



## Anti-Bullying Policy

Rooted in the community. Branching into the future.

Learning together in a Christian environment.

We believe that children's full potential is best achieved when we all work together.



# Anti Bullying Policy

## Introduction

Bullies do not come in standard shapes and sizes, and a policy based on stereotyped assumptions will fail. At Flockton we get to know each child's individual character in great depth and are therefore, in a good position to recognise and respond to incidents.

This School has always had a set of clear rules on acceptable behaviour and unacceptable behaviour based on our Christian beliefs. Bullying is clearly unacceptable behaviour and all pupils and staff know this. The School Policy is that bullying will be dealt with on each and every occasion.

**At Flockton CE (C) First School bullying is always unacceptable in all its forms and we will respond swiftly, fairly and effectively when it does occur**

Pupils are reminded regularly in Collective Worship about acceptable and unacceptable behaviour. All pupils know that they **MUST** tell if they are being bullied. All pupils know that teachers will act, that we mean what we say, and that our intentions are long term.

The Staff and Governors strive to create a caring, secure and stimulating environment in which each child is respected and given equal rights within a positive community environment. The school encourages excellent standards of behaviour with a clear and comprehensive code of conduct. This is supported by a series of rewards for good behaviour and sanctions for inappropriate behaviour. These are detailed in the school's Positive Behaviour Policy.

## Aims and Objectives

- To help our school community of children, staff, parents/carers, and governors to have understanding of what bullying is, and the effect it can have on the community
- To react to bullying in a consistent manner, including the procedures for reporting and dealing with incidents
- To be vigilant about recognising any incidents of bullying
- To help and support victims of bullying through a variety of positive measures
- To help those who bully by challenging and changing their behaviour

This will be based on:

Praise and rewards for good behaviour

Empathy

Individual, group and class discussions

PSHCE, including circle time

Whole school themes, reinforced through collective worship

## 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 take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online." *Preventing and tackling bullying - Advice for head teachers, staff and governing bodies. October 2014*

**The Anti-Bullying Alliance** defines bullying as:

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.*

**There is no legal definition of bullying.**

Bullying can be:

- **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
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Gender, Transgender or Homophobic:** because of, or focussing on the issue of gender or sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **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.

We recognise that bullying affects different people in different ways -but children who are bullied will feel frightened and powerless. The practice of bullying is in direct conflict with the school's aim for a happy, safe and secure environment.

### It is not bullying when:

- there is no intention to hurt or harm i.e. behaviour is thoughtless or accidental;
- pupils are misbehaving/responding/reacting to one another in retaliation (Although this is not bullying, the misbehaviour is serious and will be dealt with immediately in School);
- there is a one off fight/argument between pupils of equal stature or strength;
- there is a good reason why others cannot be included in a group activity;
- a pupil is called a nickname with which she/he is happy.

## **Possible Signs and Symptoms**

A child may indicate by signs or behaviour that they are being bullied. Adults at home and school should be aware of these possible signs and should investigate further if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to do less well in school work
- has possessions which are damaged or 'have gone missing'
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous or jumpy when a cyber message (text/email etc..) is received

**These signs and behaviours could also indicate other problems, but bullying or perceived bullying should be considered a possibility and should be investigated. The majority of these indicators would be more evident at home. It is therefore vital for parents / carers to come in and speak to class teachers about any such concerns.**

## **What should a parent do if they are concerned about an incident?**

Intervention with bullying at an early stage is vital. All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying. It is the School's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken. Questions linked to the key characteristics are used to determine whether a specific incident is judged to be bullying, simply a disagreement between otherwise friends, or a "one off" loss of temper or misunderstanding.

**When parents and carers are concerned about an incident, they should speak to their child's class teacher in the first instance. They may also speak to Mrs Hurst (Assistant Head Teacher) or Mr Cappleman (Head Teacher)**

## **School Procedures:**

We will use our positive behaviour policy effectively to promote and reward good behaviour to create an ethos where bullying is unacceptable and learners feel safe and free from threat and intimidation.

