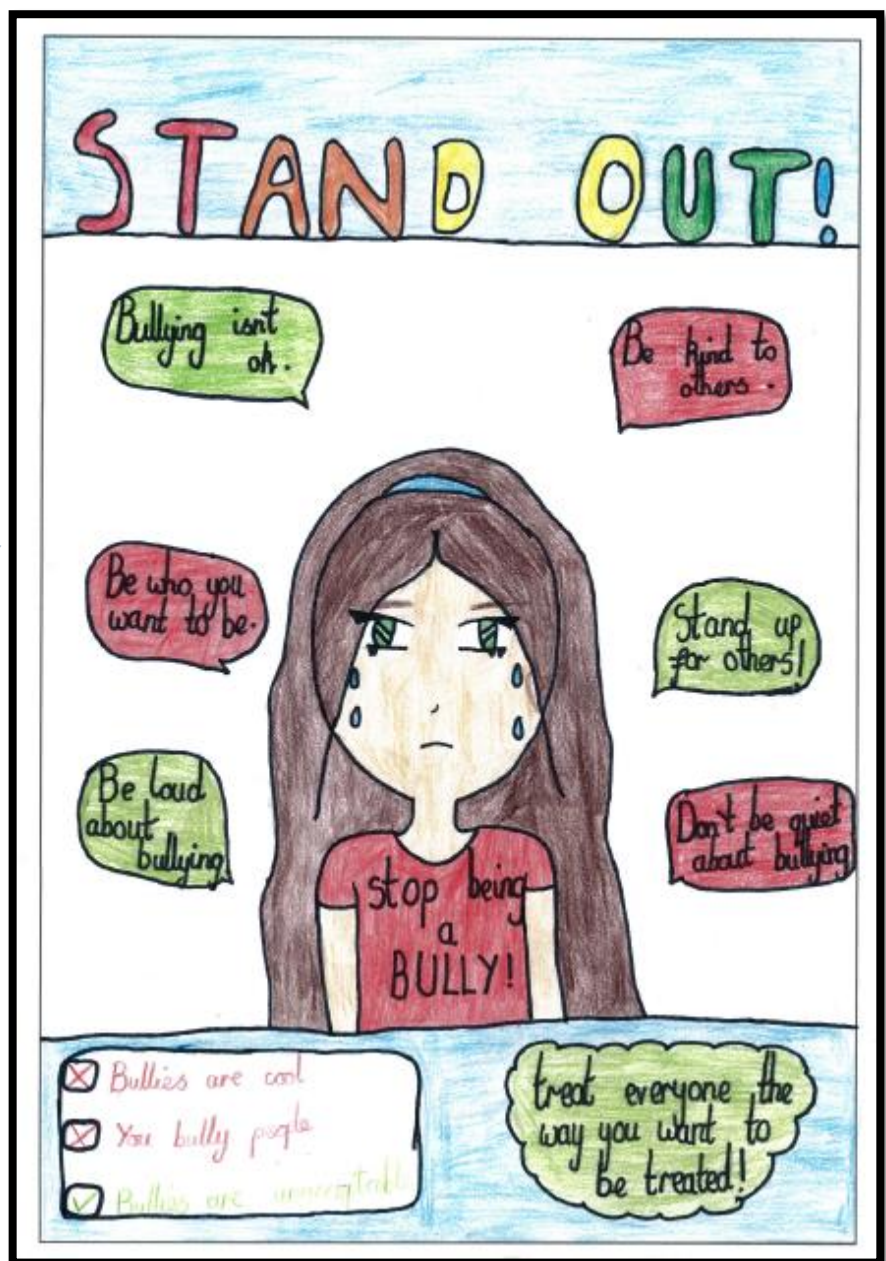




# Anti-bullying policy~

Autumn 2022



Written on:	4 <sup>th</sup> June 2019
Reviewed on:	September 2022
Next review:	September 2023
Staff Responsibility	Mrs S. Abdulla
Governor responsibility Governor responsible for health and safety	Steve Reynolds

## *ANTI-BULLYING POLICY*

### **PRINCIPLES and VALUES**

*As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.*

*Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.*

### **PURPOSES:**

*By implementing the policy, we intend to achieve the following aims:*

- 1. To provide a safe, caring environment for the whole community, especially the children in our care.*
- 2. To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.*
- 3. To reassure children that they will be listened to and will know that it is all right to tell.*
- 4. To heed parents' concerns and keep them informed of actions taken in response to a complaint.*
- 5. A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.*
- 6. To take appropriate action, including exclusion in cases of severe bullying.*
- 7. To monitor incidents of bullying during the school year by the headteacher.*
- 8. Racial incidents will be recorded separately.*

