

Eyam C of E Primary School

Anti-Bullying Policy



'Let Your Light Shine'

Agreed: September 2018

Review Date: September 2020

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body Date _____

Eyam C of E Primary School

Anti-Bullying Policy

Introduction

This policy is based on DfE guidelines "Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies" 2014.

We are committed to providing a caring, Christian, friendly and safe environment for all of our pupils where they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. We are committed to developing an anti-bullying culture whereby no bullying will be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The Schools White Paper 2010 says the government will: "Expect head teachers to take a strong stand against bullying - particularly prejudice-based racist, sexist and homophobic bullying." It will also: "Focus Ofsted inspection more strongly on behaviour and safety, including bullying, as one of four key areas of inspections."

ANYONE who knows that bullying is happening is expected to tell the staff.



Every autumn we focus on friendship throughout the school and review playground safety, carry out a pupil questionnaire and ensure time is given to promote our zero tolerance to any form of bullying.

Our school community:

Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.

Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.

Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.

Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

Definition of bullying

"Bullying is action taken by an individual or a group, usually repeated over time with the deliberate intention of hurting, either physically or emotionally and involved an imbalance of power" October 2014.

We consider bullying to be

Deliberately hurtful

Repeated often over a period of time

Difficult for the victim to defend him/herself against.

Bullying may take many forms;

Physical - Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm hitting, kicking, taking belongings, threatening.

Verbal - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, etc.name calling, insulting, making offensive, racist or homophobic remarks including sexting and sending offending photographs including online messages.

Social - Ostracism/rejection by peer group - spreading nasty stories, leaving someone out or encouraging others to do so.

Psychological - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

Homophobic bullying - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender

Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else via phones, games and chatrooms

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying, everyone has the right to be treated with respect. Bullying can have an effect on the victim long after it has stopped. Pupils who are bullying need to learn different ways of behaving, as the action demeans not only the bullied but also the bully.

We have a responsibility to respond promptly and effectively to acts of bullying.

Aims of the policy

To minimise bullying

To deal quickly and effectively with bullying that does occur

Objectives of this policy

All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.

All governors and staff should know what the school policy is and follow it when bullying is reported.

All pupils and parents should know what the school policy is, and what they should do if bullying arises.

All pupils, parents and staff should be supported appropriately when bullying is reported.

All within the school community understand that bullying will not be tolerated.

The role of staff

Never ignore suspected bullying

Do not make premature assumptions

Listen carefully to all accounts - several pupils all saying the same thing does not mean that they are necessarily telling the truth.

Adopt a problem solving approach that moves pupils on from justifying themselves.

Follow up repeatedly, check that the bullying has not resumed.

The role of the governors

The governing body will support the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body will 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.

Bullies, victims and bystanders

Bullying incidents in schools involves three types of pupils:

- Bullies
- Victims
- Bystanders

Bystanders clearly have a range of choices when it comes to bullying. They can passively accept it, overtly encourage it, or denounce a bully's actions and provide support to the victims. In fact, many students who possess characteristics typical of victims are protected against bullying because of such social factors as peer acceptance and supportive friends. The big challenge for schools is to find ways to move our students from passive supporters or disengaged onlookers to defenders of the victims of bullying.

What pupils should do

If you are being bullied

Try to keep calm and look as confident as you can.

Be firm and clear and **tell** them to stop - be resilient

Get away from the situation as quickly as possible

Tell someone: a friend, a teacher, a dinner lady, your mum and dad.

Keep telling until something is done about it.

Everyone has a responsibility to make sure that bullying does not happen in this school. If you see or hear of someone being bullied, you should tell someone about it, until something is done.

When you tell someone about bullying make sure you tell the truth calmly and clearly. Never make things up or leave things out.

MORE DETAILED DEFINITIONS AND ACTION

Cyberbullying

Cyberbullying is a rapidly changing phenomenon and adults tend to be much less familiar with the ways in which it is conducted than young people are.

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.

A rapidly emerging concern is sexting. This is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet. Research from the charity Beatbullying indicates that over a third (38%) of under 18s have received an offensive or distressing sexual image via text or email.

Common 'sexts' include images of young boys exposing themselves, boys requesting girls to remove their clothing and images of sexual acts which would be considered by most as pornographic. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an expanding and rapidly evolving area of concern.

