

Federation of Follifoot CE (VC) & Spofforth CE (VC) Primary Schools

Anti Bullying Policy Updated October 2016

Both schools will apply the following definition in relation to this policy and to any instance of bullying. It is taken from the national Anti-bullying alliance

Bullying is: 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.

The governing body also recognises that: bullying happens over a period of time and **it is not** falling out with a friend, a one off disagreement regardless of how severe or something that happens only once or twice.

Bullying can take many forms:

Verbal: name-calling, teasing, insulting, writing notes, making threats or racial abuse

Physical: hitting, kicking, spitting, removing belongings, damaging property.

Emotional (indirect): ostracising, tormenting, spreading rumours, gesturing.

Policy Aims:

- To fulfil both school's statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
- To clarify both school's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers the School's zero tolerance attitude towards bullying behaviour.
- To promote a school ethos in which each pupil is safe and able to realise their full potential.
- To reassure parents and carers that both schools takes their children's welfare seriously and that they are being educated in a safe and secure environment.

Policy Objectives:

- To ensure staff, parents/carers and pupils are clear about the school's definition of and attitude towards bullying and to create an environment in which bullying is seen as inappropriate and unacceptable.
- To be proactive in the prevention of bullying
- To make pupils, parents/carers and staff aware of what steps to take when an incident of bullying has occurred.
- To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.
- To clarify the extent of the problem and ensure that both school allocates a proportionate amount of time and energy to dealing with bullying.
- To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.
- To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem & confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved in these behaviours and support the pupil in addressing them
- Establishing the wrong doing and need to change
- Informing parents/carers to help change the attitude of the pupil
- Make use of outside support where appropriate

Proactive Approach – Prevention Strategies

Our behaviour principles (see behaviour policy), the active promotion of our Christian Values and the culture of family care guidance and support are at the heart of our proactive approach to preventing incidents of bullying.

It is important that we set a good example as adults in and around the school. The way we work with one another and our own productive and supportive relationships will provide a model for children. In the teacher/ child relationship we should also be alert to how we address children, the language and tone that we use and the response that we expect.

A general tone of respect around the school where care and consideration is expressed for others is part of building an ethos in which bullying can be acknowledged and dealt with.

Through our day to day contact and curriculum delivery alongside the active promotion of our Christian values on a daily basis through our conduct, collective worship and curriculum teaching (RE, PSHE) pupils will develop a sense of care and responsibility towards others. This results in a culture in which children work and play together, caring and supporting each other. Developing pupils understanding of our identified Christian values such as, humility and compassion ensure children develop and understanding of how to positively interact with each other. In addition they develop skills and strategies to support them in their social development and ability to build positives friendships thus reducing the likelihood of incidents of bullying.

Procedures – Dealing with Incidents of Bullying

While this proactive approach is incredibly successful and incidents of bullying are incredibly rare at both schools all reports of bullying should and will be taken seriously.

There are a variety of reasons why children and adults bully one another. Time should and will be spent not only with the victim but also considering the reasons why a child or adult has become a bully. Most incidents will be picked up via the monitoring of behaviour file. As the definition states bullying is 'repetitive' so it is likely if incidents have been reported previously patterns will be spotted in the Heateacher's analysis of the behaviour file. Where a report of bullying is made where previous incidents have not been reported details of prior incidents will be explored, considered and recorded while acknowledging if incidents go unreported it makes it more difficult to challenge and address historic incidents.

Procedures for dealing with reported incidents

1. The class teacher dealing with reports in the first instance
- Discuss the nature of the bullying with the victim recording all of the facts including name of bully and any witnesses etc using the school behaviour report form. Discuss with the HT the report to clarify the next steps which are likely to then be;
 - Ask the witnesses what they saw/heard
 - Discuss the incident(s) with the alleged bully/ies.
 - If the bully owns up make it clear that bullying is not acceptable at school. Apply consequences relevant to the type of bullying.
 - If allegation is denied investigate further. If there is sufficient evidence that the bullying occurred, apply relevant consequences.
 - Hold separate discussions with parents of bully and victim – identify and plan support as necessary for both.

Consequences for the bully include:

- i. Loss of break times and or lunchtimes for a period between one day to one week
- ii. Internal supervision in school during lunchtimes for a period of one week
- iii. Internal isolation during curriculum time (with work allocated) for a period between one day and one week.
- iv. Fixed period exclusion from school
- v. Permanent exclusion

The final two consequences would only ever be applied when all other strategies and consequences have been exhausted and following multiple incidents of bully or an individual act of an extreme nature.

We support the victim in the following ways:

- Offer them an immediate opportunity to talk about the experience with their teacher
- Inform the victim's parents/carers
- Offer a support programme for with a named person to include staff monitoring and observing at break times and lunchtimes
- Give opportunities in circle time or groups for children to discuss relationships, feelings and the effect bullying can have on individuals.
- Refer to the Head teacher and follow the stages to prevent more bullying

We discipline and support the bully in the following ways:

- Talk to the bully to find out why they became involved.
- Inform the bullies parents/carers
- Provide a behaviour support programme.
- Undertake additional work to help address and prevent the cause of the bullying
- Refer to the Head teacher and follow the stages to prevent more bullying

Where interventions have failed to prevent repeats of the behaviour the following steps will then be applied:

- Stage 1 Letter sent home – monitor impact
- Stage 2 Letter sent home, parents invited in and child placed on Behaviour Report including sanctions – monitor impact
- Stage 3 Fixed-term exclusion – monitor impact
- Stage 4 Permanent exclusion

Depending upon the nature of the incident, children can be referred to the head teacher at any stage. Opportunity should be given for both victim and bully to express their versions and time taken to find out what instigates the behaviour.

Parents of both victim and bully can be informed at any stage in addition to the formal stage recorded above. At all times it should be stressed that bullying is not acceptable and that action will always be taken.

In addition staff should and will:

- Recognise and verbally praise children who help prevent bullying
- Emphasise that it is the bullying behaviour we dislike and not the child
- Involve children in helping to solve problems and address topical issues
- Develop children's social skills generally within the class
- Teach and encourage confidence-building and assertiveness
- Find constructive ways to help children who are bullying to change their behaviour

Creating an Anti Bullying Ethos

Raising Awareness

- Through collective worship themes
- Peer awareness schemes such as 'Woodfers World'
- Special events like anti bullying week
- PSHE – through planned lessons, role-play
- Display – relevant posters around school which are changed termly
- Publish policy on school website
- Active listening
- Through children understanding they will be listened to and necessary action taken

- Continuous observation by staff (vigilance)
- Aware of potential problem zones
- Listen carefully to the children say what you will do and be seen to be dealing with their concerns
- Once every half term look through forms for patterns in bullying
- Class teacher and parents kept informed