



**BARWELL**



**ACADEMY**

CHURCH OF ENGLAND

**BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFETIME**



## **Barwell Church of England Academy**

### **Anti-Bullying Policy**

**We want happy, confident, successful children.**

We want all children, regardless of their individual circumstances, to be **happy, confident** and **successful**. In order to fully achieve this **vision**, *we need children to feel safe and secure both in our school and in the wider community. We want children to feel as though they can talk about their emotions and come to us to express concerns or worries, no matter how small they may perceive them to be.*

*Working as part of a collective school team, including parents and the wider community, we want to equip children with the necessary skills to prevent and deal with harmful or challenging situations using restorative practices.*

*By teaching our children this knowledge and capability, we instill in them the power to become not only happy, confident and successful children but happy, confident and successful adults too.*

## Aims and Objectives:

If children are happy, safe and secure in their school environment, this will have an impact on staff well-being and children's learning. This policy aims to set out our whole school approach to anti-bullying including how to monitor, record and report situations and incidents to achieve our ultimate goal: to prevent bullying behaviour. It is **imperative** that all members of staff, parents and governors have a clear understanding of this policy to ensure consistency throughout the school and across the community. Bullying is everyone's business.

## Definition of Bullying:

Bullying is the deliberate, pre-meditated and REPEATED physical verbal or emotional assault of an individual or group, by a single person or group. We explain this to our children as upset that has been caused **Several Times On Purpose** (STOP). Bullying can occur between pupils, between pupils and staff, or between staff.

## Incidents of Bullying may include:

- **Physical bullying:** violence and assault (hitting, pushing, kicking, biting, spitting, jostling), damaging or stealing property, damaging school work and equipment.
- **Verbal bullying:** name calling, vindictive teasing, insulting remarks, threatening, taunting, homophobic/biphobic/racist remarks, harassment.
- **Emotional bullying:** rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising.
- **Cyber bullying:** (via text messaging, instant messaging (MSN etc) and social networking sites) name calling, malicious gossip, the passing on of images, sexting, teasing, ostracising etc.
  - In our context it is highly likely that this may occur beyond school as children are not permitted to use mobile technologies without supervision and the filtering systems we have in school prohibit social media sites. However we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero tolerance approach to this behavior, informing parents whenever we suspect pupils may be involved.

## Forms of Bullying:

- **Racial, religious or cultural bullying:** where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.
- **SEN and disability bullying:** where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.
- **Appearance or health conditions:** where an individual or group are targeted because of their physical appearance or a health condition, for example, a disfigurement, a traumatic injury or severe skin condition.
- **Home circumstance:** where the motivation for bullying is based on the person's living arrangements, for example, young carers, children in care or geographic locality i.e. where they live.
- **Homophobic and Biphobic bullying:** relates to a person's sexual orientation. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can pupils who do not conform to gender stereotypes.
- **Transphobic bullying:** relates to gender identity. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects

people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

- **Sexual bullying:** can relate to the target's gender or body, this can have a sexual and/or sexist element.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

### **Supporting the pupils in their understanding of bullying:**

It is **vital** that pupils have a firm understanding of what bullying is and the difference between bullying and 'falling out' with other pupils, or a one-off disagreement. This is taught throughout the school year repeatedly through: Personal, Social and Health Education as well as through our school assemblies, the national Anti-Bullying Week, participation in local initiatives the "Beyond Bullying" Award Scheme, Social and Emotional Aspects of Learning lesson, the Leicestershire Life Education Van and through our **restorative conversations** (See Behaviour Policy 2017).

We make pupils and parents aware at the start of each year of the dangers of cyber bullying and our zero tolerance stance towards it, regardless of whether it occurs outside of the school building. We use CEOP materials, "Think You Know" and "Kidscape" resources to raise awareness of the dangers involved as well as using Safer Internet Week in February to reinforce our Anti-Bullying stance.

Each November, we take part in **National Anti-Bullying Week**. All pupils are involved in a range of activities designed to raise awareness of bullying, what bullying is and how to tackle the issue successfully. SEAL materials are used to support this intervention. Whole school assemblies are used to share lessons learned during this week and parents are invited to be a part of this. The PSHE Leader co-ordinates and organises Anti-Bullying Week activities and ensures that the learning is relevant and appropriate across the school.

Throughout these experiences, the children will be actively taught to speak out if they are worried about being bullied and are made aware that the adults in school will help them deal with situations in which they may feel they or their friends are being bullied and will report any incidents to the class teacher, Deputy Headteacher or Headteacher. It is vital that we ensure that the children know that the school **will not condone bullying in any form**.

### **Strategies for dealing with bullying:**

**All adults in our school have the responsibility for keeping our children safe.**

Watching bullying happening and then doing nothing about it (**inappropriate bystander behaviour**) is not acceptable under any circumstances. As soon as we are aware that bullying is happening, appropriate action must be taken. Class teachers/Headteacher/Deputy Headteacher must be made aware of and tackle any incidences of racist, disablist, homophobic, biphobic, transgender or sexist language or religious discrimination (See Equal Opportunities Policy) and appropriate INSET training for staff should be conducted.

To deter negative behaviours, positive non-aggressive behaviours must also be awarded such as: Character Commendations, texts or notes home and praise. Peer group disapproval can also be used to combat bullying behaviours.

Should a child arrive new to our school or be lonely or shy, it is imperative that children are encouraged to welcome and include them. Pastoral support and small social group support systems are in place at break times and lunchtimes to help those children who need it.

