



GREAT ADDINGTON CE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Together we build a Christian foundation of love, care, respect and forgiveness for all members of our school family. These deeply embedded values influence our whole lives and community, permeating everything we are and do. Our love is not just words and talk; it is true love, shown in our actions.

Date approved by the AGC : March, 2020

This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of our School.

SCHOOL STATEMENT ON BULLYING

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect to enable all to flourish and reach their full potential.

AIMS AND PURPOSE OF THE POLICY

- ☐ To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour;
- ☐ To create an environment where all are treated with dignity and respect. Where all members of the school community understand that bullying is not acceptable and jointly feel responsible for promoting reconciliation, positive relationships and combating any bullying.
- ☐ To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur. Ensuring that all pupils are aware that all bullying concerns will be dealt with sensitively and effectively and in line with the school's core values of love, care, respect, excellence and forgiveness.
- ☐ To inform pupils and parents/carers of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment;
- ☐ To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

DEFINITION OF BULLYING

Bullying is a hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- ☐ Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact);

- ☐ Verbal (e.g. name calling, ridicule, comments);
- ☐ Cyber (e.g. messaging, social media, email);
- ☐ Emotional/indirect/segregation (e.g. excluding someone, spreading rumours);
- ☐ Visual/written (e.g. graffiti, gestures, wearing racist insignia);
- ☐ Damage to personal property;
- ☐ Threat with a weapon;
- ☐ Theft or extortion;

Bullying can be based on any of the following things:

- ☐ Race (racist bullying);
- ☐ Sexual orientation (homophobic or bi-phobic);
- ☐ Special educational needs (SEN) or disability;
- ☐ Culture or class;
- ☐ Gender identity (transphobic);
- ☐ Gender (sexist bullying);
- ☐ Appearance or health conditions;
- ☐ Religion or belief;
- ☐ Related to home or other personal circumstances;
- ☐ Related to another vulnerable group of people.

REPORTING BULLYING

Guidance for pupils

You should not take part in any kind of bullying and should watch out for signs of bullying among others. You should never be a bystander to incidents of bullying - instead you should be inspired by our school vision of love in action and offer support to the person being bullied and encourage them to report it.

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear - look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened
- Who was involved.
- Who saw what was happening
- Where it happened.
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything

- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

Guidance for parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying or report concerns if they feel their own child is displaying bullying traits..

If your child has been bullied:

- Calmly talk with your child about their experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred,

where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur they should report them to an adult in school immediately
- Make an appointment to see your child's class Teacher
- Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- If you require any further support then please contact PDET.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how they can join in with other children without bullying.
- Make an appointment to see your child's class teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when they are co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied.

If you are experiencing bullying as an adult:

- Seek advice and information from your union
- Share your concerns with a trusted colleague
- Make a record of all incidents and date them
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing board

REPORTING – ROLES AND RESPONSIBILITIES

All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

The Headteacher has overall responsibility for ensuring that the Anti-Bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people to ensure that we all flourish as a community.

From September 2009 it has been a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- keep a record of individual incidents of bullying. (See Appendix A);
- ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing board.

RESPONDING TO BULLYING

No one should ever underestimate the fear that a bullied child feels and hence all claims of bullying will be treated seriously. The following information offers all partners (pupils, parents/carers, all staff, governors) at Great Addington School a clear set of procedures once an incident of bullying is reported or an incident of bullying comes to the attention of any partner.

PROCEDURE

- ☐ All incidents must be reported to the Headteacher;

- The Head Teacher, with the help of members of staff, will investigate the incidents within 24 hours of reporting (this may be longer allowing for weekends/school trips);
- Within 24 hours of reporting the Headteacher will discuss the incident(s) with the victim and make sure they understand that it is not their fault and that they do not have to 'face it on their own';
- The victim and those accused of bullying will be given opportunities to discuss common concerns and express their perception of the incident(s). If necessary statements will also be taken from witnesses;
- The victim will be supported by named staff at the time of the incident, this may be their teacher or designated support staff member;
- All staff, teachers, support staff, lunchtime supervisors will be aware of the incident if deemed appropriate. Extra vigilance and observation will be given during unstructured times during the school day;
- Support for the pupils involved will also be given by either peer support, class sessions, managed activities, no-blame support group, restorative justice solutions, counselling;
- Parents/carers from all pupils involved will be contacted and be part of the procedure process, as detailed in our Behaviour Policy;
- All parties will be invited for a review within 4 weeks for feedback to ensure that the incident has been resolved;
- For adults experiencing bullying support will be given by the Head Teacher and resources will be available from outside agencies listed below. In the case that the Headteacher is the perpetrator of the bullying, the Chair of the Governing Board should take the place of the Headteacher;
- If the Headteacher feels it appropriate external agencies will be brought in to act as advisors in all cases of bullying;
- Staff will record the bullying on the school bullying incident reporting form (see appendix A);
- The Headteacher will monitor incident reporting forms and analyse the results;
- Termly reports will be produced summarising this information which the Headteacher will report to the Governing Board.;

BULLYING OUTSIDE OF SCHOOL

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this Policy.

