



LEE Hurst Swan

ANTI-BULLYING POLICY

Applies to the whole school including EYFS

Last reviewed by the Headmaster in October 2017

THIS POLICY IS PUBLISHED ON THE SCHOOL WEBSITE FOR PARENTS.

The school aims to take into account the most recent guidance on Preventing and tackling bullying, advice for Head teachers and Governors.

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. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet or banter which crosses the line and causes distress), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical and the school takes seriously any form of bullying. Bullying is often seen as imbalance of power between the perpetrator and the victim.

Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience. Cyber bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact (e-mail, MSM, Text, mobile phone, photographs, computer chat rooms, social websites etc.) against a victim who cannot easily defend him or herself. This may occur repeatedly.

The advent of cyber bullying adds a new and worrying dimension to the problem of bullying – there's no safe haven for the person being bullied. Cyber bullying can follow children and young people into their private spaces and outside school hours. Cyber bullies can communicate their messages to a wider audience with remarkable speed, and can remain unidentifiable and unseen.

Bullying includes: name-calling; taunting; mocking; hurtful banter; making offensive comments; kicking; hitting; pushing; taking belongings; cyber bullying: inappropriate text messaging and emailing; sending offensive or degrading images, photographs, by phone or via the internet; or via social websites. Producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying may specifically involve:

- bullying related to race, religion or culture
- bullying related to SEN or disability
- bullying related to appearance or health conditions
- bullying related to sexual orientation (homophobic, biphobic or transphobic)
- sexist or sexual bullying
- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately

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- spreading rumors.

Bullying may cause long term psychological damage and even suicide. Victims may suffer acute stress and feel isolated. Although bullying is not classed as a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We aim also to enable pupils to develop resilience and good self-esteem as a means of combating bullying. We do this by:

safeguarding

Treating bullying incidents as a child protection concern, when there is reasonable cause to suspect that a child is suffering or is likely to, suffer significant harm.

informing parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they must reinforce the value of good behaviour at home;

informing pupils. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

regularly evaluating and updating our approach to take account of developments in technology, for instance updating our 'e safety policy'; The anti-bullying policy works in collaboration with the e-safety policy which covers aspects of cyberbullying and the 'child protection policy.

Pupils are involved in an anonymous bi-annual survey in order to assist regular evaluation of how pupils perceive the issue of bullying in the school.

The Head Prefects receive leadership training with an external body which covers issues of bullying. The Prefect Team, overseen by the Deputy Head, are briefed on any bullying issues taking place which they need to be aware of at breaks and lunchtime, and are asked to assist with this in the first instance and refer on to the Deputy Head if progress is not made.

School Council meets regularly to discuss matters of concern including bullying

Peer support is discussed and implemented when necessary from PSHCE lessons. A buddy system is used to integrate new pupils or for those pupils who are feeling isolated.

implementing disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;

openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, in PSHCE and assembly. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable;

using specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;

providing effective staff training. All school staff are required to understand the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

working with specialised agencies such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;

creating an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;

celebrating success. Celebrating success is an important way of creating a positive ethos and the school celebrates numerous achievements of pupils both in and out of school by Headmaster's Commendations, House points certificates, player of match awards, recognitions and other achievement awards or certificates

Recognising individual differences and celebrating them

We are all created to be different and we seek to celebrate the success and differences each person has within the framework of Christian tolerance and acceptance.

- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur. Staff are required to follow the **Anti-bullying Procedure (Annex A)** in the staff handbook to counter bullying and imposing sanctions.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- 2.5 Staff are trained to take action to reduce the risk of bullying and to be aware of the times and places where bullying is most likely to occur.
- 2.6 Action against bullying is not confined to the school premises and the school will take disciplinary action against bullying outside of school, where it is reasonable to do so. Disciplinary action however, will only take place on school premises.

3 The role of governors

- 3.1 The governing body supports the Headmaster in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

Compliance checks are undertaken by both Governors and Headmaster to ensure the policy is in line with the Equality Act.

4 The role of the Headmaster

It is the responsibility of the Headmaster to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

- 4.2 The Headmaster ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. He draws the attention of parents and children to this fact at suitable moments. For example, if an incident occurs, the Headmaster may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Alternatively, the form teacher of any affected pupils will discuss bullying in a form

period. The level of sanctions applied, including ultimately expulsion from school, are detailed in the Anti-bullying Procedure for all staff.

