

Anti-Bullying Policy



Lower Halstow and Newington CEP Schools Federation

Created: October 2018

Approved	Team	Review
31.10.2018	SLT	Autumn 2021
27.11.2018	FGB	Autumn 2021

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The ABA (Anti-Bullying Alliance) defines bullying 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.’

Relational Conflict vs Bullying

It is important to communicate what bullying actually is. It can often be used as a ‘label’ for occasional relational conflict.

Bullying is an imbalance of power; the powerful over the powerless. It is a repeated negative action and is deliberate. There is no remorse from the bully and there is no effort to solve the problem.

Relational Conflict is when there is equal power and incidents happen occasionally and are more than likely accidental. Additional characteristics are remorse and an effort to solve the problem between the parties.

East Sussex ‘Working Together’ Toolkit 2010

In our schools we use **STOP** ‘Several Times On Purpose’ as a simple way to communicate the difference between one off fallings out/unkind behaviour or friendship disputes and persistent, targeted, bullying behaviour. (See appendix 1)

Our younger pupils practice learning to say **STOP** clearly, with a single hand gesture to make it clear when they wish someone to stop doing something e.g. following, copying etc. This helps to establish clearly if behaviour is being done on purpose to upset someone and prevents accidental upset through misunderstanding.

Principles and Values

It is the right of all (adults and pupils) within the federation to be able to work, learn, interact and study free from bullying, harassment or discrimination. Bullying will not be tolerated and all incidents will be taken seriously. Pupils and parents should be assured that they will be supported when bullying is reported and all allegations will be looked into. Where bullying is found, the school will seek ways to counter its effects. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

Bullying can be, but is not limited to:	
Verbal harassment	Name calling, insults, taunts, offensive language, constant criticism Repeated unfounded complaints, distorting and misrepresenting actions
Written harassment	Insults, taunts, letters/notes, texts, emails and graffiti
Emotional	Tormenting (e.g. hiding books, threatening gestures) Refusal to co-operate or work with particular pupils – excluding pupils from the social group
Physical	Pushing, kicking, hitting, punching or any use of violence, unprovoked physical assault or threat of it Vandalism of property
Racial	Racial taunts, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Direct or indirect	Verbal name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email, social media & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities, Ipad, games consoles,

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

The school will take all allegations of bullying seriously both of pupils and adults and actions taken will depend on the outcome of monitoring and investigations.

Stage 1

Monitoring (This can be as long or short a period as required to establish if bullying is taking place - usually 1 – 2 weeks).

- Ensure that alleged bullies and victims are interviewed
- Obtain witness information if possible
- Keep a written record of any incident, investigation and outcomes
- Provide the victim with a key staff contact with daily checkins
- If monitoring confirms that bullying is taking place then stage 2 will commence.

Stage 2

Action to prevent further incidents

- Meeting with child accused of bullying and parents to go through evidence base and agree way forwards
- Ensure parents of victim and bully are informed

Such action may include:

- Imposition of sanctions
- Obtaining an apology
- Provide appropriate training
- Provide mentor support for both victim and bully

Stage 3

Sanctions if there are repeat incidents

- Meeting with the child and parents to outline evidence of continued bullying and provide detail on how this will be sanctioned (fixed term exclusion will be considered at this point).

Guidance

Identifying the problem:

Pupils; Children who are being bullied at school will not always be prepared to tell those in authority. Signs of bullying may include:

- Unwillingness to come to school
- Withdrawn isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. Pupils should be encouraged to be open with their parents who can pass on concerns to the school.

Pupils have these responsibilities:

- To not become involved in bullying incidents
- To be aware of the school's way of dealing with incidents and of the kinds of support available
- To always tell a member of staff if they think bullying is happening
- To always talk to parents/carers about any worries
- To support pupils who may be subjected to bullying
- To be prepared to speak up if they see or hear something they think is unfair

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- **Tell a friend who can support them to tell an adult**
- **Tell your School Council rep**
- **Tell a teacher or adult whom they feel they can trust**
- **Tell a parent or adult at home whom you feel you can trust**
- **Discuss it as part of your PSHE time**
- **Ring Childline and follow the advice given**

Victims of bullying may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem can be badly damaged and self-confidence needs to be re-established.