Good practice, in terms of strategies that schools can adopt to prevent cyberbullying and promote the safe and positive use of technology, include some of the following principles and strategies:

- Providing clear definitions of cyberbullying and information about how pupils can report any concerns about the inappropriate use of technology
- Ensuring staff are trained and aware of the options available to prevent cyberbullying and how to support students
- Ensuring staff have a clear understanding of the boundaries between their own professional and personal use of social networking
- Identifying a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety
- Making use of the curriculum to promote a culture and ethos for the responsible and safe use of technology
- Providing information for parents and carers about the ways in which they can support the positive use of technology
- Recording, investigating, monitoring and responding to any instances of cyberbullying, working in partnership with pupils, parents and staff
- Being aware of how and when to contact service providers

Digizen (www.digizen.org) also provides additional information and support in terms of cyberbullying and strategies to prevent it.

Racist bullying – a type of verbal bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person', Race Relations (Amendment) Act 2000.

Racist bullying can range from name-calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual or individuals on the grounds of their perceived racial cultural and national or religious identity. Not only is this behaviour unacceptable within the school context, it is also unlawful and all schools must take appropriate action to ensure that such behaviour is eliminated.

Essential and immediate action includes making a commitment to the formalised, recording and reporting of racist incidents by all staff, both through using systems within school and through subsequent completion and return of the LA's Racist

Incident Report Form.

Monitoring information and data about racist incidents must be reviewed by the governing body and returned to the LA on an annual basis.

Strategies for addressing racist bullying in schools include:

- Linking anti bullying policies with equal opportunities and race equality policy
- Commitment to training for all teaching and non-teaching staff around understanding and promoting diversity and equality and how to deal effectively with racist incidents
- Ensuring that the pastoral and academic curriculum includes anti-racist work
- Promoting good home/school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures

Religion and bullying – another form of verbal bullying

Believers of all faiths and of the various strands of opinion within each faith have the right to have their views treated respectfully. So too do atheists and agnostics. Schools and other organisations working with young people should encourage a culture of tolerance which allows them to form conclusions about their own and other religions, free from unacceptable pressure.

There have been incidents in schools in which religion has been used as a way of harassing or intimidating staff and students. This is as unacceptable as any other form of bullying or harassment.

Examples of religiously motivated harassment inside schools include:

- Claiming that one faith, or a particular interpretation of a faith, is superior.
- Asserting that people who hold a different view are not real believers and will be punished in some way.
- Criticising other people's practice of their religion and the outward manifestations of this in dress or behaviour.

If an incident of religious harassment is brought to the attention of the police, the

perpetrator may be liable to prosecution under the Crime and Disorder Act 1998. Schools have a duty to explain to pupils that this sort of behaviour is not only against the school code but breaks the law.

The most effective way for schools to confront religious based harassment and bullying is to give staff and pupils a consistent message that they are inclusive and diverse establishments based on mutual respect. There is also a range of classroom resources which can be used to explicitly teach this ethos. These include the Islam and Citizenship Education Project which has been produced for schools by a wide range of UK Muslim communities and Co-exist, the resource pack produced by the local authority. Further support and advice are available from the local authority.

In very exceptional cases schools may be concerned about the behaviour or activities of pupils who are expressing extreme views which cause concern. When this happens and the immediate steps taken by the school to address the situation with the pupil and parents do not appear to have an impact, it is appropriate to refer the case to the Social Inclusion Panel for guidance and support. Parental consent is not needed for referrals of this sort as information is being shared to avoid serious crime. Referrals are also appropriate if schools are concerned that a child is vulnerable to influence by such views.

Homophobic bullying

Homophobic bullying has become commonplace in British schools in recent years. Stonewall reports that 65% of young lesbian, gay and bisexual people experience homophobic bullying in schools.

