



Anti Bullying Policy

Date formally accepted by Staff: September 2017

Date becomes effective: September 2017

Next review date: September 2018

Person responsible for implementation: Governors, Teaching staff and TAs and Administrators



Objectives of this Policy

Shortlanesend School's Anti-Bullying Policy outlines what as a whole school community we will do to prevent and tackle bullying.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- 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 complains. 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

We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school.

Bullying will always be taken seriously and will never be tolerated.

Definition of Bullying

The term bullying refers to a range of harmful behaviour, both physical and psychological.

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. It is deliberate – hurting someone on purpose, it is not accidentally hurting someone.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

Although one off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.



Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved.

Bullying includes: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Types of Bullying

Bullying may take various forms, including:

Forms of bullying covered by this Policy:

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to disabilities and special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Cyber-bullying:

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include

- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones, etc
- Interfering with e-mail accounts



At Shortlanesend School we aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

Please refer to our separate policy on Cyber-bullying Strategies for the Prevention of Bullying

Identifying and responding to bullying:

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council
- Train all staff including lunchtime staff, learning mentors and LSU staff to identify bullying and follow school policy and procedures on bullying
- Actively create "safe spaces" for vulnerable children and young people

Involvement of pupils / students:

We will:

- Regularly survey children and young people's views on the extent and nature of bullying
- Ensure students know how to express worries and anxieties about bullying
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve students in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have



Liaison with parents and carers:

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents / carers know where to access independent advice about bullying
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying

Reporting and Recording Bullying:

Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents will be reminded to report any concerns that they have.

Support staff will be encouraged to refer incidents of bullying to a teacher or the Head of School (Chad Wilson).

Reports of bullying among staff should be promptly reported to the Head of School, or if the Head of School is alleged to be exhibiting bullying behaviour the Whistleblowing Governor – Mr Paul Roberts, who will act or offer advice accordingly.

Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

It is essential that all bullying incidents of a phobic/ racist/ disablist nature are recorded in writing immediately in accordance with guidance provided by the Equality and Diversity Service. A copy of any such report must be given to the Headteacher.

We record all incidents of bullying via the ABC anti-bullying service Bullying and Diversity Incident log book. This book is placed in the staff room. Statistics from this log are reported each term by e-mail. It is the head teacher's responsibility to ensure that this is done.

Responding to Bullying – Children who exhibit bullying behaviour:

If bullying does occur, all child/ children exhibiting such behaviour will be made aware that bullying will not be tolerated.



Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions or come across towards a victim as judgemental
- to listen carefully to all accounts (sometimes a written account will be more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and children involved
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- Note taking and record keeping where appropriate.
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
- class discussion in circle time (no names)

We believe that all children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. Therefore it is vital that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy
- discussion with parents, both to inform parents and to find a way forward together
- involvement of external agencies
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'.

We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support all those involved. This should include allowing each child ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting children who experience bullying



Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan 'Don't Suffer in Silence' will make this idea more memorable.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self worth of children at all times.

Bullying amongst Staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, moral and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among the staff body should be immediately reported to the Head Of School. If the Head of School is alleged to be exhibiting bullying behaviour the Whistleblowing Governor – Mr Paul Roberts, who will act or offer advice accordingly.

If informal resolutions are unsuccessful, the formal disciplinary procedures will be actioned.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor. It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

Roles and Responsibilities

Adults at school all have a part to play in preventing and responding to bullying. All have been consulted in the drawing up of this policy and should subscribe to it.

If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher or the Chair of Governors who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.



Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains, and sadness.

Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/racist bullying. These may include the Behaviour Support Service, the Education Welfare Officer or staff from the ABC group which has been engaged by the LA to provide bullying advice to schools in Cornwall.

Such groups will also be approached to provide staff training as necessary.

Bullying Outside of the School Premises

The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to influence children's attitudes to help to decrease incidents of our pupils bullying outside of school.

Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee
- talking to pupils about how to handle bullying outside of the school's premises

Implementing the Policy

All staff, pupils, parents and governors have been consulted during the drawing up of this policy. The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

Monitoring, Evaluating and Reviewing the Policy

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be by staff through the annual questionnaire and by children through the School Council and through discussion.



The effectiveness of the policy will be evaluated by staff discussion.

Bibliography

DFEE, 2000. 'Bullying – Don't Suffer in Silence', Ref 0064 / 2000. Pack and video (lists many further resources)

Mosley, J., 1993. 'Turn Your School Around', (LDA)

Mosley, J., 1996. 'Quality Circle Time in the Primary Classroom', (LDA)

Mosley, J., 1998. 'More Quality Circle Time', (LDA)

www.dfes.gov.uk/bullying

www.dontsufferinsilence.com.

[http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/terms and definitions/definitions](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/termsanddefinitions/definitions)