It is the Executive Headteacher who has the pivotal role in ensuring that the school fulfils its legal obligations and that anti-bullying and anti-harassment procedures are developed and followed within the school.

Responsibilities of the Executive Headteacher are to:

- Ensure the school has a policy covering equal opportunities and anti-bullying encompassing harassment
- Ensure that the policies are known to all staff and Governors
- Ensure procedures are carried out consistently and fairly by all staff
- Ensure monitoring systems are in place
- Report to Governors annually about the situation with regard to bullying and harassment
- Ensure all school staff have opportunity to receive training on appropriate methods of dealing with incidents of bullying and harassment
- Establish systems which are perceived as supportive by pupils who are involved in incidents

- Ensure that the ethos within the school allows pupils to feel that it is 'safe' to tell and where they have the confidence to believe that the school will deal effectively with incidents brought to their attention

The role of the teacher:

The role of the teacher is crucial in implementing the school's anti-bullying policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.

Teachers have the responsibility to:

- Ensure that they know the content of the equal opportunities and anti-bullying policy
- Ensure that training opportunities are taken up
- Be sensitive to the possibility of bullying and harassment in a consistent manner, including the logging and reporting procedures used in school (Record of contact forms for example)
- Ensure that the beliefs and values underpinning anti-bullying and equal opportunities are reflected within the classroom environment and the curriculum
- Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of the comments and or behaviour, which could be offensive to particular individuals or specific groups of people
- Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual

Strategies:

- Involve students in drawing up ground rules for class behaviour
- Display agreed codes of conduct prominently within the class
- Have regular opportunities for whole class and/or group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished
- Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum
- Use display materials within the classroom and around school that help to promote positive values
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment

- Intervene when incidents are observed outside the classroom so that pupils do not feel unprotected during particular parts of the day

The role of support staff:

Support staff includes teaching assistants, clerical staff, midday meal supervisors and the site staff.

Support staff have the responsibility to:

- Ensure familiarity with the school's equal opportunities and anti-bullying policies
- Attend training on dealing with incidences of bullying and harassment
- Be sensitive to all instances of bullying and harassment within the class and around school; to deal with every incident in a fair and consistent manner according to the school's policy
- Find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people
- Report incidents of bullying or harassment

Strategies:

- Participate in training to become familiar with the school's equal opportunities and anti-bullying policies
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently
- Intervene in any incident observed around the school
- Remain calm and avoid getting into confrontations with pupils
- Model ways of talking and behaving which exemplify respect for the individual
- Challenge stereotypic remarks e.g. sexist comments, racist assumptions
- Keep a watch for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils
- Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour

Parents;

Parents and carers have a very important role in supporting the school to implement its anti-bullying policy effectively.

Parents have the responsibility to:

- Ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment

- Sign the home/school contract and to abide by that contract
- Work in partnership with the school on encouraging positive behaviour, valuing and respecting difference
- Understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner
- Be alert to and inform school about significant behaviour changes and signs of distress in their children
- Inform staff of any significant change in circumstances which may affect the ways in which pupils respond in school
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude
- Communicate to children that they (parents) trust the school and staff to deal appropriately with incidents that arise and which the school are aware of

Strategies:

- Parents need to be aware of opportunities offered for formal and informal consultation with parents
- Discuss school incidents at home and encourage children to share feelings and anxieties. Promote the development of important interpersonal skill such as listening to others, negotiation and communication.
- Provide opportunities to discuss issues relevant to friendships and relationships both in and out of school
- Tell the class teacher about any incidents of bullying or harassment. Ask the teacher to be informed of any action taken
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will have to accept the consequences of their behaviour in line with the school behaviour policy

Role of Governors;

Governors have an important role in ensuring that the school fulfils its legal obligations with respect to anti-bullying, anti-harassment and anti-racist procedures. The governors have responsibility to ensure that procedures undertaken in school are monitored and effective.