DEROGATORY LANGUAGE

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using a classroom log.

PREJUDICE BASED INCIDENTS

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the Governing Board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

SCHOOL STRATEGIES TO PREVENT AND TACKLE BULLYING

We use a range of measures to prevent and tackle bullying, including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God;
- We use a pupil-friendly Anti-Bullying Policy to ensure that all pupils understand the Policy and know how to report bullying;
- The PSHE Programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference;
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying;
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions;
- PHSE classes also provide regular opportunities to discuss any issues that may arise and for teachers to target specific interventions;
- Stereotypes are challenged by staff and pupils across the school;
- Peer mediation, buddy systems and the 'Friendship Stop' offer support to all pupils;
- Restorative justice solutions, no-blame groups, peer work and counselling provide support to targets of bullying and those who show bullying behaviour;
- Pupils are continually involved in developing school-wide anti-bullying initiatives through discussion in the classroom and by consulting the School Council;
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

CONFIDENTIALITY

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing;
- The pupil's age, maturity and competence to make their own decisions;

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

TRAINING

The Headteacher is responsible for ensuring that all school staff (including Teaching Assistants and Mid-day Supervisors) receive regular training on all aspects of the Anti-Bullying Policy.

MONITORING THE POLICY

The Headteacher is responsible for monitoring the Policy on a day-to-day basis.
The Headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

EVALUATING AND REVIEWING

The Headteacher is responsible for reporting to the Governing Board (and to PDET where applicable) on how the policy is being enforced and upheld, via the termly report. The Governors are in turn responsible for evaluating the effectiveness of the Policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Headteacher Signed: *Richard Meekings*

Date: January 2018

Chair of Governors Signed: *Jo Roden*

Date: January 2020

SCHOOL BULLYING INCIDENT FORM

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report From:

School Name:

Date of Incident:

Time of Incident:

Ethnic Origin of Victim:

Ethnic Origin of
Perpetrator:

Male

Female

Male

Female

INDICATE TYPE OF INCIDENT - PLEASE TICK:

| | | | |
|---|--|--------------------------|--|
| Verbal | | Physical | |
| Name-calling | | Kicking | |
| Taunting | | Hitting | |
| Mocking | | Punching | |
| Making offensive comments | | Pushing | |
| Teasing | | Pinching | |
| Other (please state) | | Other (please state) | |
| Emotional | | Cyber | |
| Offensive graffiti | | Offensive text messages | |
| Excluding from group | | Offensive e-mails | |
| Spreading rumours | | Sending degrading images | |
| Being forced to do something against own will | | Other (please state) | |
| Taking possessions/money | | | |
| Other (please state) | | | |

If you feel the bullying incident was in any way motivated by any of the following, please indicate with a tick:

- ☐ Appearance;
- ☐ Disability
- ☐ Home Circumstances;
- ☐ Gender;
- ☐ Race/ethnic origin;
- ☐ Medical condition
- ☐ Religion;
- ☐ Sexuality;

BRIEF DESCRIPTION OF INCIDENT

ACTION TAKEN

| | |
|--|--------|
| Did the incident lead to the perpetrator(s) being excluded | yes/no |
| Have you had contact with the victim's parent/carer? | Yes/no |
| Have you had contact with the perpetrator's parent/carer? | Yes/no |
| Have you reported this incident to any other agencies | yes/no |

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SIGNED:

DESIGNATION:

Return to Headteacher

Organisations that can offer support:

www.anti-bullyingalliance.org.uk

www.healthyschools.gov.uk

www.cre.gov.uk

www.diana-award.org.uk

www.kidscape.org.uk

www.autism.org.uk

www.ncb.org.uk

www.nspcc.org.uk

www.teachers.tv/bullying

BIBLIOGRAPHY

1. Safe to Learn: embedding anti-bullying work in schools (2007)
2. Cyber bullying: embedding anti-bullying work in schools (2007)
3. Homophobic Bullying: embedding anti-bullying work in schools (2007)
4. Bullying Involving Children with SEN and Disabilities (2008)
5. Healthy Schools - Anti-bullying guidance for schools (2008)