

The Collett School,
St Luke's School
Forest House Education Centre
Policies, Guidance & Procedures

Anti-bullying Policy

Read in conjunction with school's Behaviour Written Statement and Policy

Date of full implementation: July 2005

Reviewed annually

Evaluated with the children of the school in November each year

Date for next review: September 2019

Introduction to the Policy

We promote anti-bullying as a key aspect of our ethos in the school, which values respectful relationships. We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will always seek ways to counter the effects of bullying that may occur within school. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Pupils' Summary on Anti-Bullying:

To Everyone:

- Be kind to each other
- If you don't like what is being said to you, or done to you, tell the person to 'stop!'
- Let an adult know about unkind behaviour
- If it keeps happening, keep saying 'Stop!' and make sure adults know
- Adults will help stop unkind behaviour and bullying

To Bullies:

- If you try to hurt someone's feelings or hurt them by hitting them, you will make them feel very sad.
- When you feel very sad, it makes life horrible.
- Stop! And think why you are doing this.
- Stop! And think what else you could do.
- Stop! And do something else that is helpful to you, not horrible to someone else

The school's ethos seeks to ensure everyone:

- feels valued for their own personal worth and contribution
- is treated with respect and kindness and encouraged to develop an empathy with others
- is able to teach, learn, offer and receive support
- is provided with opportunities to solve their problems
- is able to feel safe from intimidation, threat or harm
- recognises their responsibility to be concerned for the welfare of others
- is friendly, courteous and co-operative
- treats property and the environment equally with respect

All of us have encountered bullying at some point in our lives and we all deal with it differently. The aim of this policy is to highlight our working practices to ensure our school is as safe a place it can be for every child and adult.

Definitions

Bullying is unacceptable behavior used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be short term or continuous over long periods of time.

Determining the difference between unkind behaviours and bullying is not always clear, though not always necessary. The emotional effects of bullying over time can be considerable on the individual, so preventing such behaviours is paramount and when such behaviours occur, effective management of the situation is essential.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Focusing on the issue of sexual orientation negatively and unnecessary
Verbal (direct or indirect)	Name calling, sarcasm, spreading rumors, teasing with intention to hurt
Cyber bullying	Misuses of all areas of internet (email, Twitter, text messaging) and associated technology (camera, video, ipad, games consoles)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including poverty or young carers

- Sexual orientation
- A person's gender identification

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in a group, during activities, within and between families and groups in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by;

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.
- Historical victimization of the perpetrator
- Distraction from the perpetrator's other needs

Adults must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realize what others may be doing to them.

Adults must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behavior of others.

Why is it important to respond to bullying?

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

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behavior 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
- 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 make less effort with school work than previously
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes eating patterns/ eats less
- Appears frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Unusual lack of eye contact
- Becomes short tempered
- Change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

PSD/PSHE Citizenship Lead Teacher:

Has the responsibility for updating knowledge of current thinking embedding that knowledge into the relevant documentation and disseminating this to all staff.

The School Council will regularly have an opportunity to review and contribute to this policy, focusing especially on anti-bullying initiatives during an annual anti-bullying week each year in November.

Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSD/PSHC lessons, SMSC curriculum, the school vision and assembly themes as well as messages given out to class teachers to disseminate. An intensive focus on bullying takes place annually during an Anti- bullying Week in November and pupil and parent questionnaires results provide the school with a picture of where further work needs to occur and what is working well.

The ethos and working philosophy of The Collett School, St Luke’s School and Forest House Education Centre means that all staff actively encourage children to have respect for each other and for other people’s property. Good and kind/polite behavior is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our ethos, vision and happy, inclusive school approach.

Staff will follow the equality policy supporting every child in our school and embrace differences of children and adults.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from the groups and activities.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- Writing a set of class rules
- Writing a personal pledge or promise against bullying
- 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 about what to do through scenarios of bullying
- Having discussions about bullying and why it matters that children who use unacceptable behavior towards others are dealt with quickly
- Creating an item for the school website

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep, Head Boy or Head Girl
- Tell a teacher or adult whom you feel you find easy to talk to
- Tell a parent or adult at home
- Discuss it as part of your PSD/PSHCE time
- Visit the school website for ideas
- Ring Childline and follow the advice given

Strategies to tackle bullying:

All known/reported incidents of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrators may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any consequences that it takes (see Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. counsellor, therapists, family support groups.

In serious cases (this is defined as children displaying an on-going lack of response to consequences, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, amended timetable, or even fixed or permanent exclusion (as a last and absolute unavoidable solution) will be considered.

Recording and Monitoring Incidents

When an incident of bullying has taken place, staff must deal, record and report each incident as, a serious incident and ensuring SLT are notified.

General incidences of bullying should be recorded on the ABC forms in SIMS. All incidents of bullying will be discussed with relevant staff and parents on the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body.

Other ways of recording:

- weekly staff pupil information in KS meetings - minutes
- concern forms
- racist incident form

Advice to Parents/Carers

We have an open door policy to discuss any issues. There is also a dynamic communication system throughout the school between teachers/school staff and parents/carers.

As the parent/carer of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher
- In case of serious or on-going bullying where initial responses have failed to cease the situation, the incidents the Headteacher must be notified
- In cases of identified bullying, parents should be informed and will be asked to come in to a meeting to discuss the problem
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- A set of strategies designed to cease unacceptable behaviour towards others, to change their behaviour will be applied as part of a Positive Behaviour Plan
- If necessary and appropriate, police will be consulted

Help Organisations:

- KIDSCAPE Parents Helpline (Mon-Frid, 10-4pm) 08451205204
- Parentline Plus 08088002222
- Bullying Online www.bullying.co.uk
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.