Schools are also faced with the challenge of derogatory language being used as commonplace insults. According to Stonewall, 97% of gay pupils hear derogatory phrases such as "dyke" or "poof" used in school and 98% of gay pupils hear "that's so gay" or "you're so gay" at school. Homophobic abuse is also directed at young people who are perceived not to follow conventional patterns of behaviour. It is often present in institutions which fail to challenge it, including schools. Homophobic bullying is most effectively challenged through a whole school approach. School leaders should seek to create a school ethos in which pupils understand that homophobic bullying is as unacceptable as racist or sexist bullying. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

Lesbian Gay Bisexual Trans History Month takes place every year in February and celebrates the lives and achievements of the LGBT community. In exactly the same way that schools now use Black History Month to promote inclusion and diversity, LGBT History Month offers an opportunity for assemblies, projects, displays and lesson activities to actively make young people question homophobia.

"And if God had so willed, He could surely have made you all one single community: but [He willed it otherwise] in order to test you by means of what He has vouchsafed unto you. So, outdo one another in doing good to the society. To God you will all return, and He will then make you understand wherein you differed."

(Surat Al-M 'idah 5:48)

"Opposing discrimination on the basis of sexual orientation is a matter of justice. It is also a matter of love. Every human being is precious. We are all, all of us, part of God's family. We all must be allowed to love each other with honour." **(Archbishop Desmond Tutu)**

Further advice on this issue can be found in Supporting Lesbian, Gay and Bisexual Young People (Stonewall Education Guides), Stand Up For Us: Challenging Homophobia in Schools and Safe to Learn: embedded anti-bullying work in schools issued by the former Department for Children, Schools and Families.

Equality Act 2010

The Act, which applies to all organisations that provide a service to the public or a section of the public, protects people from discrimination on the basis of 'protected characteristics'.

The relevant characteristics for services including schools are:

- ❖ Disability (this applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)
- ❖ Gender reassignment
- ❖ Pregnancy and maternity
- ❖ Race - this includes ethnic or national origins, colour and nationality
- ❖ Religion or belief
- ❖ Sex
- ❖ Sexual orientation

If a school is aware that a pupil or member of staff is being bullied due to having, or being perceived to have, one of these characteristics and fails to take reasonable steps to address the issue, it may be in breach of the Act. (See page 23 for more information)

Anti-bullying policy: procedures for parents

In all incidents

Never ignore what is happening. Do not make premature assumptions. It is easy to focus too much on the punishment of others if your child is being bullied, or to become too defensive if your child is bullying. Usually victims of bullying **just want it to stop**. Therefore work with the school to adopt a problem solving approach which gets bullying to stop and proper relationships to be restored.

If your child is being bullied

If your child tells you they are being bullied, listen carefully to what they say.

Make a note of what your child says, with as much detail as possible. (Tip: don't ask leading questions - your child might say what they think you want to hear.)

Reassure your child that they were right to tell. Praise them for their bravery. Build their self-image as much as possible. Make sure they are not blaming themselves.

Explain that any more incidents should be reported to their class teacher immediately.

Make an appointment to see your child's teacher.

Explain to the teacher the problems your child is experiencing.

When talking to the teacher:

Try to stay calm:

Your child's teacher 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. (dates, places and names)

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 - let the teacher know if things improve, stay the same or deteriorate.

If you think your concerns are not being addressed

Talk to the headteacher

If still not satisfied contact the chair of the governing body (If you do not know who that is ask at the school office)

If your child is bullying others

They may not realise what they are doing, or the effect it is having

They may be copying other people e.g. older brothers, sisters or friends.

They may be having difficulties they find it hard to deal with.

Talk to your child, explaining that bullying is unacceptable and makes others unhappy.

Make an appointment to discuss with your child's teacher what needs to be done to resolve the situation.

Keep checking that the bullying is not recurring.

Give your child plenty of encouragement when they are co-operative or kind to others.

Anti - bullying policy: procedure for teachers

In all incidents:

Never ignore what is happening. Do not make premature assumptions.

When talking to children

Try to establish the facts as agreed by all.

Let each child speak in turn without interruption from others.

Remember that bullied children may be afraid to say too much.

Record what has happened in the incident book: check for previous incidents.

Make sure that the children know that you think bullying is completely unacceptable

Sanctions in line with school behaviour policies

Work towards the restoration of proper relationships.

Praise honesty and bravery.

Inform the parents, unless in your judgment the matter is very minor.

Reassure the pupil, providing support

Restore self-esteem and confidence.

When talking to parents

If a parent comes to report bullying, listen carefully to what is being said and make notes of the main details.

