

Ingatestone and Fryerning Church of England (VA) Junior School

Anti-Bullying Policy

“Success through partnership”



April 2014

ANTI-BULLYING POLICY

Ratified: April 2014

Review date: Spring 2015

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. 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. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- 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

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

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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 that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to 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 suicide 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

Procedures

1. Children will be encouraged to report bullying incidents to staff.
2. In cases of bullying, the incidents will be recorded by staff.
3. The bullying behaviour or threats of bullying will be investigated and steps put in place to find a solution.
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, outside agencies such as police, Local Delivery Group will be consulted.
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.

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7. The victim will be offered support and monitored closely.
8. Support will be given to help the bully (bullies) change their behaviour.
9. The Anti-Bullying Support Group Approach will be applied (See Appendix 1 and 2), which is a 'no blame' approach to stopping bullying. This includes rigorous monitoring.

There are other models for example Pikas Shared Concern Method, Restorative Justice and Circle of Friends to name a few - www.antibullyingworks.co.uk in the resources section under intervention strategies gives further advice on these.

Outcomes

There are several ways in which we will tackle incidents of bullying, dependent on the individuals and the situation: -

1. The bullying will be reduced and the victim will decide if they feel safe and are ready for the support group to stop.
2. Parents of children who have been bullying will be called in for a meeting to discuss the issue.
3. The bully (bullies) will be asked to genuinely apologise. Other consequences may take place, such as being kept from playground.
4. If appropriate, a support group will be set up to support the victim and develop empathy in the bully, following the Essex guidance. Parents of the child who is being bullied will be informed and this option explained to them. Permission to be part of a support group will be sought at the beginning of each year with other general permission requests.
5. In serious cases, suspension or even fixed term exclusion will be considered.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
7. If possible, the pupils will be reconciled.

Prevention

We will be proactive in helping children to prevent bullying. We feel that it is as important to try to prevent bullying, as it is to deal with incidents of bullying. In this way, we hope that we are preparing children for life outside school as well as ensuring that time in school is happy and safe.

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- making it part of our curriculum
- displaying posters
- using circle time and PSHE to address issues as a class
- School Council Box and meetings
- Nurture Groups
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

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- invite external groups to lead anti-bullying workshops, internet safety training

HELP ORGANISATIONS:

There are many organisations that offer advice and support, some of these are listed below:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

www.antibullyingworks.co.uk – resources section is very useful for using in schools

www.anti-bullyingalliance.org.uk – advice and ideas

<http://ceop.police.uk> – online advice and support

<http://www.beatbullying.org> – ideas and resources

Monitoring, Evaluation and Review

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions on an annual basis or in light of any developments and changes in school:

- Are our objectives being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?
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We will then make sure that we action any developments that need to happen, celebrate our successes and continue to engage relevant stakeholders. The Safeguarding Governor will visit to discuss bullying with children and staff on a regular basis.

We will continually review and research the Anti-Bullying Policy guidelines in relation to the individual needs of the children at Ingatestone and Fryerning (VA) C of E Junior School.

Review Date – Spring 2015

Designated Member of Staff – Neil Taggart (Head teacher), Leigh Johnson (Inclusion Leader)

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Once this policy is approved by the Full Governing Body, it will be signed by the Chair of Governors and Head teacher and held on file in the school office.

This policy was certified as reviewed and approved by the Full Governing Body on 2nd April 2014.

Signed:

Chair of Governors:

Head teacher:

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Appendix 1

The Support Group Approach

... or shared group response

The support group approach was developed by George Robinson and Barbara Mainesand has been adapted by many anti-bullying organisations. It empowers young people to change behaviour and make decisions with low level input from a facilitator- a teacher or other adult.

It is essential that facilitators have support and training in this approach and are willing to remain an objective facilitator. The target of the bullying needs to agree that this is the appropriate way forward for them. There are six/seven clear steps to this process:

Step One: The facilitator talks to the child who has been bullied. They can help the children record his or her feelings through drawing, poetry or by talking.

Step Two: The facilitator meets with the group of pupils who have been involved, including the named perpetrators. This includes some bystanders and some peers who are positive role models but not the target. We recommend about 8 children in total.

Step Three: The facilitator tells the group how the target pupil feels, sharing the expressed views of the target pupil. No accusations are made.

Step Four: Each member of the group is asked for ideas about how to help the target child feel happier. No prompts are given; the suggestions are accepted by the facilitator.

Step Five: The facilitator passes responsibility to the group to solve the problem. He/she arranges to meet the group again in about a week.

Step Six: The facilitator meets with the group and the target pupil, separately, after a chosen time, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the target still feels there is an issue.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers the young people to take responsibility for changing the behaviour of the group.

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Research shows a high success rate in stopping bullying behaviour in the early stages.

The disadvantages of this approach are that it can be time consuming and it needs dedicated members of staff who believe in the approach to make it work.

This approach will not work if the bullying behaviour is entrenched in the culture of the community or the incident has been going on for longer than half a term. In these cases other interventions will be necessary.

Appendix 2

The Support Group Approach

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ONE Interview with the victim about how they are feeling

When the member of staff finds out that the bullying has happened they will talk to the victim.
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TWO Arrange a meeting with the people involved
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THREE Explain the problem

Tell the group about the way the victim is feeling. No details are discussed.
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FOUR Share responsibility ('No blame')

Blame is not given to anyone but the group are informed that they do have a responsibility and they can do something to help.
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FIVE Suggestions

Group members are encouraged to make suggestions as to how they can help make the victims time in school better.
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SIX Leave it up to them

The responsibility is passed over to the group to solve the problem. The member of staff arranges to meet with the group to see how things are going.
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SEVEN Meet them again for individual interviews

About a week later the member of staff discusses with each pupil, including the victim, how things have been going. This helps to monitor the bullying and keep all the individuals involved.