

Hawridge and Cholesbury CE School



Anti-Bullying Policy

Date: May 2020

Review Date: May 2023

All members of our school community have a responsibility to prevent and tackle bullying behaviour.

Linked Policies

- Child protection
- Behaviour
- E safety
- Home school agreement
- Preventing and tackling Bullying (DfE July '17)

Statement of Intent

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. 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 but if it does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. Where appropriate, staff will also respond to bullying that happens outside of the school premises.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- 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.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain an environment free from bullying-free.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Peer to peer; teacher to student or student to teacher
- 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
- Verbal; name-calling, sarcasm, spreading rumours, teasing
- Cyber; all areas of internet ,such as email & social media misuse, mobile threats by text message or the internet

Bullying can be based on

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people (e.g adopted or Young Carer)

Stopping violence and ensuring immediate physical safety is our first priority but we recognise that emotional bullying can be more damaging than physical.

Early intervention is important in setting clear expectations of behaviour that is expected and helping stop negative behaviours escalating.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs which should be investigated further.

The signs could include that the child;

- is frightened of walking to or from school, is unwilling to go to school (school phobic)
- changes their usual routine, becomes withdrawn anxious, or lacking in confidence
- starts stammering, attempts or threatens to run away
- cries themselves to sleep at night or has nightmares, feels ill in the morning
- begins to do poorly in school work, has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully), has unexplained cuts or bruises
- 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, if appropriate to the age
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate bullying and therefore they should be investigated.

Reporting bullying

Bullying may be reported by children, parents, members of staff or anybody who becomes aware of the situation. Pupils are encouraged to tell any member of staff, in whichever way is easiest for them. If parents are aware of a situation, they are encouraged to take use of our open door policy and tell a member of staff in person, or phone or email the school office.

Reporting – roles and responsibilities

Staff

All members of staff have a duty to challenge and report any bullying. PHSCE lessons and Collective Worship teach all children to understand the definition of a full range of bullying behaviours, and know how to report bullying if necessary.

Senior members of staff

The Senior Leadership team and the Headteacher have overall responsibility for ensuring that the school's Anti-bullying Policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all pupils.

Class teachers inform the SLT as appropriate of any case of bullying. The senior member of staff will monitor the situation and follow up as appropriate to ensure that bullying has not resumed. The class teacher will also alert the Headteacher to any proven case of bullying via the completion of the school form which will be filed in the Headteacher's office.

Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, reluctance to go to school, lack of concentration). Parents and carers should support their child to report the bullying, or contact the school independently in order to alert staff to the situation.

Pupils

It is unacceptable for pupils to take part in any kind of bullying. They are encouraged to watch out for signs of bullying among their peers and to support their peers in seeking help if there are difficulties. Pupils should never be bystanders to incidents of bullying.

Responding to bullying

Procedures we adopt in response to bullying are specific to each case but would include;

- Listening to pupils
- Listening to parents
- Listening to members of staff
- Supporting the victim, as appropriate to each individual case
- Re-educating the perpetrator and punishing where appropriate. The sanctions will fit within the school's Behaviour Policy but could lead to exclusion from the school. The school is aware that the bully may also need ongoing support and nurture in order to effect behaviour change
- Recording the incident if appropriate and always if it is a second offence
- Involving parents of the victim and the perpetrator(s)
- Involving outside agencies such as the Educational Psychology Service and PRU
- Monitoring by a senior member of staff
- Follow up as appropriate to the situation in order to ensure that bullying has not resumed
- Assertiveness training and proactive solution creation for victims
- Circle of friends/befriending/support group/mediation by adults or peers
- Counselling
- When bullying has been reported, the following actions will be taken:
 - Staff will record any proven cases of bullying on a bullying reporting form
 - Informing / involving other authorities (such as police or Social Care), particularly when actions have taken place outside of school.

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.

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, monitored and followed up with actions and sanctions, as appropriate. Members of staff are also expected to deal with the casual use of derogatory language using informal mechanisms, noting in their own records if appropriate.

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 a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and dealt with in school. Parents may be involved and will always be contacted after a second offence. In this case incidents would also be reported to the Governing Body. All incidents are dealt with promptly and proportionately, and our procedures seek to prevent bullying as they enable targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision and values are at the heart of everything we do and ensure that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- Our PHSCE lessons and Collective Worship ensures that all children understand the definition of a full range of bullying behaviours, and know how to report bullying if necessary.
 - The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
 - Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
 - Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing anti-bullying initiatives on a case by case basis. When appropriate, these are adopted throughout the school.

Training

The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Headteacher is responsible for monitoring the policy on a day-to-day basis. Forms reporting proven cases of bullying are collected in a central file in the Head teacher’s office. The Headteacher is responsible for monitoring and analysing the recorded data on these forms and in any other ways. Any trends should be noted, investigated and reported to the Governing Body.

Evaluating and reviewing

The Headteacher is responsible for reporting to the Governing Body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as visits. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

This Policy was updated in May 2020 and adopted by the Governing Body on 6th May 2020

Signed: (Head Teacher)

Signed: (Governors)

This policy is due for review in May 2023

HELP ORGANISATIONS:

*Advisory Centre for Education (ACE) 0808 800 5793

*Children's Legal Centre 0845 345 4345

*KIDSCAPE 0207 730 3300

*Parent line Plus 0808 800 2222

*Youth Access 0208 772 9900

*Bullying Online www.bullying.co.uk

*correct at the time of writing

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

This policy is based on the procedures checklist produced by KIDSCAPE

This policy upholds articles 14, 23, 28 and 30 from the United Nations Convention on the Rights of the Child because it respects children's rights to practise a religion, ensures children with disabilities lead full and independent lives, promotes the right to a primary education, and believes children should learn and use the language and customs of their families.