



Champion EDUCATION TRUST

ANTI-BULLYING POLICY

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ANTI-BULLYING POLICY

RATIONALE

It is every student's right to receive an education in a safe environment, free of humiliation and abuse. It is the responsibility of all staff and students to create a caring, calm atmosphere in which everyone feels supported, secure and protected. As a school we will not tolerate any form of victimisation of one person by another.

Relevant Legal Guidance

- Children's Act 2004
- Education and Inspections Act 2006
- Race Relations Act (Amendment) 2000
- Disability discrimination Act 2005
- School's Pay and Conditions Document 2006
- Preventing and Tackling Bullying July 2017

SCHOOL DESCRIPTION

School fully recognises its responsibility for safeguarding students from any form of bullying. The policy applies to all staff and volunteers working within the school.

Staff, parents/carers and learners work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. The differing range of staff will hopefully help learners find someone to talk to (teachers, learning mentors, special needs staff, teaching assistants, school nurse, school counsellor, etc).

We have a team of student anti-bullying ambassadors and student 'buddies' from all year groups that support their peers when issues arise. They also deliver training during transition to the new Year 6's and have a presence on open evening.

AIMS OF THE POLICY

- To raise awareness of bullying and create a school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
- To bring about conditions in which bullying is less likely to happen in the future.
- To reduce and, if possible, to eradicate instances of all types of bullying.
- To clarify the reporting processes to all members of the school community.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To provide support for the perpetrator whilst developing strategies to enable perpetrators to be accountable for their behaviour.

DEFINITIONS OF BULLYING

Bullying will be defined by different people in different ways, therefore it is important to have a common definition on bullying, which everyone in school understands and accepts.

Bullying can be defined as **'deliberately hurtful behaviour, repeated over a period of time and involves an imbalance of power, leaving the victim feeling defenceless.'**

The main types of bullying can be identified as:

- Physical - Kicking, hitting, pushing, or taking belongings.
- Verbal - Name calling, taunting, making offensive comments.

- Indirect - Excluding people from groups and spreading hurtful and untruthful rumours.
- Cyber bullying - The use of text messaging, emailing, videoing and internet usage deliberately to upset someone else.

It is a legal obligation to report a single incident of racist, homophobic or sexual harassment bullying or child-on-child abuse. (See Diversity and Equality Policy).

This policy will apply to everyday school life and include organised school trips, visits, supervised travel to and from school, offsite provision and residential visits.

OBJECTIVES

We see that preventing bullying taking place is an effective way to ensure bullying is kept to a minimum. Strategies to do this include:

- Establishing an ethos that promotes tolerance and respect, including respect for difference and diversity.
- Agreeing on an anti-bullying policy with all stakeholders that embrace and promotes tolerance and respect.
- Setting and communicating clear standards of behaviour.
- Having clear procedures for staff and students to report incidents of poor behaviour.
- Providing regular training for staff and the induction of staff.
- Promotes an ethos of positive behaviour or relationships are developed and reported.
- Collaborating with the appropriate outside agencies.

IDENTIFICATION OF BULLYING

Incidents or disclosures that may potentially be acts of bullying should be brought to the attention of the PMs, who will investigate and determine whether bullying has occurred/is occurring, according to the definitions above. They will then take the appropriate actions in accordance with this policy.

STRATEGY FOR DEALING WITH BULLYING

The following is a list of actions available to PMs, depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully:

- Discussions at length with the victim. This will require patience and understanding. Remember -Listen, Believe & Act!
- Identify the bully/bullies. Obtain witnesses if possible. Advise relevant support staff.
- Discussions with the bully/bullies. Asking them details about the situation/incident providing support where possible. Make it clear that bullying is not acceptable.
- If they own up then follow the procedure that includes apologising and making good: this may also include a consequence such as losing free time. The reparation of any friendship/relationship is helpful.
- Simple punishment systems for 'bullying' have been shown to be less effective than pastoral work encouraging learners to understand others feelings. We must ensure that this work is alongside any consequences that a 'bully' may face.
- Openness in the school community and close monitoring of relationships are the most effective measure in reducing incidents and dealing with conflicts.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Learners often own up if presented with all the facts. If learners genuinely perceive the situation to be different, then a joint meeting aimed at conflict resolution should be considered. This process can be supported by other staff with particular expertise (see resources below).
- Separate discussion with parents of bully and victim. Parental support and understanding are important. They are partners in educating learners both academically and socially.

