



Anti-Bullying Policy



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Anti-Bullying Policy



Date of policy: April 2012

Member of staff responsible: Head teacher – David Hall; All staff see it as their duty to follow this policy.

Review date: September 2013

1. How this Policy was Developed

The policy was developed with the whole staff and included consulting with the children through the PSHE lessons, the School Council and during 'Anti-bullying week' in March 2012.

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

2. a) Definition of Bullying

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

"Bullying is deliberately hurtful behaviour repeated often over a period of time, where somebody deliberately intimidates or harasses another".

The children came up with a similar definition:

Something that keeps happening like name calling, being mean and hurting. Constantly people being upset and scared. When you don't want to come to school because people are threatening you.

Bullying has been described by the children as:

- name calling
- teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

b) Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers.

We do not allow the use of mobile phones during the school day. Any mobile phones brought into school should be kept in the school office.

3. School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.

- Children should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

5. Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/ form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

6. Specific School Targets

Our school targets for 2012/13 are as follows:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the LA.
- To ensure all incidents of bullying are recorded.

- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils in peer mediation strategies.

7. Code of Conduct (with regard to school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every child and other colleagues within the school community as individuals
- be aware of vulnerable children
- criticise the behaviour rather than the child
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of children
- never give children ammunition to use against each other
- actively seek to develop a praise culture within the school.

Children also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all children must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

8. Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

The school will, in its recording of bullying incidents, distinguish between types of bullying, and the gender and ethnicity of victims and perpetrators.

9. Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

b) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.

- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening. –as in the school complaints policy (see school handbook)
- Contact the Derby City Education department in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- Where necessary report incidents to the police.

c) Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

a) Sanctions

The range of sanctions below can be used depending on the individual case:

- **The child is spoken to by the Head or Assistant Head and the severity of bullying is explained to them. They are told that if further incidents are reported then their parent would be involved.**
- **Parents are asked to come in to discuss the situation with the Headteacher/Assistant Head. A plan for the future is decided, which may include sanctions.**
- **Payback time – to be repaid during break times &/or lunch times. The amount of time to reflect the nature and persistence of the bullying.**
- **On report – the child will be monitored during each session of school and this is reported to the class teacher and parent (Yellow report) or to the Head, Class teacher and parent (Red report)**
- **Seclusion (internal) – the child who has been bullying will work in seclusion in our school.**
- **Seclusion (external) – the child who has been bullying will work in seclusion in another school – our partner school is Grampian Primary in Sinfin. A member of staff will take the child, stay with them and bring them back to Brackensdale.**

In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

- **Exclusion (fixed) – the child will be sent home for a fixed period of time with work to complete.**
- **Exclusion (permanent) – the child will lose their place here at Brackensdale and have to find another school.**

ALL INCIDENTS OF BULLYING WILL BE RECORDED ON A SCHOOL BULLYING INCIDENT FORM AND KEPT IN A FILE IN THE SCHOOL OFFICE.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

10. Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Golden rules
- Circle Time.
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.

11. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

12. Support for Pupils who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

13. Monitoring Arrangements

This policy will be evaluated and updated where necessary bi-annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

(This may initially show a rise in bullying due to awareness being raised.)

14. Dissemination of the Policy

All staff and governors have a copy of the policy.

All parents can have a copy of the policy on request (an outline of the policy is included in the school handbook)

15. Policy Review and Development Plan

1. When the policy will be reviewed: Summer term 2013 – whole school consultation to include parents.
2. Priority areas for development of anti-bullying within school.
 - Ensuring all stakeholders are aware of the policy
 - To use the PSHE curriculum to underline the teaching of anti-bullying
 - To involve the whole community in 'Anti-bullying week'