We seek to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil who has experienced bullying and trigger support for the pupil
- Apply disciplinary sanctions to the pupil causing the bullying **and** ensure they learn from the experience; where necessary, with multi agency support

DSCF "Safe to Learn: Embedding anti-bullying work in schools"

We stress the importance of positive and caring behaviour by the relationships we seek to encourage throughout school. This includes child to child, child to adult and adult-to-adult relationships.

- We encourage children to inform us
- We listen to children and take what they say seriously.
- We encourage parents/carers to talk over matters with us. We value parental partnerships and treat any concerns with the greatest seriousness.
- We examine facts and collect evidence. Incidents of bullying are reported to the head, who logs and dates these and reports to the governing body.
- All cases of bullying are dealt with fairly, effectively and in confidence.
- Parents/carers are informed of any incidents that involve their children, whether as victim or perpetrator.
- For those who do not respond to our procedures and support, exclusion will be considered. If necessary and appropriate, police will be consulted
- The school will follow up incidents and monitor carefully as to ascertain that bullying is not resumed.

**All staff are asked to encourage the children in the following:**

1. To be aware of what bullying is
2. To be assertive, not aggressive
3. To report incidents of bullying they experience or witness
4. To be aware that something will be done

**Staff are also asked to do the following:**

1. Be aware of changes in children's behaviour
2. Record and monitor any incidents
3. Regularly remind children of how to deal with bullying
4. Liaise with the assigned person if the victims or bullies are in your class or care
5. Encourage parents to report any incidents or changes of behaviour in their child.

**All parents are asked to:**

1. Report incidents as soon as possible
2. Adhere to the school policy
3. Support the school's strategies
4. Encourage their child to behave appropriately at school
5. Work in partnership with the school/any involved agencies

## **Assessing the severity of bullying behaviour: Questions we will consider**

### **Intent**

- Was there clear intention to hurt?
- Was there (should there have been) an understanding of the hurt caused?

### **Hurt**

- What was the hurt caused by the bullying?
- What have been the consequences of the hurt caused by the bullying?
- Did those responsible know that the bullying was causing hurt?

### **Repetition**

- How many times has the bullying taken place?
- Have those responsible behaved in this way to other pupils?
- How many pupils have been bullied?

### **Duration**

- Over what period of time has the bullying taken place?
- Has it become more frequent over the period of time?

- Has the nature of the bullying changed over the period of time?

### **Power**

- Is there an imbalance of power between those responsible for the bullying and those receiving the bullying?
- What is the nature of the imbalance?
- How great is the imbalance?
- How did those responsible use their imbalance against those receiving the bullying and bystanders?

### **Provocation**

- How did those receiving the bullying come to the attention of those responsible?
- Did those receiving the bullying do anything to those responsible that made them or might explain **(BUT NOT EXCUSE)** the bullying behaviour?

### **Outcomes**

1. The perpetrator(s) of the bullying will be asked to apologise for their behaviour. This will be in line with the school's behaviour policy and follows the school's Christian ethos of reconciliation and restorative practice. Parents of both victim and perpetrator will be informed of any outcomes and action taken.
2. After the incident(s) have been investigated and dealt with, staff will continue to monitor the situation and keep in contact with the parents of both perpetrator and victim. See the 'traffic lights' model below for a more detailed explanation of how incidents are dealt with. **Please remember that the child or person perpetrating the actions is in as much need of appropriate help as the person who is the victim and that situations may need to be worked on over an extended period of time.**
3. Parents have the right to make a formal complaint to the Chair of Governors if they feel that the outcome of any bullying incident or alleged incident has not been dealt with satisfactorily. (Please refer to the School's Complaints Policy).