### **WHAT IS BULLYING?**

*Bullying is behaviour 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.*

*Bully can be:*

<i>Emotional</i>	<i>Being unfriendly, excluding, tormenting, threatening gestures, hiding things</i>
<i>Physical</i>	<i>Pushing, kicking, hitting, punching or any use of violence</i>
<i>Racial</i>	<i>Racial taunts, graffiti, gestures</i>
<i>Sexual</i>	<i>Unwanted physical contact or sexually abusive comments</i>
<i>Homophobic</i>	<i>Because of, or focussing on the issue of sexuality</i>
<i>Direct or indirect verbal</i>	<i>Name calling, sarcasm, spreading rumours, teasing</i>
<i>Cyber bullying</i>	<i>All areas of internet, such as e-mail and internet chat room misuse Mobile threat by text messaging or calls Misuse of associated technology.</i>

### ***SIGNS and SYMPTOMS TO INDICATE BULLYING:***

*A child may indicate by signs or behaviour 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.*
- *Doesn't want to go on the school/public bus*
- *Begs to be driven to school*
- *Changes their usual routine*
- *Is unwilling to go to school*
- *Begins to truant*
- *Becomes withdrawn anxious, or lacking in confidence*
- *Starts stammering*
- *Cries themselves to sleep at night*
- *Feels ill in the morning*
- *Begins to do poorly in school*
- *Comes home with clothes torn or books damaged*
- *Starts stealing*
- *Has unexplained cuts or bruises*
- *Becomes aggressive, disruptive or unreasonable*
- *Stops eating*
- *Lack of eye contact*
- *Becomes short tempered*
- *Change in attitude*

*These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated*

### ***PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS:***

- *Promote school ethos at all times - as regards to bullying - be a TELLING, LISTENING, RESPONDING School.*
- *Recognise and reward good behaviour*
- *School assemblies - addressing bullying and providing anti-bullying strategies.*
- *Vigilant supervision*
- *Consultation with school council*
- *Use of circle time*
- *Play ground Pals and SAS crew for support and advice*
- *Questionnaires*
- *Good parental communication*
- *Awareness of bullying*
- *Use of outside agencies - NSPCC, child line, Anti-bullying alliance*
- *Teach young people appropriate social and emotional skills and encourage the 'pupil voice'*
- *Promote awareness and respect of peoples' differences through a varied use of inclusive materials and a culturally inclusive and diverse curriculum.*

- Encourage children to tell an adult if they are worried or feeling threatened and include this in our discussions with the children
- Display bullying forms for children to access in every classroom
- Anti-bullying posters displayed in every classroom and around school

### **STRATEGIES for DEALING with BULLYING:**

*In dealing with bullying, staff at Teagues Bridge follow these fundamental guidelines:*

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts - several children with the same version does not necessarily mean they are telling the truth.
- Adopt a problem solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep detailed records.

*Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.*

*In response to a complaint of bullying, the discipline procedures should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.*

*The procedures should be followed by the head teacher or a member of the senior leadership team.*

1. Discuss the nature of the bullying with the victim at length, recording all the facts.
2. Identify the bully/bullies and any witnesses.
3. Interview the witnesses.
4. Discuss the incident with the alleged bully. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable and what effect it has on the education of the victim and the rest of the children in school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of the bully and the victim.
8. Sanctions for the bully include:
  - Loss of break-time and dinner-time
  - Internal Exclusion
  - Fixed term exclusion
  - Support from behaviour support (if applicable)
9. Provide a pastoral support programme for the victim with a mentor (head or deputy) monitoring and observing at break times and lunch times, and through discussion to make sure there is no repetition.
10. Provide a pastoral support programme for the bully. This will include behaviour support, circle time or groups for the children to discuss relationships, feelings and the effect bullying can have on individuals. A named person will support the child during this programme.
11. Meet regularly with victim and perpetrator
12. Key person in place to check on the well-being of both children involved in the bullying

### *WE LISTEN, WE BELIEVE, WE ACT:*

*Playground Pals and SAS Crew (friendship ambassadors) are there as a child's first contact point, if they feel they cannot tell an adult. These are children in year 5 and year 6.*

*The school parliament should be another forum in which children can report bullying.*

*Children can also collect a slip from their classroom and record the incident if they are not able to speak about it.*

*All information regarding bullying will be recorded on the bullying incident form. This will then be fully investigated (see appendix 2).*

