

Signed: _____ Date: _____
(Head)

Signed: _____ Date: _____
(Signed on behalf of the School Board at the time of the annual review of this policy and the procedures contained herein)