### **Recording and Monitoring**

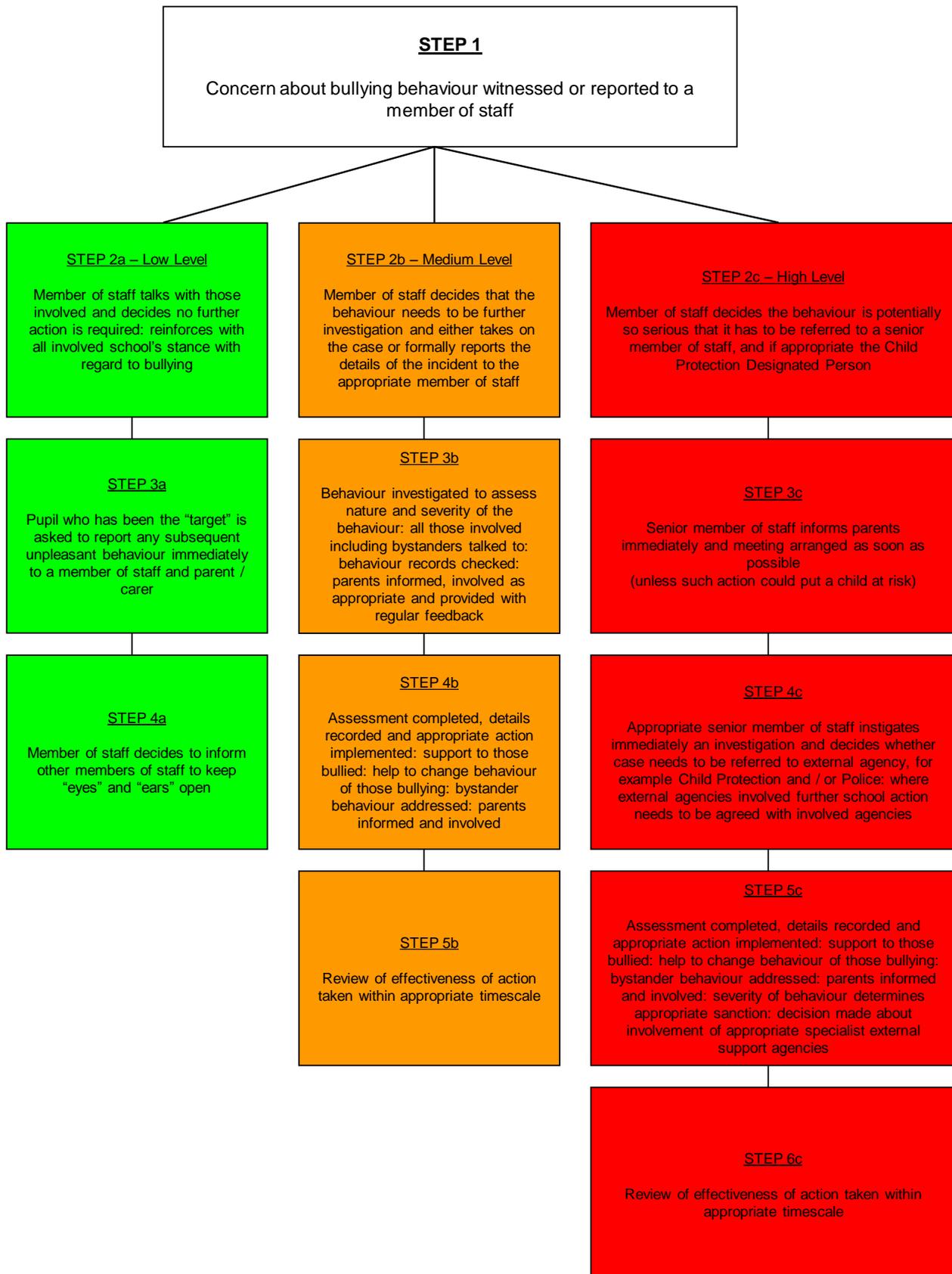
- Staff will use the School Bullying and Prejudice Incident Record (see appendix 1). For each incident a form will be completed and a copy returned to the designated teacher (Neil Cappleman)
- This form will be used as a working document by staff to monitor the outcomes of any incident.
- The forms will be used by the designated teacher to provide a termly review of incidents in school. This will be shared with staff and governors.
- The outcomes of monitoring will feed into policy and procedural review

### **School's accountability**

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in September 2015 includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

"Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support is given to children about how to treat others with respect." OFSTED Framework for Inspectors. September 2015

# How we deal with bullying incidents in school – The Traffic Lights Model



## **Curricular activities which can be used to explore issues of bullying**

### **Art**

Art is a subject which is particularly useful. Younger pupils can paint or draw pictures depicting bullying incidents. Others may be able to use drawings to represent the emotion. Older pupils could contribute to raising awareness by drawing posters or painting pictures that can be used to stimulate discussion. Posters displayed prominently give clear and permanent reminders that bullying is something which is not tolerated.

