



# Anti Bullying Policy

Approved by the Governing Body: 18.10.2016

Review Date: 18.10.2018

## Principles and Values

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. Our Values which are based on a Christian ethos ensure that children are constantly reminded of how to look after each other and care for one another.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

## The aim of our policy is to:

- Clarify for pupils and staff what bullying is and that it is always unacceptable.
- Explain to staff, students and the school community why bullying and harassment occur and their impact on individuals and the school as a whole.
- Provide a secure, stimulating, positive and mutually respectful, inclusive environment for learning.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

## What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, '**lots of times, on purpose**'.

Bullying can be short term or continuous over long periods of time.

## Bullying.....

- is hurtful, threatening, harmful and disrespectful behaviours. Bullying incidents involve a person/people bullying, a person/people being bullied and bystanders.
- can include behaviours, which hurt, threaten or frighten another person or group of people. • can be unprovoked, can happen again and again and sometimes can continue for a long period of time.
- is hidden and often the people being bullied do not tell about their experiences for complex reasons.
  - reflects the misuse of power with one or more people being bullied by the person or people bullying.



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## **Bullying can be:-**

**Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical:** pushing, kicking, hitting, punching or any use of violence

**Racial:** racial taunts, graffiti, 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 & internet chat room misuse

Mobile threats by text messaging & calls

Misuse of associated technology, i.e. camera & video facilities

## **Bullying may be related to:**

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

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community. It can occur online on social media outside school.

## **Bullies and Victims**

Bullying takes place where there is an imbalance of power of bully over victim.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity - through the use of cyber bullying or using email, social networking sites, texts etc

Research shows that children, whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal



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directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim - research shows that some children are provocative victims - this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to them or to get others into trouble.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

## **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 that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered



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- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through stories, P4C, role-play, discussion, peer support, school council, PSHE, RE and SMSC
- Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management
- Provide a key staff member(s) who is responsible for the monitoring of the policy (PSHE Coordinator and Headteacher)

## 2. Parent/Carers

- We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:
- Support us in helping us meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about and fully involved in any aspect of their child's behaviour
- Be informed about who can be contacted if they have any concerns about bullying (Headteacher).

## 3. Governors

We expect that governors will:

- Support the Headteacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.



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## 4. Children

We expect children will:

- Support the Headteacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise. (e.g. via School Council , Circle Time etc)
- Be involved in the monitoring and review process for this policy
- Feel confident that everything is being done to make the school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place.

### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who bully need to learn different ways of behaving.

### **Reacting to a specific incident**

All concerns about bullying will be taken seriously and investigated thoroughly.

### **Recording**

All incidents in or out of class should be recorded and kept on file. Incidents clearly identified as bullying must be reported to a senior member of staff. Parents (of both the person bullying and the person being bullied) should be informed of what has happened, and how it has been dealt with. Records of discussions should be filed and minuted by a third person.

### **Dealing with an incident**

Whenever a bullying incident is discovered Twyford C of E School will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

- The school community needs to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
- School expects to support all involved by:
  - Talking through the incident with the person bullying and the person being bullied
  - Helping the person bullying and the person being bullied to express their feelings
  - Talking about which rule(s) has/have been broken
  - Discussing strategies for making amends

Nevertheless sanctions may include;

Restorative justice approaches

Time away from an activity within the classroom

Missing break or another activity

Formal letter home from Headteacher

Meeting with staff, parent and/or child

Pastoral support plan

Exclusions



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- Parents (of both the person bullying and the person being bullied) are informed of what has happened, and how it has been dealt with. Records of these discussions should be minuted by a third person and filed. Following face-to-face discussion, parents/carers will be informed of any incidents by letter.
- Child protection procedures should always be followed when concerns arise.

## Prevention

At Twyford C of E School we use a variety of methods for helping children to prevent bullying through class assemblies, Circle Time, PSHE, Buddie bench, E-Safety talks and policy, Children are also consulted through pupil questionnaires. The results of these questionnaires are promptly responded to by staff.

The ethos and working philosophy of Twyford C of E School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

- Staff will reinforce expectations of behaviour as a regular discussion.
- Take part in Anti-Bullying week.
- Staff to follow the equality policy; welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff must be vigilant regarding groups of friends together.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

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
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box
- Talk to a school 'bullyline' councillor
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Circle Time
- Ring Childline and follow the advice given

## Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Headteacher. Confirmed cases of bullying must be recorded following the appropriate procedure, as with any case of Child protection.



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All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Gobs)

## **Advice to Parents**

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

## **Help Organisations:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)



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## Bullying Incident Report Sheet

Completed by

Name:

Role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

Details gathered to date:

Action taken to date:

Date: Signed: