Anti-Bullying Policy & Practice Appendix

Approved by Full Governors 26th September 2017

Anti-Bullying Policy & Practice

Within a Christian ethos at Ipsley:

- We are committed to providing a caring, friendly and safe environment for our pupils
- Bullying is unacceptable anti-social behaviour.
- If bullying does occur, all pupils should be able to 'TELL' and know that incidents will be dealt with promptly, and effectively.
- We are a 'TELLING' school – anyone who knows that bullying is happening is expected to 'TELL'
- We aim to raise awareness of the nature and impact of bullying.

Objectives

To Ensure:

- All staff, governors, pupils and parents are aware of the school Anti-Bullying policy.
- We recognise that bullying can take place in our setting and outside of school.
- Bullying will not be tolerated and will be dealt with effectively. *We have to remember that children are learners and we have to teach that anti-social behaviour towards others is unacceptable and can have disastrous consequences.*
- Clear procedures for reporting bullying are understood and followed.
- The policy is 'live' and reviewed regularly.

What is Bullying?

Bullying is an abuse of power – *that is, a more powerful person or group will be intentionally causing harm, physically, emotionally, or psychologically, to a less powerful person or group.*

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – *there needs to be evidence of persistent victimisation over a period of time.*

It can include one or more of the following:

- Being hit, kicked, pinched, spat at or threatened
- Being called names
- Making a fool of someone
- Teasing or sending nasty notes/messages via digital media
- Spreading rumours or gossip in verbal, written or digital form
- Deliberately destroying another person's property
- Repeatedly excluding a child by not talking to them, or letting them join in
- Locking someone in a room, 'ganging up' and giving 'dirty looks'
- Cyber-Bullying: malicious texting, mobile phone calls, emailing, social media messages etc
- Hurtful remarks about people's sexual orientation, race, faith or disability.

<u>BUT</u> it MAY NOT be bullying when two young people of approximately the same age and strength, fight or quarrel or fall out.

Signs and Symptoms – *we also need to be aware victims can be bullies themselves*

Pupils may indicate by signs or behaviour that they are being bullied. They may:

- Be frightened of walking to and from school or be unwilling to go to school.
- Begin to do poorly in school work.
- Become withdrawn, start stammering, stop eating.
- Frequent injuries, bruises, cuts.
- Become unwell at school time, tummy ache, headache.
- Regularly have books or clothes destroyed/possessions go 'missing'.
- Become distressed, stop eating, cry easily, have nightmares.
- Become disruptive or aggressive.
- Start stealing money (to pay bully).
- Depressed
- Be frightened to tell or nervous of messages received on mobile phone or internet.
- Attempt suicide or run away.

Prevention of bullying for pupils

- All year groups will regularly, each year, have anti-bullying awareness training as part of the PSHE /Learning for Life programme.
- The school takes part in Anti-Bullying week activities each November.
- Posters will be on display around school about anti-bullying.
- Cards or advice leaflets will be distributed to pupils and parents or available on the website.
- Questionnaires may be completed, or a 'Pupil Voice' survey or a discussion take place at School Council so staff have feedback on the anti-bullying issue at Ipsley.
- Childline and other support groups contact information is on display in each year group.

What we do to prevent bullying

Everyone involved in the life of Ipsley CE RSA Academy must take responsibility for promoting a common anti-bullying approach. We will:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy
- Provide children with a framework of behaviour including rules which support the policy
- Emphasise and behave in a respectful and caring manner to children/young people and
- colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through the curriculum, activities, stories, role-play, discussion, peer support, School Council, SMS, website reporting etc.
- Through the Principal, keep the governing body well informed regarding issues concerning
- behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

- Ensure all Teachers / Lunchtime Supervisors / Achievement Assistants / Office Staff are trained to follow school procedures about bullying. Year 8 Student leaders are on duty at lunchtime on the playground and will 'tell' with a younger pupil, on their behalf, if there is a bullying situation
- Deal with the situation following the Academy's Anti-Bullying Policy. Staff will use either restorative Justice Approach or the No Blame Approach or elements of both
- Supervise quieter areas of the school to make sure everywhere is safe. At home time each day members of the Leadership Team will be outside to ensure safety and well-being as children leave school.
- Ensure Office Staff refer parents or information to the appropriate adult should they wish to inform about a bullying incident.

All members of the school community are expected to report incidents of bullying. Through the development and implementation of this policy, all children, young people, parents/carers and staff will:

Feel confident that everything is being done to make Ipsley CE RSA Academy a safe and secure environment.
Know who can be contacted if they have any concerns about bullying.
Feel supported in reporting incidents of bullying .
Be reassured that action regarding bullying will take place.

Procedures

All incidents of bullying should be reported to members of staff by the child themselves (or a friend if they do not have the confidence, or are scared), by a parent or other adult.

Investigating the Incident: The Victim

- Staff will actively listen to the child(ren) and take the matter seriously.
- The member of staff receiving the complaint will either deal with it personally or go to another school adult who may be in a better position to take action: Class teacher or Form Tutor/Year Leader/ Head of Year /Hub staff or SLT member.
- The facts will be recorded on the anti-bullying record sheet.
- The child(ren) being bullied will be re-assured and taken care of.
- The child suffering the incident may well have a second discussion in order to establish the facts.
- The incident will be investigated by checking the details with other victims, perpetrators and bystanders.
- The victim's parents will be informed and may be invited in to school for a discussion.
- The victim will be informed that the incident has been dealt with.
- The victim will be given advice about 'telling' in the future and strategies to support them in the future - they may be give some assertiveness training, a 'Guardian Angel' or mentor.
- The incident will be logged on CPOMS/SIMS and copies of the anti-bullying record sheet given to the DSL and Head of Year.
- Significant incidents will be logged on a County Anti-Bullying log record sheet (at the discretion of the DSL) and handed to the DSL for filing in the school Anti-Bullying Log. The DSL will make the returns to County on a regular basis.
- Members of staff will check with the victim afterwards for a number of days or weeks to check there has been no re-occurrence of anti-social behaviour.

Investigating the Incident: Perpetrators

- Perpetrators/bystanders will be spoken to so they understand the consequences of their actions. Sanctions may be issued, warnings given, apologies written, detentions set, parents informed, police informed, <u>depending on what is appropriate to the circumstances</u> and in line with the school behaviour policy.
- Very serious incidents of bullying or persistent bullying may result in fixed term exclusion.
- The Principal or Head of Year may inform the Police or Education Welfare Officer in the case of very serious incidents.
- Letters may be sent home to a whole year group giving advice about cyber safety, should this be an issue.

Post Incident Response for Victims of Bullying

We intend to offer a proactive, sympathetic and supportive response to the victims of Bullying, Racist, Sexual and Homophobic incidents . Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include: -

- Positive reinforcement that reporting the incident was the correct thing to do
- Sympathy and empathy
- Strategies to stop future incidents
- Counselling
- Befriending
- Assertiveness training
- Extra supervision and monitoring
- Creation of a Support Group
- Peer mediation / mentoring
- Informing and involving parents
- Arrangements to review progress
- Parents contacted daily or weekly to update on progress

We aim to create a friendly, caring, Christian environment where each individual appreciates his / her positive part in the school and wider community.

An effort will be made to reconcile the bully and the victim either at the time or later, depending on circumstances. Compassion will be needed from pupils and parents.

Cyber-bullying

Cyber-bullying is a very serious matter and can constitute a criminal offence. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

- Advise pupils to keep a record of the bullying as evidence. Make sure the child knows not to retaliate.
- Take steps to identify the bully, including checking computer systems etc.
- Once the person bullying is identified and anti-bullying procedures followed, steps should be taken to change their attitude and behaviour.
- The person responsible should remove the content from the public domain.
- Technology-specific sanctions could include limiting internet access for a period of time.

- Help the victim to consider what information they have in the public domain.
- Check that the victim understands ways to prevent it from happening again <u>e.g.</u> *Changing contact details, blocking contacts or leaving a chat room.*

Homophobic and Racist Bullying

Homophobic and Racist language is unacceptable:
- Remind the pupil that homophobic or racist language is not acceptable, offensive and a form of bullying.
- Explain the effect that homophobic or racist bullying has on people. Pupils need to understand that such language is a form of discrimination and that incidents are taken seriously.
- Record the incident as per anti-bullying procedures, consider the sanction that will apply then or if further incidents take place.
- Invite parents to discuss the attitude of the pupil. Report significant incidents in Racist & Homophobic Log.

Restorative Justice Approach

Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in the situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

The aim of this approach is to teach the young person to take responsibility for the impact of their behaviour on other people.

What I need when I have been harmed:

- Someone to listen.
- Space to think about the event and to calm down.
- A chance to ask "why me?" "What did I do to deserve this?"
- If formal investigations are taking place I need to be kept informed.
- I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected.
- A sincere spontaneous apology.
- If possible, for things to be put right.
- Reassurance that it won't happen again.
- A sense of justice.
- A sense of being able to put it behind me and of feeling more in control of my life.

What I need when I have caused harm:

- Time to think
- For someone to listen to my story.
- To be able to explain to myself and the other person why I did what I did.
- A chance to apologise.
- To be able to put things right.
- Reassurance that the matter is finished that I can move on.

Guidelines

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about the way forward.
- As far as possible, the physical and emotional harm is repaired.

No Blame Approach

- Interview the victim. Talk to the victim about their feelings and establish who is involved.
- Convene a meeting with the people involved. Meet the group of pupils who have been involved – bystanders or colluders who joined in but did not initiate.
- Explain the problem. Explain how the victim feels but do not discuss details or apportion blame.
- Share responsibility. State that the group are responsible and can do something about it.
- Ask the group for their ideas. Each person suggests a way the victim could be helped to feel happier. Gives positive responses but do not extract promises of improved behaviour
- Leave it to them. Pass over the responsibility to the group to solve the problem. Follow-up.
- Meet again a week later to discuss with each child, including the victim, how things have been.

External Contacts
- Childline – Telephone – 0800 1111 (www.childline.org.uk)
- Kidscape (www.kidscape.org.uk)
- Anti-bullying Alliance (www.antibullying.net)

(See also Ipsley CE RSA Academy Behaviour Policy)