Anti-bullying Policy

Version Control

Version	Date	Author	Changes made:
0.1	31.10.16	Sarah R	
0.2	20.8.20	Sarah R	• Procedure for handling anti-bullying • Additions made to curriculum based strategies
0.3	16.10.23	Lauren Hirst	• Update PSHE section to say - PSHRE is an 80% taught, 20% reactive curriculum. • Promote 'The St Bede Way' school culture point added to curriculum based strategies section.

St Bede C of E Primary Academy

Anti Bullying Policy

Our Vision Statement:

Learning, Caring, Growing Together

Policy Consultation Process

This policy was reviewed and adapted in response to curricular changes which were informed by the school's data and a more relevant Scheme of Work.

- Staff were consulted during a staff meeting.
- Pupils were consulted through School Council
- Parents were consulted via school newsletter
- Governors were consulted during governing body meetings.

The policy was then reviewed and adapted in response to these inputs

Section 1: Aims and objectives

Our aims are:

- To provide a safe and secure environment for all children in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected regardless of gender, race, sexual orientation, beliefs and ability.
- To encourage children to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

Section 2: A definition of bullying

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems:

Occasional incidents where both children disagree and find it difficult to resolve the disagreement without adult help. Where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying:

Bullying behaviour is defined 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 happen face to face or through cyber space"** (Anti-bullying Alliance 2014).

Bullying can take many forms:

- **Physical** bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, .breaking or taking property)
- **Verbal** bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- **Indirect** bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- **Cyber** bullying sending nasty phone calls, text messages or e-mails/chat rooms. Linked to schools Acceptable Use Policy.

Section 3: Procedure for handling reported bullying

Our procedure is underpinned by five key principles:

1. Never ignore suspected bullying
2. Do not make premature assumptions.
3. Listen carefully to all accounts.
4. Adopt a problem solving approach.
5. Follow up repeatedly to check bullying has ceased.

Step 1: Once the 'bullying' has been reported to the Class Teacher will arrange a meeting to discuss the incident/s with the child and their family and invite a Senior Manager/ Learning mentor/ Behaviour Mentor to attend. The Class Teacher must also make a record on CPOMs to outline the issue and the suggested actions to support a positive outcome.

Step 2: The victim is assigned a Teaching Assistant who will initially make daily contact to complete welfare checks and will record successes and concerns on CPOMs. If appropriate, victim to also have a 'code card' to place on teacher's desk if an issue has occurred that day.

Step 3: If appropriate, the Class Teacher & Senior Manager/ Learning mentor/ Behaviour Mentor forms a support group for the pupil made up of those involved with the bullying but also friends of the victim if possible.

Step 4: The Senior Manager/ Learning mentor/ Behaviour Mentor discusses the bullying with the victim and the support group. The discussion is non-judgemental and is aimed at resolving the conflict.

Step 5: With the victim's agreement, their own feelings are communicated to the group. The facilitator makes it clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought. Resolution is a joint commitment. The action to be taken is recorded on CPOMs. When the support group is formed, parents of the child will be informed and other parents are contacted verbally if it is deemed appropriate.

Step 6: Each group member is spoken to individually a week later to review progress. The victim is also interviewed. They are asked if the bullying has ceased. Parents are informed of the outcome.

Step 7: After two weeks, and once again after six weeks, check that the bullying has not resumed through an interview with the victim. If bullying has resumed sanctions from the school's behaviour policy may be implemented. Persistent bullying can result in exclusion.

Step 8: After six weeks, the Class Teacher & Senior Manager/ Learning mentor/ Behaviour Mentor must meet with the victim and their family to review the impact of the provision put in place and discuss possible ways to move forward. If necessary another meeting will be scheduled.

Section 4: Curriculum Based Strategies

1) PSHRE is an 80% taught, 20% reactive curriculum. It is an opportunity to:
    - Raise pupil self esteem;
    - develop confidence in speaking and listening skills;
    - improve social skills with peers;
    - discuss issues relevant to the children;
    - encourage collaboration;
    - encourage independence.
2) This is further supported by the use of co-operative learning techniques (Kagan structures) across the curriculum.
3) Assemblies/Collective worship can be used to explain what bullying is and how to deal with it. Moreover, assemblies are used to provide guidance on making and keeping friends as socially isolated children can become victims of bullying.
4) The curriculum is also used to address bullying related issues. Planning outlines learning objectives used to facilitate discussion concerning bullying.
5) The Learning Mentor/ Behaviour Mentor may lead lessons, circle times or small group sessions to discuss bullying related issues.
6) The School Council will provide a forum for discussing any bullying issues and for the children to decide ways of preventing it and supporting those who are bullied.
7) Peer Supporter aim is to enable students to resolve friendship problems and low level bullying behaviour without adult intervention
8) All staff will monitor behaviour and intervene when it becomes inappropriate in order to prevent bullying to develop. Staff on playground duty will inform class teachers of any incidents.
9) Participation in Anti Bullying Week each year
10) Virtual Workshops for parents based on anti-bullying strategies and policies
11) Regular staff meeting session on anti-bullying strategies and safeguarding procedures
12) The Computing curriculum includes lessons on e-Safety and the use of social networking sites and how to use the internet appropriately.
13) Promote 'The St Bede Way' school culture.

Section 5: Recommended Strategies to resolve Bullying

1) Regular mediation with a support group including the victim and perpetrator to discuss incidents that have made the victim feel upset.
2) Work with the children in the group to create a friendship contract which includes acceptable behaviour and all pupils' sign.
3) Complete a range of activities with the group which create positive relationships and memories.
4) Create diaries for each member of the group to record positive aspects of each day and any concerns relating to relationships within the group.
5) Lego therapy- to develop positive working relationships.
6) Restorative justice- the victim considers ways that the perpetrator can resolve the issue and this is shared during mediation.
7) Sanctions: appropriate sanctions are given to the perpetrator depending on the severity of the situation.

What you can do if you feel you are being bullied?

Pupils:

- Tell any member of staff or ask your parents, carers or friends to speak to a member of staff on your behalf.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers:

- Arrange an appointment with staff member our school office number 01204 61899.
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 225 5787 or www.nationalbullyinghelpine.co.uk .