



## Elburton School Anti Bullying Policy

**We believe bullying is best defined as:**

*Behaviour by an individual or group, usually repeated over time, either intentionally or unintentionally hurting another individual or group, physically, socially or emotionally.*

***Every person has a right not to be bullied.***

***The school has a responsibility to promote a positive ethos of inclusion where tolerance and respect are promoted by all members.***

***Parents/carers of the school community have a right to be heard and a responsibility to work with the school towards a solution.***

This policy has been produced to be used by pupils, families and staff to define and agree what bullying is in order to create a greater understanding of bullying behaviours.

Schools and communities can then apply policy and practice in the associated **Anti Bullying- Policy and Practice Guidelines**.

Elburton School recognizes that bullying can seriously damage a person's sense of self worth and impact on their learning and development; affecting their confidence and ability to cope. It can lead to serious and prolonged emotional damage for an individual. Bullying can also be harmful to the perpetrator and witnesses of such incidents; it can also have significant impact on all stakeholders within the school community by reducing levels of trust and affecting attainment and achievement.

We also recognise that bullying can take place between pupils; between pupils and staff; between staff; between staff and parents; between parents; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying involves: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; 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; spreading hurtful and untruthful rumours, including threats of 'outing' of personal information. It may be subtle including whispering behind a hand, using body language to indicate exclusion of another. Although sometimes occurring between two individuals in isolation, it may also take place in the presence of others.

Bullying isn't an appropriate term to describe the following; Losing your temper; not getting your own way; retaliating; having cross words; people disagreeing; or falling out with friends.

Pupils are targeted, usually on more than one occasion, by those who bully. Specific types of bullying behaviours include that which relate to:

- race, religion or culture
- SEN or disabilities
- appearance or health conditions
- sexual orientation
- young carers, looked-after children or otherwise related to home circumstances
- sexist or sexual bullying
- cyber bullying
- personal wealth or possessions
- being academic or talented
- personal circumstances
- being 'different'

There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

Once bullying has been identified, schools must follow their own Anti-Bullying Policy which has been accepted by the Governing Body. Schools can use national resources such as Kidscape and NSPCC, as well as the PAPH Bullying- Policy and Practice Guidelines, to develop their own Anti- Bullying Policy.

# Elburton School Anti Bullying- Policy and Practice Guidelines

These guidelines are based on those agreed by Plymouth Association of Primary Heads. They provide an overall framework for schools in managing and preventing all types of bullying behaviour. Listed below are some of the many ways in which Elburton School seeks to prevent 'Bullying' and bullying behaviours.

## Prevention

### Leadership

We seek to promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy. Our staff will actively demonstrate positive behaviour, and set a positive context for anti-bullying work in the school.

The head and senior leadership team will seek to build staff understanding and engagement with anti-bullying work through the development of policies and structures, routines and procedures and to implement these in schools.

- Putting bullying on the School Improvement Plan
- Creating an anti bullying culture throughout the school, with initiatives such as anti bullying week
- Putting clear procedures in place such as reporting of incidents
- Evaluation of current perceptions of bullying and procedures for dealing with it

### Curriculum opportunities

Our staff can use class time and the hidden curriculum to raise awareness of and tackle bullying and bullying behaviours and can also promote an inclusive and tolerant climate through such things as:

- PSHEE/Citizenship to discuss issues around diversity and draw out anti-bullying messages.
- The SEAL programme to develop social and emotional skills in areas with relation to empathy and resilience. The Primary SEAL programme is currently available to all primary schools. Evaluation of SEAL has shown it to be effective in reducing bullying.
- The use of creative learning through art, music, poetry, drama and dance in the 'Say No to Bullying' – two week unit develops understanding of feelings and enhance pupils' social and emotional skills.
- Promoting an inclusive ethos through classroom management policies and no tolerance of bullying.

### **Use of other opportunities to raise awareness**

There will be further opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying:

- Anti-Bullying Week (ABW) events in November of each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, current news stories and lesson content and materials
- Drama and scenarios devised by children

### **Pupil voice**

Engaging pupils in developing anti-bullying policy and practice is an effective form of prevention. Programmes which encourage schools to be 'listening schools' help promote open and honest reporting when dealing with issues of bullying. Pupils who are empowered are more resilient and able to take personal responsibility for their actions.