- 4.3 The Headmaster sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Deputy Head is available, as child protection officer, to discuss all concerns about bullying, with members of staff. The Head of ICT is the e-safety co-ordinator, to help protect pupils from cyber bullying at school.
- 4.4 The Headmaster will ensure suitable staff training occurs to alert all staff to the problems of bullying and suitable strategies to prevent it. Lunchtime supervisors and staff on play duties are to be especially alert to the problems of bullying.
- 4.5 The Deputy Head is responsible for ensuring that incidents are logged on the Schoolbase system by staff. The Deputy Head should monitor and identify trends in discussion with the Headmaster and Head of PSHCE to ensure that strategies are working effectively.
- 4.6 In order to ensure that discrimination is not taking place towards a pupil or group of pupils regular bi-weekly discussions are held in Pastoral co-ordinator meetings with the Headmaster and the Deputy Head as well as in the weekly Senior Management Team meetings.

5 The role of the teacher

- 5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report all incidents that happen in their class and that they are aware of in the school to the Pastoral Stage Co-ordinator.
- 5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, the form teacher must follow the **Anti-bullying Procedure (Annex A)** and, after consultation with the Pastoral Stage Co-ordinator, inform the child's parents.
- 5.3 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teacher will follow the school's behaviour policy with regard to the victim and the bully. Teachers will also include aspects of anti-bullying in their lessons, for example in English, Religious Education, Projects, Historical events, current affairs, Drama and, especially, PSHCE.

6 The role of parents

- 6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Form Teacher immediately.
- 6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

This policy is subject to annual review according to a timetabled programme.

Annex A

ANTI-BULLYING PROCEDURE

If it is suspected/alleged that a pupil is being bullied:

1. The Form Teacher investigates and decides whether there is a problem. If there is no case to answer e.g. untrue/retaliation/misunderstanding etc. record the facts briefly on an Anti-Bullying Procedure Form, sign and date and place in the personal files of all of the pupils involved which are kept in the school office. Inform the Pastoral Stage Co-ordinator.
2. If there is a problem Form Teacher informs the Pastoral Stage Co-ordinator and discusses the problem with the group or class to try to resolve it. If there is a child protection issue, the Deputy Head must be informed as soon as possible and child protection procedures followed. The Form teacher should aim to keep the matter low key and to rebuild friendships. Advice could be given privately as required to victim to improve own circumstances e.g. try to improve personal hygiene, avoid saying silly things, stop spoiling games or lessons for others, guidance on inappropriate behaviour, how to develop a 'victor' mind-set rather than that of a victim to build confidence etc. Form teacher to set a time frame for dealing with the matter and inform relevant staff or those concerned of actions. *
3. Form Teacher talks to bully and victim separately. *
If the problem persists the Form Teacher and Pastoral Stage Co-ordinator talk to the bully and victim separately.*
4. If bullying continues the Form Teacher informs the parents of bully and victim. The Form Teacher and Pastoral Stage Co-ordinator then talk with victim and bully separately. The bully is given a time limit in which to improve his/her behaviour. Behaviour is discussed, underlying reasons investigated and the bully will be given additional support as required. The bully may possibly be given a short term punishment e.g. lunchtime detention to give victim a chance to regain confidence and integrate with other pupils. The Deputy Head/Head of Prep is informed.* A restorative justice approach using restorative conferencing involving both the bully and the victim can follow if appropriate
5. If the problem continues a formal meeting is arranged with the Deputy Head/Head of Prep, Pastoral Stage Co-ordinator or Form Teacher, parents and bully. The aim continues to be to curb bullying but with a warning of the serious consequences if it does not stop i.e. suspension or expulsion. A decision is reached on punishment/next step. *
6. If persistent bullying occurs, after warnings, Head and Deputy Head/Head of Prep meet with parents and bully and decide further action. Pupil may be put on probation, suspended internally or externally or expelled. *

[*Record facts on Anti-Bullying Report Form, kept in pupils' personal files in the School Office, remembering to sign and date entry.]