



WYE FOREST FEDERATION ST.BRIAVELS AND REDBROOK PRIMARY SCHOOLS

Name of Policy Anti-Bullying Policy

Date April 2019_____

Review Date _____

Signed _____ (Executive Headteacher)

Signed _____ (Chair of Governors WFF)

Date of Review: _____

Date of Review: _____

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Wye Forest Federation ANTI-BULLYING POLICY - 2019

1 Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, excluding someone)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Visual/written - e.g. graffiti.
- 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

- Sexual - unwanted physical contact or sexually abusive Comments

And can emphasise differences of:

Gender
Gender identity
Race
Sexual orientation
Special educational needs or disability
Culture or class

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Appearance or health conditions

Religion or belief

2 Aims and objectives

- 2.1 To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- 2.2 To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- 2.3 To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- 2.4 To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- 2.5 To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

3. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

4. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated.

This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Staff are also encouraged to record the casual use of derogatory language in a classroom log.

5. Prejudice based incidents

A prejudice based incident is a one-off incident, of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on

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those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

6 The role of governors

6.1 The governing bodies support the Executive headteacher in all attempts to eliminate bullying from our schools. This policy statement makes it very clear that the governing bodies do not allow bullying to take place in our schools, and that any incidents of bullying which do occur are taken very seriously and dealt with appropriately.

6.2 The governing bodies of both Partnership schools monitor the incidents of bullying which occur, and review the effectiveness of the schools' policy regularly. The governors require the Executive Headteacher and/or Senior teachers to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6.3 The relevant governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Executive Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing bodies.

7 The role of the Executive Headteacher

7.1 It is the responsibility of the Executive Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Executive Headteacher reports to the governing bodies about the effectiveness of the anti-bullying policy on request.

7.2 The Executive Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in both schools. The Executive Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Headteacher may decide to use Worship as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

7.3 The Executive Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

7.4 The Executive Headteacher sets the Partnership climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

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8 The role of the teacher

8.1 Teachers within the Partnership take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

8.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is, in spite of best efforts to stop the bullying, being bullied over a period of time, then, after consultation with the Executive Headteacher, the teacher informs the child's parents.

8.3 We keep an anti-bullying logbook in each staff room where we record all incidents of bullying that occur outside lesson time, either near the schools or on the children's way home or to their own school. If any adult witnesses an act of bullying, they should record the event in the logbook.

8.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Executive Headteacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Executive Headteacher may contact external support agencies such as the social services.

8.5 Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

8.6 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

9 The role of parents.

9.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

9.2 Parents have a responsibility to support the Partnership's anti-bullying policy and to actively encourage their child to be a positive member of their school.

Implementation

The following steps may be taken when dealing with incidents:

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- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Executive Head teacher
- The Executive Headteacher/senior teacher will interview all concerned and will record the incident

Strategies for dealing with bullying;

- A school policy known and supported by teachers, pupils, parents and governors.
- Considerations given to the high risk areas, with close supervision during break and lunch times.
- Involve midday supervisors and TAs in training and discussion of how to effect better behaviour in the playground.
- Older, more responsible pupils paired with younger, more vulnerable pupils through Buddy system.
- Involvement of parents at an early stage.
- Encourage teachers to offer a curriculum with opportunities to develop a sense of worth.
- Review the rules of the school.
- Encourage the pupils to realise it is their responsibility to ensure the safety and welfare of all, and by reporting bullying incidents they are not telling tales.
- At initial meetings, parents should be encouraged to contact the school if they become aware of any child at all in difficulties.
- Identify a person to whom the pupil can speak in confidence.
- Provide equipment for the playground – balls, games, skipping ropes, etc
- Talk in groups about bullying.

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 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;

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- 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 money continually "lost";
- has unexplained cuts or bruises;
- comes home starving (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

10 Monitoring and review

10.1 This policy is monitored by the Executive Headteacher, who reports to governors about the effectiveness of the policy on request.

10.2 This anti-bullying policy is the individual school governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Executive Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.