- Monitoring, counselling, structured break times, mentoring and assertiveness training are all useful in addressing interaction difficulties including bullying. The resources of the senior learning coordinators, school counsellor, and learning mentors should all contribute to a successful resolution of problems.
- It is important that victims do not become isolated – so whilst removing youngsters from a situation may be advisable short-term, longer-term issues need addressing to allow all to be in lessons etc. Ultimately, it is perpetrators who should ‘miss out’ on the planned curriculum.
- Strategies must be matched to situations and those involved.
- In dealing with incidents staff should be not only looking to resolve that particular situation, but to increase the skills of the learners to leave them better equipped to cope with similar interactions later in life.
- Sanctions for the bully may include withdrawal from favoured activities, loss of free times, and exclusion from school.
- Use of the anti-bullying student body to support.
- Buddy ambassadors to support students during primary transition.

DISSEMINATION OF THE POLICY

The policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with students, parents and the wider community. The school incorporates the anti-bullying policy into staff and governor handbooks, the school curriculum and whole school assemblies, all school staff training as well as taking on board other opportunities to raise awareness e.g. anti-bullying week, targeted group work, student responsibility with anti-bullying ambassadors and anti-bullying panel. We also run sessions for Year 6’s during the transition days so that they are aware before they join the school community what our vision and expectations are and so that they know what to do if an incident should occur.

ROLE OF THE HEAD AND GOVERNING BODY

The school will fulfil its legal duty of care to ensure its students do not come to harm. This includes the reporting of all bullying incidents which have been identified as such, using the policy definition. This reporting is done by the head teacher to the governing body on a termly basis.

The definition of bullying is used as a guide to schools when reporting all bullying incidents. The school regularly monitor incidents of bullying and report to governors every term. All incidents of bullying are recorded on our behaviour management system SIMS.

The school has a named coordinator, who is responsible for whole school behaviour; which includes bullying.

PROCEDURES FOR MONITORING AND EVALUATION OF POLICY

The school will monitor and evaluate bullying by:

- Incidents can be reported confidentially
- That all involved in the incident are listened to empathetically by professionals, parent/carer and peers
- Victims of bullying are encouraged to report what has happened
- Victims are reassured that it is not their fault
- Professionals work in collaboration with parent/carers when appropriate
- Anti-bullying ambassadors
- Restorative justice

PARENTAL SUPPORT FOR STUDENTS INVOLVED IN BULLYING INCIDENTS

The school endeavours to have open and supportive communication with parents in relation to all bullying incidents. Parents who are concerned that their child may be being bullied, or who may suspect that their child may be the perpetrator of bullying, should contact the Pastoral and Progress Co-ordinator immediately. Parents have a responsibility to support the schools anti bullying policy and to actively encourage their child to be a positive member of the school.

SPECIFIC ISSUES STATEMENT

- Incidents can be reported confidentially.
- That all involved in the incident are listened to empathetically by professionals, parent/carer and peers.
- Victims of bullying are encouraged to report what has happened.
- Victims are reassured that it is not their fault.
- Professionals work in collaboration with parent/carers when appropriate.
- Schools include a procedure for parental complaints in their anti-bullying policy.

CONTENT OF THE ANTI-BULLYING CURRICULUM/PROGRAMME

School staff can raise awareness of and tackle bullying through:

- Citizenship.
- Secondary SEAL.
- Primary transition work.
- Training student peers.
- Whole school assemblies.
- Multi agency working.
- National anti-bullying week.
- SMSC.

OTHER RELEVANT POLICIES

- PSHE.
- Positive Behaviour and Child Protection policies.
- Safe and Responsible Use of ICT policy.
- Diversity & Equality policy.
- Staff development policy for staff/student on staff bullying.
- Health and Safety policy.
- Confidentiality policy.
- SMSC.
- Safeguarding and Child Protection policy.