### **Drama**

Drama can help focus the mind on the behaviour associated with bullying. Both victims and bullies can play both the victim and bully roles. This allows each to see the behaviour from the others point of view. To some extent solutions to bullying can be explored through role play.

### **Creative Writing/ English**

This area creates opportunities to express feelings and experiences very powerfully. The poems or stories can be used in newsletters, displays or the basis for discussion. Opportunities exist for pupils to comment on difficult times of the day or problematic areas.

### **Dance**

This is a popular area for self-expression. It can create opportunities for exploration of issues and feelings.

### **School Assemblies and Collective Worship**

This is an important avenue for delivering consistent messages concerning the school's attitude to behaviours such as bullying. Bullying / anti-bullying is used as a theme for collective worship to tie in with anti-bullying week each November.

### **Circle Time**

This is an activity frequently used to share feelings and as a forum for conflict resolution. As part of a regular routine it can greatly enhance the feeling of belonging and mutual respect.

### **Personal, Social, Health Education and Citizenship**

Finding avenues for pupil voice through school councils, pupil discussions, questionnaires, etc. allows them to be involved in raising concerns and formulating solutions.

## **Statutory Information supporting this policy**

### **The Equality Act 2010**

The **Equality Act 2010** replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision

of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### Education and Inspections Act 2006

Section 89 of the **Education and Inspections Act 2006** states that maintained schools **must** have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy. These measures **must** be communicated to all pupils, school staff and parents.

The head teacher **must** follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided.

Pupils should be involved in both the drafting of their anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness. Involving pupils in this way is compatible with children and young people's rights to participate under Article 12 United Nations Convention on the Rights of the Child 1989.

### The Malicious Communications Act of 1988

The Malicious Communications Act of 1988 makes it an offence for:

*1) Any person who sends to another person—*

*(a) a letter, electronic communication or article of any description which conveys—*

*(i) a message which is indecent or grossly offensive;*

*(ii) a threat; or*

*(iii) information which is false and known or believed to be false by the sender; or*

*(b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature,*

*is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated*

## **HELP ORGANISATIONS:**

Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

This policy was produced following consultation with pupils, parents, staff and governors.

It will be monitored by the Children and Families committee on an annual basis and through the reporting of incidents in the Headteacher's report to the governing body.

Reviewed and agreed by staff: March 2018

Reviewed and agreed by Governing Body: March 2018

Signed: .....(Head) .....(Chair of Governors)

# Appendix 1

## School Bullying and Prejudice Incident Record



For each incident please complete one form and return to the designated teacher

### 1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s), including where these are based on perception or association:

	Definitely applies	Possibly applies
Appearance (size, hair colour, etc)		
Disability/SEN/medical condition		
Home circumstances		
Gender		
Gender identity		
Race/ethnicity		
Religion/belief		
Sexual orientation		
Other		

### 2. Manifestations of Bullying/Harassment as perceived by individual

Please tick all those that apply

Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

### 3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- Looked after children (LA) or pupils with learning difficulties (LD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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#### 4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

#### 5. Action taken

Please record all steps (including meetings, letters, investigations, sanctions)

#### 6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/phone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers told by <i>letter/phone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: whom		
Police		
Others (specify):		

## **7. Monitoring and follow up**

Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

Member of staff:

Name ..... Date .....

## **8. Outcomes and follow up actions**

## Summary of Bullying or Prejudice incidents

**School name:**

**Term:**

Please complete the boxes below with the total numbers recorded

Appearance (size, hair colour, etc)	
Disability/SEN/medical condition	
Home circumstances	
Gender	
Gender identity	
Race/ethnicity	
Religion/belief	
Sexual orientation	
Other	

Form completed by:

Date: