

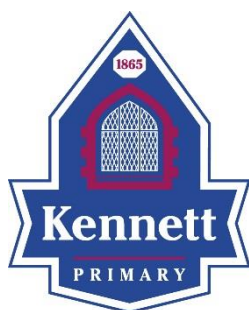
Staploe Education Trust

Excellence through partnership



Anti-Bullying Policy

Policy owned by Kennett, The Shade and The Weatheralls Advisory Bodies	
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Introduction

This policy has been written to support parents, staff, those in governance roles and other interested parties. It describes our proactive anti-bullying strategies and our response to any reported incidents of bullying. It supports and reinforces the principles and practice stated in our Equality and Behaviour Policies.

Definition of Bullying

Bullying is a subjective experience that can take many forms. The Cambridgeshire Anti-Bullying Steering Group recognises bullying as:

'behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves'.

We teach the children that bullying is an intentional abuse of relational power and can be both physical and psychological. It is a persistent, deliberate attempt to hurt or humiliate someone. It is manifested in any behaviour that infringes the rights of others to be safe, to learn and to be treated with respect.

Bullying may take various forms, including:

Physical

Kicking or hitting
Prodding, pushing or spitting
Other physical assault
Interference with personal property

Psychological

Threats or extortion
Taunts
Ostracism
Name calling/verbal abuse
Innuendo
Spreading of rumours
On-line abuse
Abuse via technology/social media

The term bullying includes racist, homophobic, disability or gender bullying.

Racism is a very serious problem and should be explicitly discussed in the classroom. All types of bullying are completely unacceptable and will not be tolerated at our school.

Our Proactive Anti-Bullying Strategies

We teach positive social skills as an essential part of our explicit and hidden curriculum. Children are taught the skills of positive relationships through PSHE and in the SEAL programme section 'Say no to bullying'. Other times include circle time, assemblies, class meetings, co-operative and confidence building group (Silver SEAL) and anti-bullying month. We also teach which sorts of speech and behaviours are unacceptable because they infringe the rights of others to feel safe and be treated with respect. We teach the children how to use positive language and solve problems co-operatively.

Also we teach the children what we mean by safe play, i.e. keeping hands and feet to ourselves. The children are also taught how to stand up for their rights against threats by using assertiveness, i.e. how to look, think and talk strongly using specific phrases to convey one's rights.

Children are taught the difference between good and bad secrets. Anything that makes them feel unsafe in any way should not be kept a secret; bullying flourishes if there is a climate of secrecy.

We create an environment where the children feel safe and secure to talk to adults and discuss any concerns. All staff are approachable and understand the need to create such an open and honest environment in school.

What Happens When Bullying is Reported?

It is important if there is an incident in school that all staff respond in the same way so that children can feel confident about reporting it. Bullying may be reported by a victim, onlooker or adult.

Step One:

- If a child makes a complaint be reassuring e.g. say "Ok to feel as you do", "Not your fault", "Help is there."
- Thank the child for telling.
- Find out details: when, how long, what form, who
- Concentrate on the feelings of the hurt child and how they are a direct consequence of the other child's actions.
- Ask if there were any witnesses
- Explain what will happen next.

Step two:

- Speak to those involved, distinguishing between the child and the child's behaviour
- Calmly and quietly ask what happened until there is a clear idea of what happened. It may be necessary to allow a calming down period.
- Explain what will happen next.

Step three:

- Incidents should be referred to the head, deputy or assistant head where the same procedure will be repeated.
- A formal record should be kept of incidents, the incident being written up on an incident form in the presence of the children involved (appendix).

Step four:

- After bullying has been reported make sure the child who has been bullied feels safe, has a buddy or friend and access to an adult.
- Inform all staff in the school.
- Regularly check how the child is feeling and whether there have been any repeated incidents.

Step Five:

- The Headteacher, will decide if the circumstances warrant that parents of both parties should be informed verbally.
- It should be clear what will happen re. support/sanction and another meeting/s should be arranged to discuss progress.
- Notes of meetings will be made.

Step 6:

- Sanctions should be appropriate and should reflect the need to protect other children from harm.
- Each case will be different but protective consequences may include:
 - Internal exclusion at break times
 - Careful monitoring of behaviour in class/outside (timetable record etc).
 - A Pastoral Support Programme (PSP) may be put in place to aid reintegration and promote positive interaction.
- In time, arrange a meeting between the two parties.
- If bullying takes on a racist form, then it should be dealt with using additional procedures laid out in the Policy For Reporting and Recording Racist Incidents

Dealing with a Parental Concern about Bullying:

Parental concerns should be taken seriously and referred to a teacher.

- Say that notes will be made so as to have a clear picture.
- Note parental concerns using a parent interview record and share the record of the meeting with them.
- Check whether the concerns are at this stage informal or whether a formal complaint is being made. If it is the latter, it should be made in writing (forms available from the school office or website)
- Focus on the feelings of their child
- Discuss whether the behaviour is repeated and falls within the definition of bullying.
- Make explicit strategies which will take place e.g. discussing what to do with the child, extra monitoring, investigation of reported behaviour
- Arrange for another meeting to take place e.g. post investigation (with a given timescale) in a week's time.

Monitoring Effectiveness of School Anti-Bullying Policy

Pupils' views on the extent and nature of any bullying in school, and the effectiveness of the support for victims, is sought on a regular basis through discussion and questionnaires. Through PSHE, assemblies, circle time and the school council, all children are made aware of the range of consequences for those engaged in bullying.

All incidents of bullying are recorded in the 'Behaviour Book' and kept in perpetuity. The number and nature of incidents is monitored termly and reported to the advisory body. Racist bullying is also recorded in the 'Behaviour Book' and marked 'Racist Incidents' and an electronic return is made to the LEA termly, via the Prejudice-Related Incident Data Entry (PRIDE) website.

Bullying Incident Form

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

Details of pupil being bullied Name(s):		Ethnicity:	Gender: M / F
Class:		Looked-after child: Yes / No	SEN Stage:
D.O.B:		Home language:	
Date of incident:		Time of incident:	
Location of incident:			
Brief nature of incident, identify details of any injury or damage to property etc:			
Circle any elements that apply: Racist Sexual/Sexist Homophobic SEN/Disability			
Member of staff to whom the incident was reported:			
Alleged perpetrator(s)/other children involved Name(s):		Witnesses to the incident Name(s):	
Class:		Class:	
Has the incident been written into the Behaviour Book? Yes / No			
Does the written incident include statements from the subject, perpetrators and witnesses? Yes / No			
One-off incident: Yes / No If no, provide details:			
Have parents/carers of alleged subject(s) been informed: Yes or No If yes, Date: Time: Reaction:		Have parents/carers of alleged perpetrators been informed: Yes or No If yes, Date: Time: Reaction:	
Immediate action taken:		Long term action:	

Signed:..... Date:.....

Headteacher's signed..... Date:.....

Parent Interview Record

Name of teacher.....	
Name of parent.....	
Child's name.....	Year group
Date of interview:	
Who requested the interview?	
Area of concern:	
Summary of interview:	
Agreement reached:	
Signed (Teacher/Head).....	
Signed(Parent/Carer)	
Review Date:	
Was anything discussed which must remain confidential and is therefore not recorded? Yes/No	
Persons contacted as a result of this interview:	
Headteacher: Yes/No Class teacher: Yes/No School nurse: Yes/No Child's doctor: Yes/No. CAISTS : Yes/No Ed Psych: Yes/No EWO: Yes/No Family Support: Yes/No Anyone else?..... (Name & Title).....	