Federation of Bishop Sutton and Stanton Drew Primary Schools
ANTI-BULLYING POLICY

April 2017

This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 at Bishop Sutton and Stanton Drew Primary Schools.

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WHAT INFORMS OUR POLICY
This policy takes due regard of the following documents:
Preventing and Tackling Bullying, DofE 2011
Equality Act 2010
Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools" (64/2000), DfE 2000

GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

Staff and 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. The governors consider that if children perceive themselves to be bullied, the issue will be treated seriously. Children will also be helped to understand the distinction between bullying and isolated incidents of unkindness or bad behaviour. 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 without fear. **Bullying is unacceptable in our schools and will not be tolerated.**

We recognise that we must take note of bullying perpetrated outside school which spills over into school. The schools will do what is reasonably practicable to eliminate any such bullying. Bishop Sutton and Stanton Drew Schools aim to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).
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.

AIMS OF THE POLICY
We aim to create an environment where pupils can grow and flourish without fear. All pupils have the right to be safe in and out of school and to be protected when they are feeling vulnerable.
We aim:
• To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
• To demonstrate that the school takes bullying seriously and that it will not be tolerated.

- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

WHAT IS BULLYING? (including definition, roles, styles, signs and symptoms)

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)

At Bishop Sutton and Stanton Drew we recognise that there is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand 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. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

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 of adopted children.
- Bullying using electronic forms of contact (cyber bullying) *see Appendix 1*

Roles within Bullying:

Different roles within bullying have been identified:
- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).

- 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.

Signs and Symptoms:
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:
- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self harm;
- cries her/himself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes her/his usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

THE ROLE OF GOVERNORS

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.
The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.
The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

THE ROLE OF STAFF (duties)

The Head
The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:
- ensure that all staff have an opportunity to discuss strategies and review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team and staff at both schools;
- 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.

The Deputy Heads will:
- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents;
- refer and liaise with inter agency working groups if necessary;
- arrange relevant pupil training with the Head
- determine how best to involve parents in the solution of individual problems; and ensure proper record keeping.

Teachers will:
- be responsible for reporting to DHT or HT all incidents involving pupils in their classes
- be involved in any agreed strategy to achieve a solution
- cover anti-bullying requirements in PSE curriculum

All Staff and volunteers will:
- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" forms;
- 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 is most likely; and
- discuss from time to time where extra staff might be needed.

THE ROLE OF STAFF (responses):

Dealing with incidents
- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Head/ Deputy Head must be informed immediately.
- The teacher will record the details of the incident on the Bullying Report Form and inform the relevant senior staff.
- The Bullying Report Form will be kept in the safeguarding file in the office
- All the parties will be interviewed and a record made.
- Staff teaching the bullied pupil and the form teacher 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 by the Head or Deputy Head.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Head.

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in a confidential worry box in each school.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head. Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.

- All incidents must be reported and recorded in full and the records kept in the safeguarding file in HT's office.
- Reports of bullying will be logged on SIMS by the HT
- Bullying report forms can be accessed via office docs and teacher docs
- The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified.

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 the Citizenship elements of the curriculum, school assemblies, children's working parties, use of circle time and class discussions and elsewhere in the curriculum as appropriate.
- The Humanities Team, in collaboration with the Health and well-being team, is responsible for initiating and developing an anti-bullying programme as part of the Citizenship curriculum.
- 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.

SUPPORTING PUPILS

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

SANCTIONS
Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis, in accordance with the schools' behaviour management policy.

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.

INVOLVING PUPILS
Pupils' views will be regularly sought on the school's effectiveness in tackling bullying and procedures / practice will be adjusted as appropriate
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 Management 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 (via the Education and School Improvement Committee) and governors will also be involved via the Humanities and Health and Well-being Teams.

Policy Reviewed: April 2017

What is it?
"Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself."

- Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber Bullying:
There are 7 identified categories of cyber bullying:
- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Legislative framework for combatting cyber bullying:
Protection from Harassment Act 1997
Malicious Communications 1988
Telecommunications Act 1984

School Policy on Cyber Bullying:
No pupil mobile phones are allowed in school. However the school recognises that many pupils have mobile phones outside school and to that end:

The schools arrange for the community police officer and/or other specialist agencies to come into school to talk about safe use of the net and mobile phones.

E-safety will be a topic for discussion with parents' forum meetings with the Head to help ensure that parents, as well as their children understand how to use technology safely, as well as the risks and consequences of mobile phone use.

Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying and encourage victims to keep emails and text as evidence for tracing and possible police action.

The school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.

Teachers must teach safe internet use and strictly apply all school policies.

We believe that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and young people are leading the way. We won't be ahead of them in terms of understanding technological advances and predicting the specific hazards, so the emphasis must be on raising awareness and developing strategies for spotting and avoiding dangers and taking responsibility for themselves.

We encourage safe use of the internet and recognise that balance and perspective are essential as we do not aim to restrict its use unnecessarily. It is also important to have a whole community approach to ensuring e-safety and protect children from cyber bullying. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Useful websites for community use:

www.childnet.com
www.digizen.org
www.thinkuknow.co.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.