

Anti-bullying Strategy

Anti-Bullying Policy 2016-2019

Introduction

Bullying is often action taken by one or more children with the deliberate intention of hurting another child. Bullying is most often unprovoked and a repeated behaviour. It can be direct in the form of physical or verbal or indirect, such as being ignored or not spoken to.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Racist racial taunts, graffiti, gestures
- Gender unwanted physical or verbal contact based on gender
- Cyber 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
- Sexual bullying and discrimination on the grounds of sexual orientation and gender identity is unacceptable and will be challenged.

Bullying of any kind is unacceptable and damages the well-being of individual children. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff who will investigate and deal with the issue.

Purpose of policy

At Highfields, we are committed to the well-being of all our children and providing a caring, friendly and safe environment so they can learn in a relaxed and secure atmosphere. The purpose of this Anti-Bullying policy is to nurture a school ethos where bullying is considered unacceptable and to promote a whole school community approach to prevent bullying.

Aims and objectives

- To equip all members of the school community with an understanding of what bullying is.
- To equip all children with safe and acceptable methods of standing up for themselves in an assertive manner.
- To clarify the roles and responsibilities of all members of the school community with regard to awareness of and action taken if and when bullying occurs.
- To provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- To produce a consistent school response to any bullying incidents that may occur.
- To promote clear procedures of how incidents of bullying are dealt with

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 they should investigate if a child:

- is frightened of walking to or from 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 self harm 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 & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This is not an exhaustive list and children may display other behaviours that appear out of their character.

Prevention

We will raise awareness through an annual whole school focus on what bullying is, the roles and responsibilities of those involved and strategies the children can use if they feel they are being bullied. This will be communicated through:

- Anti Bullying messages and lessons at class level through our daily PSHCE session.
- Anti-Bullying week.
- Work with Learning Mentor.
- Key Stage messages shared at assemblies
- Assembly
- Parent Meetings

We encourage pupils to

- Know and value themselves
- Know the signs of bullying
- Improve communication skills needed in the conflict situations
- Develop their communication skills
- Be accountable for their own decisions
- Control anger and develop self-control
- Develop respect and empathy for others
- Care for each other
- Not accept any form of bullying

Procedures

Pupils must report any incidents of bullying to an adult within the school and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. All reported incidents of bullying must be investigated and taken seriously.

When incidents of bullying are reported it is important to

- Take the incident seriously
- Provide reassurance for the victim; tell them that the matter will be dealt with
- Investigate thoroughly
- Ensure that the victim and the perpetrator are talked to separately
- Listen to both the victim and the perpetrator
- Take witness accounts, where appropriate and record on CPOMS.
- Deal with the situation
- If the matter cannot be dealt with immediately a more suitable time and venue must be allocated
- Provide appropriate support to both victim and perpetrator
- Ensure sanctions are in accordance with the school's Behaviour Policy
- Direct disapproval at the bullying action and not at the individual
- Inform the class teacher of what has happened and how it is being resolved (the class teacher needs to note these for future reference)
- Depending on the nature of the incident or the number of incidents, the staff involved may also involve the Head of Academy. They will reinforce the disapproval of the bullying behaviour and follow up with suitable action.

Strategies that may be used when working with the pupil who has been bullied are

- Suggesting to the pupil that they always tell a teacher, parent, trusted adult that they have been bullied.
- Establishing ways for the child to attempt to challenge the situation if it occurs again.
- Taking measures to protect the victim from retaliation after an incident has been reported.
- Reassuring the pupil that it will be possible to do something to help.
- Finding ways of developing the child's self-confidence and self-esteem.

- Teaching friendship skills.
- Showing by your own behaviour that you value the pupil.

Strategies that may be used when working with the pupil who has been the bully are...

- Using sanctions which can be viewed as a natural consequence of the behaviour
- Directing disapproval at the behaviour and not at the pupil
- Behaviour programmes with parents and/or Learning Mentor
- Monitoring whether further bullying takes place
- Encouraging non-bullying behaviour
- Developing the ability to empathise with others
- Developing social skills, self-esteem and self-confidence, where appropriate

Recording

- The teacher must record any incidents of bullying that need teacher intervention on CPOMS.
- Specialist teachers must record any repeated incidents of bullying and inform the class teacher
- Interventions are implemented and monitored by the teacher and the Head alongside the child and child's parents

Roles and responsibilities

The role of children

- Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Children must report any incidents that they witness as bullies, even if they observe as a bystander.
- Children are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

The role of Parents

- 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 Class Teacher immediately who will record the concern and monitor the situation, reporting back to parents as often as needed.
- Parents have a responsibility to support the school's Anti-Bullying policy, actively encouraging their child to be a positive member of the school.

The role of the Teacher and Support Staff

- All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their records of all incidents that happen in their class. If a member of staff other than the Class Teacher witnesses or is informed of an act of bullying, they will inform the class teacher.
- If any bullying takes place between members of a class, the Teacher will deal with the issue immediately. Class Teachers may choose to deal with incidents through whole class circle time or discussion with the children involved as appropriate. If incidents continue, class teacher to inform parents and Head.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum, to help children understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time and the school reward and consequence system is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Class Teachers to be accountable for dealing with situations with the support of the Head and other staff.
- All members of staff ensure they are aware of the policy so that they are equipped to identify bullying and to follow the procedures.


The role of the Head of Academy

- It is the responsibility of the Head 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 identify and deal with incidents of bullying.
- The Head 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.

Implemented Nov 2015 by Lucy Carlisle Head of Academy

Updated Sept 2016

To be reviewed Sept 2019



M. Wriglesworth
Chair of EAB

Sept 2016