Remember that the parent may be under emotional strain.

Speak calmly.

Let parents know that you will investigate and will get back to them. (If possible set a date and time)

Let them know that you think bullying is completely unacceptable.

Be supportive, but let the parents know that you have to investigate before knowing what action should be taken.

At the end of an investigation

Apply sanctions as appropriate.

Inform parents of your actions.

Try to reconcile the pupils concerned.

Monitor the situation closely for some weeks to prevent re-occurrence; then at less frequent intervals.

Inform the headteacher of what has taken place.

If children continue to report bullying after the all the children have been reminded about the procedure then both parents will be informed in writing by the Headteacher and this will also be reported to the Governors. Sanctions will need to be applied.

If the situation does not improve then there will be a formal meeting in school. At this stage a Governor may be asked to attend.

At each stage it is anticipated that a solution will be found to work towards the restoration of proper relationships.

Anti - bullying policy: - procedures for lunch time supervisors

In all incidents

Never ignore what is happening. Do not make premature assumptions.

When talking to children

Listen carefully to what they say, try to establish the facts of what has happened.

Relate any tales of bullying to the class teacher/s.

Reassure the child that something will be done about it.

Keep a close watch on the child until you can approach the teacher.

If you witness any bullying

Intervene to prevent any further bullying

Separate the children concerned.

Give support as necessary

Refer the matter to the class teacher/s as soon as possible.

Continue to monitor the situation over the following days.

Anti - bullying policy: - procedures for governors

The governing body will monitor incidents of bullying and review the effectiveness of the policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and report to them any incidents of repeated bullying. The governors also require the headteacher to report to them on the effectiveness of this policy

The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body will notify the headteacher and ask

him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Outcomes

Those who have been bullying will be asked to genuinely apologise. This may be verbal or in the form of a letter or card.

Other sanctions may be applied; loss of playtime, particular facilities at playtime (e.g. football), extra duties within school (e.g. tidying some area)

In very serious cases, suspension or even exclusion will be considered.

If possible, the pupils will be reconciled.

After the incident has been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

A record will have been made in the Behaviour Incident Book.

Involvement of pupils

We will:

Regularly canvas children and young people's views on the extent and nature of bullying.

Ensure that all pupils know how to express worries and anxieties about bullying.

Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

Publicise the details of help lines and websites.

Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.

Ensure that all parents/carers know who to contact if they are worried about bullying.

Ensure all parents/carers know about our complaints procedure and how to use it effectively.

Ensure all parents/carers know where to access independent advice about bullying.

Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

Promoting Positive Behaviour policy

Complaints Policy

Safeguarding and child protection policies

Confidentiality Policy

e-Safety (Online Safety) and Acceptable Use Policies (AUPs)

Curriculum Policies such as PSHE and citizenship and computing

Keeping Children Safe In Education

Prevention

We will ensure that the anti- bullying message is well known in the school by:-

Highlighting the policy at Assemblies.

Inclusion of different aspects of behaviour within the PSHE curriculum.

Discussing and writing a set of school or class rules.

Writing stories or poems or drawing pictures about bullying.

Reading stories about bullying

Discussions during circle time

Making up role plays

Staff to receive sufficient training to deal with incidents of bullying.

Review

This policy will be reviewed annually in the Autumn Term.

This policy relates to the Safeguarding Policies Keeping Children Safe.

Acceptable Use Of IT

Equality Policy

Prevent Guidelines

Appendix

Signs and symptoms

A child may indicate by signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

Is frightened of walking to or from school

Changes their usual routine

Is unwilling to go to school

Becomes withdrawn, anxious, or lacking in confidence

Starts stammering

Attempts suicide or threatens to run away

Cries themselves to sleep each night or has nightmares

Feels ill in the morning

Begins to do poorly in their schoolwork

Comes home from school with clothes or books damaged

Has possessions "go missing"

Asks for money or starts stealing

Has dinner money or other money continually "lost"

Has unexplained cuts or bruises

Comes home hungry (money/lunch been stolen)

Becomes aggressive, disruptive or unreasonable

Is bullying other children or brothers and sisters

Stops eating

Is frightened to say what is wrong

Gives improbable excuses for any of the above

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