### **RESPONSIBILITIES:**

#### *STAFF*

- *Record the incident in the Anti-bullying incident form and pass it directly to the head.*
- *Monitor the situation at break-time and dinner-time.*
- *Monitor the situation in the classroom and during transition periods*
- *Provide a safe and secure environment for children to speak up*
- *Display the bullying forms for children to complete*

#### *PARENT*

- *Ensure that parents know who to contact if they have concerns about bullying*
- *We will contact parents promptly when bullying issues come to light, whether their child is the one being bullied or the one doing the bullying.*
- *We will ensure that parents are aware of the school's complaints procedures.*
- *We will work with parents and the local community as appropriate to address bullying issues that arise out of school.*
- *We will provide mediation between parents regarding such incidents if deemed necessary*
- *Parents to engage with the school and support the actions put in place*
- *Parents to contact school regarding any incidents and not approach other parents directly*

#### *HEAD TEACHER/SLT*

- *See the victim and perpetrator separately and agree what they will do*
- *Follow up to ensure the victim is safe.*
- *Track any further actions such as calling in an outside agency, calling or writing to parents, or undertaking any mediation or other meetings.*
- *Ensure all staff including temporary staff are aware of our anti-bullying policy and approach.*
- *Record and monitor types and numbers of incidents of bullying and put processes in place, dependent on the incidents, to eliminate these occurrences.*
- *Ensure provision is in place to support all children, so everyone feels safe in school.*

### *DEALING WITH AN INCIDENT OUTSIDE OF SCHOOL*

*Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 of 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 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 headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local area. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

SAS Crew

Children have been appointed as SAS Crew from year 5 and 6. They are around at break-time and lunch-time and are there to listen to you, to support you, to help to resolve any difficulties. They run competitions to promote an anti-bullying ethos. They deliver assemblies and provide workshops for all year groups. They will report any incidents to the head, completing the bullying report form so all information is relayed accurately.

### RECORDING of BULLYING INCIDENTS

When an incident of bullying takes place, staff must be prepared to record and report each incident to the headteacher.

In the case of racist bullying, this must be reported to the headteacher

The teacher will complete the initial report form.

The head teacher will complete the next level bullying incident form and this is kept in the heads office.

A separate incident form is completed for racist bullying. This information will then be recorded on CPOMS.

All bullying incidents are reported to the governors termly and to the local authority annually.

### PROCEDURE for DEALING with BULLYING BEHAVIOUR

#### STEP 1:

- The child complete an 'I am being bullied form' located in a wallet on the anti-bullying display board in the hall and in the classroom or the child can request to see the headteacher personally or can discuss the matter with the class teacher.
- When a bullying incident is reported, the information will be passed on to the following people:
  - The teacher
  - Headteacher/SLT
  - DSL

#### STEP 2:

- The headteacher or SLT will investigate the incident.
- Pupils involved will be interviewed and a record made of their responses using the incident report form.
- Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action.
- The headteacher will inform the governors termly.

#### STEP 3:

- The headteacher will devise a plan for the resolution of the problem.
- Targets will be set for the bully
- Talk time will be scheduled for the victim

- Any disciplinary action required will be outlined in the school's behaviour policy (may involve an internal exclusion or fixed term exclusions or an internal exclusion at dinner-time and break-time. If the bullying is deemed as safeguarding this could potentially lead to a permanent exclusion if all other support has been exhausted.
- Mediation from Behaviour support can be offered.

*STEP 4:*

- The situation is monitored for a period of 6 weeks. There will be a review meeting at the end of the 6 weeks; this will involve the head, the teacher and the pupil.

*STEP 5:*

- Where necessary the school will draw on support from the education officers, the behaviour management team and the educational psychologist. A referral will be made by the headteacher.

*Through all steps all conversations and actions need to be recorded and signed.  
See appendix for example of incident record form.*

*The staff, governors, children and parents have agreed this policy. Its effectiveness relies on home and school working together to give children consistent messages about behaviour.*

*Written by headteacher: March 2015*

*Approved by Governors: March 2015*

*Reviewed: September 2021*

*Reviewed by: Mrs S. Abdulla*

# *APENDIX*



Appendix 1:

Copy of the form the children can fill in if they believe they are being bullied.



I think I am being bullied

Name: \_\_\_\_\_ Base: \_\_\_\_\_

Who is bullying you? \_\_\_\_\_

Can you tell me about the problem?