Governors have the responsibility to:

- Ensure that the school's equal opportunities and behaviour policy make reference to the different forms of bullying and harassment
- Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally
- Ensure that staff receive appropriate relevant training to enable policies to be effectively implemented

- Ensure that they are aware of any patterns of bullying and persistent parental complaints
- Ensure that incidents are monitored and if appropriate policies and procedures are reviewed
- Ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted with any review process
- Support the Executive Headteacher in implementing school policy

Strategies:

- Become familiar with and clear about the school's current position on anti-bullying, anti-harassment and equal opportunities
- Attend training opportunities for Governors on these issues
- Clarify the pupil's position in implementing the policy
- Where necessary to help establish an action plan to review policy and procedures
- Support the Executive Headteacher in establishing appropriate mechanisms for monitoring incidents
- Help the Executive Headteacher identify ways of disseminating the policy to pupils and to parents
- Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to Governors

Appendix 1



Help organisations and contact details?

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Resources and information for parents and schools to help address bullying of children with special educational needs and disabilities.

Beatbullying – www.beatbullying.org

Offers online information and practical advice on dealing with bullying for children, young people, parents and professionals. Also train CyberMentors and MiniMentors to provide peer support to children and young people.

Bullying UK – www.bullying.co.uk / Helpline: **0808 800 2222**

Offers information for parents, young people and professionals who are concerned about bullying.

Changing Faces – Tel: **0845 4500 275** / www.changingfaces.org.uk

Supports people with differences in facial features, hands or body.

Childline – Helpline: **0800 1111** (24 hours) / www.childline.org.uk

Offer a helpline and online support for children on any issue, including bullying.

Childnet International – www.childnet-int.org

Works with organisations to help make the Internet a safe place for children. Has online information for parents, children and young people.

Coram Children's Legal Centre – Helpline: **0808 8020 008** /

www.childrenslegalcentre.com

Provides free information and advice and to children, young people, their families in England.

Equality Advisory and Support Service (EASS) – Helpline: **0808 800 0082**

/ www.equalityadvisoryservice.com

Provides information, advice and support on discrimination and human rights issues to individuals in England, Scotland and Wales.

Equality and Human Rights Commission – www.equalityhumanrights.com

Provides information and guidance on human rights, including disability discrimination.

Kidscape – Helpline: **08451 205 204** / www.kidscape.org.uk

Provides a helpline for parents of children who are being bullied and offers confidence-building sessions for children who are being bullied.

Mencap – Helpline: **0808 808 1111** / www.mencap.org.uk

Provides advice and support and works with people with a learning disability and their parent carers to change laws and services, and challenge prejudice.

National Autistic Society – Helpline: **0845 070 4004** / www.nas.org.uk

Supports people with autism and their families and has resources for parent carers, school staff and young people on preventing bullying. There is also information on 'Circle of Friends' to promote inclusion in mainstream schools.

National Network of Parent Carer Forums (NNPCF) – www.nnpcf.org.uk

Parent carer forums aim to improve local services for disabled children and their families in England by supporting and developing parent participation. Call **Contact a Family's** freephone helpline on **0808 808 3555** to find out if there is a forum in your area.

National Parent Partnership Network – www.parentpartnership.org.uk / **020 7843 6058**

Local Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services which means there must be one in every local authority.

Stop Hate UK – www.stophateuk.org / Helpline: **0800 138 1625**

Stop Hate UK work with young people and communities, and deliver training and consultancy across the UK. They provide 24 hour support to people who have been affected by hate crime.

Thinkuknow – www.thinkuknow.co.uk

The Child Exploitation and Online Protection Centre (CEOP) online safety site has advice and tips for children, adults and professionals with information in English and Welsh.

UK Safer Internet Centre – Helpline: **0844 381 4772** / www.saferinternet.org.uk

Information and resources on internet safety, and responsible use of technology for parents, teachers and children.