An effective way of dealing with bullying is by helping pupils to help themselves and each other:

- Through class, or Circle time in understanding the needs of their peers. These are planned sessions in which a teacher facilitates a safe and positive environment for pupils to take turns
- As 'defenders' when observing bullying behaviour
- As members of a group that supports pupils who have been bullied such as "Bully busters"
- Through assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.
- Through active teaching of social and emotional skills promoted by the SEAL programme used both for whole-class or more intensive small-group work
- Through being encouraged to have a say about the disciplinary sanction regime of their school and suggesting suitable sanctions for those who exhibit bullying behaviours. This will ensure pupils view sanctions as fair and will make them feel they have an influence over tackling the issue. School council to be very actively involved in this

### **Working with pupils who are being bullied**

For a child to discuss an incident of this nature properly he or she must feel great confidence in the adult concerned. Ideally such discussions will take place in private and be given adequate time. In every circumstance the adult will wish to be seen to listen carefully and accept what the child says in a calm and non-judgmental manner. Frequently children who are victims of bullying have low self-esteem and lack confidence. One way of redressing this is to make clear the ability of the member of staff to listen and then to demonstrate that the individual concerned is being respected and worthy of attention. At the end of the discussion the child must know that an adult is concerned that the bullying has happened and that help will be forthcoming. The pupil will then be given access to a member of staff with whom they can discuss any further problems. It may be helpful for the pupil to decide who this shall be. It may be necessary at this stage to work with the child and parents on strategies that help to safeguard against future incidents. Such strategies might:

- Help the individual to return to the group in which they have been bullied considering for example what the child might say on meeting the bully

- Enable the child to express feelings about being bullied and fears about the future
- Consider with the child whether aspects of their own behaviour might be inviting a bullying response from others
- Help the child in dealing with private feelings, such as those of shame, humiliation or fear
- Work with the child to find the most important aspects of the bullying and where necessary offer weekly support or counselling sessions
- Consider with the child the most appropriate places in which to spend leisure periods
- Assist the child to participate in activities which make the child feel vulnerable. New experiences can be introduced in which an individual can develop positive attitudes to his or her performance
- Encourage the child to tell themselves they do not deserve to be bullied – its not their fault

### **Working with children who bully**

Disapproval from adults should be vigorous and unambiguous but attention should be focused on the unwanted behaviour – it is the behaviour that is unacceptable not the pupil.

- Provide clear feedback on the distress that the behaviour has caused. This could be via the victims or those who have witnessed incidents
- Inform parents and meet with the parents and the pupil who is bullying together so as to reaffirm school policy and possible sanctions. Where possible parents should be involved in generating strategies or action plans to overcome the difficulties and support the notion that bullying is unacceptable
- Support the pupil concerned in changing these undesirable behaviours. Use a problem-solving approach and help the pupil to explore the problem and suggest solutions. This may include regularly guidance on steering the child away from bullying behaviours.

The school reserves the right to invoke its Behaviour and Discipline policy in cases where children have been involved in bullying.

### **Monitoring incidents**

Schools continually look at key time of day and the location where bullying is more prevalent. They then work with pupils to highlight when and where those times and locations are. Preventative measures can be developed accordingly. Monitoring of actions taken by members of staff with regard to both the victim and bully to be recorded in a school behaviour log or on CPOMS if a Safeguarding issue

### **Professional development**

Schools ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for:

- all staff — teachers, support staff, temporary staff (including student teachers) and governors
- staff who may have a specialist responsibility in relation to pupils
- representatives from partner services such as Education Welfare
- training

### **Working with Local Authority and across the LA**

Elburton School works with the LA to ensure that partner agencies such as the, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and Education Psychology Service, Parent Partnership, Plymouth Safeguarding Children's Board, Health, Social Services, Advisers and Consultants are engaged with anti-bullying work and pupil safeguarding has a high priority.

## **Working With Parents**

We believe it is important to work with parents/carers to help them to understand the position of the school with regard to bullying and bullying behaviours and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or accused of bullying behaviour.

Parents/carers should be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved (see fig i)

- Parents and carers can help by listening carefully to their children , keeping calm and not over-reacting
- Parents/carers of pupils who experience bullying behaviours will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.
- Parents/carers of those instigating bullying behaviours will also have a range of emotional needs, and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

Experience shows that 'parent/carer support' will involve a spectrum of approaches, from professionals engaging in respectful listening to schools challenging the attitudes of parents/carers towards bullying issues.