Signed: \_\_\_\_\_ (Head teacher)

|



Action taken by Mrs Abdulla

Date: \_\_\_\_\_

Outline of actions taken:

Signed: \_\_\_\_\_ (Head teacher)

*Appendix 2*  
*Anti-bullying form completed by SLT:*

## Bullying Incident Logging Record

1. This record is confidential and should be retained by the school in a secure place. These records do not need to be returned to the LA.
2. All reporting incidents should be subject to a detailed investigation and the outcome recorded.
3. The governing body request that a monitoring report is submitted on a termly basis. This covers the number and types of incidents that have occurred, and the actions taken by the school.

Time of incident	Tick	Place of incident	Tick
Before school	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
AM lesson	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Break/Lunch	<input type="checkbox"/>	Playground	<input type="checkbox"/>
PM lesson	<input type="checkbox"/>	School gate	<input type="checkbox"/>
After school	<input type="checkbox"/>	On route to school	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>

Type of incident	Tick		Tick
Physical aggression	<input type="checkbox"/>	Extortion	<input type="checkbox"/>
Excluding from games	<input type="checkbox"/>	damage/taking personal possessions	<input type="checkbox"/>
Name calling/teasing	<input type="checkbox"/>	Other	<input type="checkbox"/>
cyber bullying	<input type="checkbox"/>		
verbal threats	<input type="checkbox"/>		
spreading rumours	<input type="checkbox"/>		

Member of staff/pupil/parent/carer reporting the incident

Name of victim:

Base:                      Year group: Year

Name of perpetrator:

Base:            Year group: year

Incident related to:

SEND

Gender

Age

Size

Appearance

Family

Other

Description of the incident/incidents:

From the victim:

From the child accused of bullying:

Frequency and duration of bullying behaviour:

Once or twice

persisting over two months

Several times a week

only at dinner-time

Dates and times of Incident/incidents:

Recorded by:

Position:

<i>Action Plan</i>			
<i>To support the victim of the bullying incident/incidents</i>			
<i>Action</i>	<i>Time frame</i>	<i>Key person</i>	<i>Review Date</i>

<i>Checklist for the victim</i>	<i>Yes/No</i>
<i>Has the victim had the chance to say what happened?</i>	
<i>Has the victim had an opportunity to talk to the person doing the bullying about how they feel?</i>	
<i>Has the victim been given support to make sure they feel safe and gain confidence?</i>	
<i>Has a date been set to review the situation to make sure it has been sorted out?</i>	
<i>Has the school put things in place to try and stop it happening again?</i>	
<i>Have the victim's parents / carers been involved?</i>	
<i>Will the victim be offered extra support if they need</i>	

Has the victim been informed of the outcomes and actions taken?	
If no bullying has taken place or there is insufficient evidence, is there clear actions to Re-assure and meet the needs of those concerned?	

<u>Action Plan</u> To support the child accused of the bullying			
Action	Time frame	Key person	Review Date

Checklist for the bully	Yes/No
Has the accused bully had the chance to say why they have been bullying?	
Has the bully had an opportunity to talk to the person who they bullied?	
Has the accused bully listened to the victim and accepted responsibility?	
Has the pupil been told that what they are doing is wrong and that they will be a consequence to such behaviour?	
Has the pupil been given time to reflect?	
Has the school put things in place to try and stop it happening again?	
Have the accused <u>bullies</u> parents / carers been involved?	
Has the accused bully written a letter of apology?	
Has the accused bully been given targets to achieve to improve their behaviour?	
Has the pupil been given opportunities to develop friendships and join clubs?	
If no bullying has taken place or there is insufficient evidence, is there clear actions to Re-assure and meet the needs of those concerned?	

Information on action taken	Tick
Parent/Carers informed Meeting/Letter	<input type="checkbox"/>
Referral to the police	<input type="checkbox"/>
LA informed	<input type="checkbox"/>
Warning to perpetrator	<input type="checkbox"/>
Internal exclusion	<input type="checkbox"/>
External exclusion	<input type="checkbox"/>
CAF/TAC	<input type="checkbox"/>



Support offered to victim	<input type="checkbox"/>
Other	<input type="checkbox"/>

Follow up review dates and interventions:

Weekly meetings

Monthly review -

Completed by:

Role:

Checked by:

Role:

Date:

Outcome of review meeting:

Has the bullying stopped? YES  NO

Describe any other outcomes, who was involved and when they occurred:

Headteacher to sign to ensure correct procedures have been followed and actions carried out.

Signed: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

Assistant head to check that policy and procedure has been followed:

Signed: \_\_\_\_\_ (Assistant  
Head)

Date: \_\_\_\_\_