### **Restorative Conversations: (Thoroughly detailed in our Behaviour Policy)**

Support should be given to both the "harmed" and "harmer" through restorative conversations. The "harmed" needs to build self-esteem and the "harmer" needs to develop the skills of socialising and co-operating with others, reinforcing the characteristics that we promote in school.

When dealing with these types **restorative conversations** it is important not to harm the "harmer" but try and discover the reasons why they are showing bullying behaviour. This should be accessed through skilled questioning (See Appendix to Behaviour Policy) and by allowing time for the children to consider their actions and emotions of themselves and the others involved and their point of view.

Throughout this conversation, it is important that the "harmed" is able to help him/herself and not be overprotected by the adult. Look, with the children, objectively at the situation before assuming that the "harmer" is the in wrong.

It should be made clear to both parties, the unacceptability of bullying behaviour, including that it is inappropriate for the "harmed" to retaliate physically. After bullying incidents have occurred, this should be followed up to support the "harmed" and prevent reoccurrence.

Once a restorative conversation has been completed, ensure that it is logged within the Whole School Restorative File and records in the staffroom and reported on a concerns form for the Headteacher or Deputy Headteacher.

### **Best Practice for Staff:**

At all times, staff must be **alert and observant**, both inside and outside of the classroom, for example: on the playground, the hall, corridors and toilet areas, and are responsible for dealing IMMEDIATELY with inappropriate behaviour from any child. All staff should be informed if a particular incident arises that would have an impact on bullying behaviours.

At break times, duty staff should be vigilant. Incidents involving suspected bullying should be reported **directly** to the child's class teacher at break times.

During the lunchtime period, when there is a more significant risk and could be exposed to bullying, Lunchtime Supervisors must communicate any concerns for the safety and well-being of any child during lunchtime to the Lunchtime Manager. Managers are then responsible for reporting any concerns to the Headteacher or the Deputy Headteacher.

In the classroom, all adults need to be aware of hidden indicators of possible bullying, for example: body language; pupils who seem withdrawn and isolated; unwillingness to go to school; signs of withdrawal; deterioration of work; isolation; faking illness; erratic attendance; desire to remain with adults; late to school; general unhappiness/fear/anxiety; crying at bedtime; continual 'loss' of money and other school equipment.

All staff should remain **vigilant** to the effects of bullying between pupils outside of school, including the possibilities of cyber bullying through text and instant messaging and through

comments on social networking sites. Schools have the power to intervene in instances of bullying outside of school.

If a child reports bullying behaviours, remain calm and take charge of the situation; reacting emotionally may add to a "harmer's" ego and give the "harmer" control of a situation. Always take the incident or report seriously and take action as quickly as possible by speaking to the children involved. Think carefully about where to have that conversation and reassure the "harmed", not making them feel inadequate or foolish.

The Class Teacher should inform the Headteacher or Deputy/Assistant Headteachers if there remains just cause to suspect that bullying is occurring using an Initial Concerns Form. The Headteacher or Deputy/Assistant Headteachers will then become actively involved if bullying behaviour continues. The Headteacher or Deputy/Assistant Headteachers will involve parents of the "harmed" and the "harmer", and explain the action taken, reasons for it, and what they can do to help reinforce and support our zero tolerance message towards bullying.

### **Reporting incidents of bullying in school:**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

If bullying incidents are witnessed within school, it is the duty of care for every adult in school to report this. In order to do so, an Initial Concerns Form should be filled out, signed and dated and placed within the Headteacher's office for review.

### **Recording incidents of bullying:**

The Headteacher (or Deputy Headteacher) will meet and carry out a restorative conversation with the children involved. If it is found to be a 'bullying' incident, it will be recorded in the 'Bullying Incident Log' – which is reviewed monthly and reported to Governors.

### **Bullying outside school:**

Head Teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**The Headteacher will report to the Chair of Governors, any persistent, repeated incidents of bullying by an individual or group. Incidents of this type will result in the Headteacher contacting parents and – if a criminal act has occurred- the police. Ultimately, repeated incidences of bullying behaviour may result in temporary or permanent exclusion of the pupil(s) concerned.**

**Parental Involvement:**

Parents should, first and foremost, be familiar with the definition of what bullying is and the different types of bullying that can occur. Parents are invited to our National Anti-Bullying Week assemblies and to review our policy to suggest any changes that could be made.

Communication between home and school is key for the school to the identification and prevention of bullying. By supporting the school and their policies, and by informing school if there are any concerns, it means that situations and incidents can be dealt with swiftly and appropriately. Encouraging their child to speak to staff at school if they are worried about bullying will develop positive relationships and ensure that children feel safe and secure.

**What should you do if you think your child is being bullied?**

Parents who believe their child has been harmed as a result of bullying, or believes their child is harming others, should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep the children safe. The first port of call should be to contact the class teacher. All expressions of concern will be taken seriously and investigated thoroughly and, if there is a concern regarding incidents of bullying, this will be shared with the Headteacher or Deputy Headteacher. Should parents still be concerned, contact should be made with the Headteacher or the Deputy Headteacher.

**The school's Mission Statement, Home School Agreement, Equal Opportunities Policy, Behaviour Policy and the agreed Codes of Conduct have very clear guidelines regarding what constitutes acceptable/unacceptable behaviour towards other people. This Bullying Policy reflects the principles contained in these documents.**