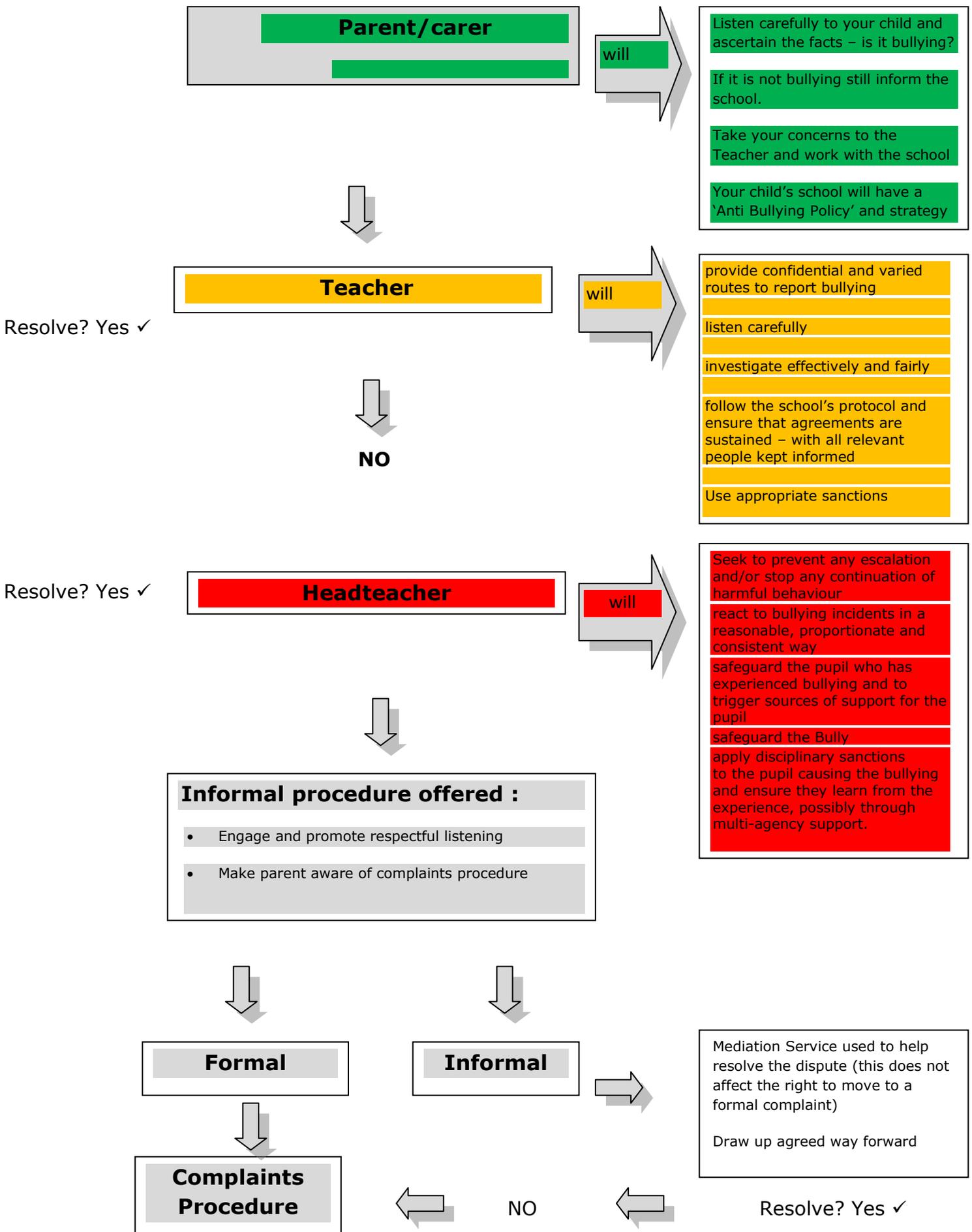
Schools are legally required to have a complaints procedure and to make parents/carers aware of this procedure.

## **Parenting contracts and orders**

Some parents/carers may need specific support to help deal with their child's behaviour. Where schools identify that this is the case, they may either provide support themselves or signpost the parents/carers to appropriate channels of help.

When parents/carers refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought. The application can be made by the LA or the school.

**FIG (i) FLOW CHART FOR ADDRESSING A PARENTAL/CARER CONCERN ABOUT BULLYING**



## CONFLICT WITH PARENTS

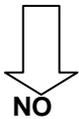
In dealing with parents and carers, from time to time there may be tensions, which may result in a break down in the relationship. Sometimes this behaviour can be perceived as 'bullying'. Below are formal and informal strategies which are worthy of consideration and should be part of any home/school agreement and complaints procedure

### Mediation

Mediation is an informal approach to dealing with conflict between different parties. It is not part of any formal process and relies upon the goodwill of all parties. Mediation is best used before relations have become too difficult – in this way it is more likely to succeed. The mediator is neutral in the process and tries to facilitate a mutually agreeable resolution to the particular issue. It is our belief that mediation should be placed within the school's complaints policy and Home School Agreement as an option. Below is a flow diagram for when one is thinking about using mediation to tackle a particular issue.

### IS MEDIATION SUITABLE?

Have the parties been able to resolve the dispute informally?



Is the dispute one which the parties have the power to resolve?



**NO** - should the mediation be between other people?



Is the dispute affecting other people?



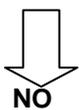
**YES** – Do they need to be included in the mediation?



Is the outcome of the dispute likely to affect other people?



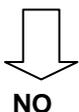
**YES** – Test this at mediation



If the complaints process was used would the outcome be more satisfactory to the parties?



**YES** – Use these procedures



## **WHAT DOES MEDIATION LOOK LIKE?**

### **ONE**

Two or more parties agree 'there is a problem'

### **TWO**

They agree to undertake mediation

### **THREE**

A date and neutral venue is arranged. Either a half or full day has been booked.

### **FOUR**

The Mediator opens the meeting with introductions and ground rules

### **FIVE**

All sides state how they see the problem

### **SIX**

The Mediator works through the issues

### **SEVEN**

As the agreements are made they are confirmed with all present

### **EIGHT**

Outcomes and conclusion

### **NINE**

Review one month after conclusion