Appendices

'We will not tolerate bullying here!' information poster

Anti-Bullying Immediate Response Chart

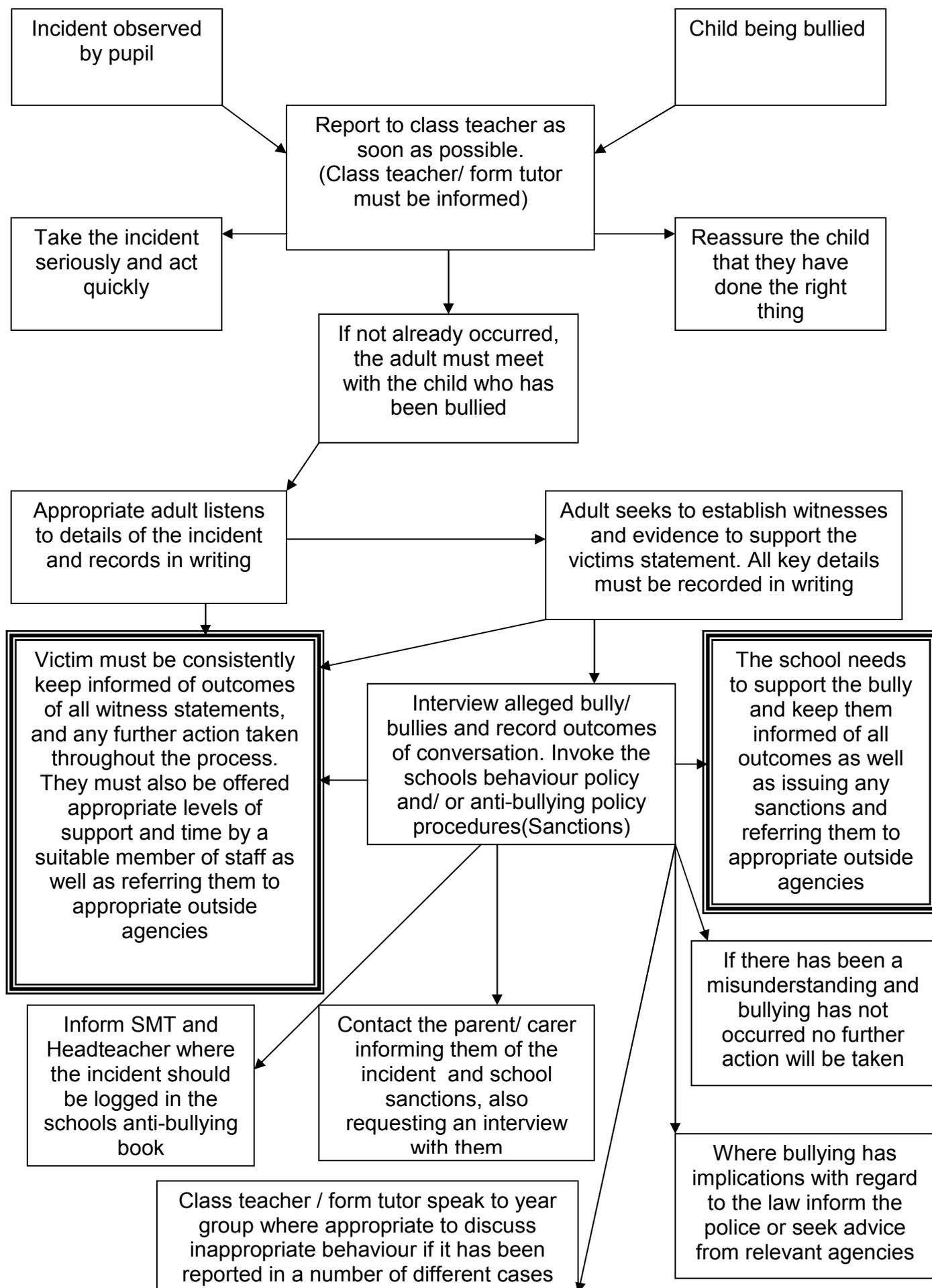
School Bullying Incident Form

LEA Bullying Incident Form

Local and national contacts

Bibliography

Anti-Bullying Immediate Response Chart





School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name: *Brackensdale ER Junior School*

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Receiving abusive text messages or e-mails	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

- | | | | |
|------------|--------------------------|---------------------|--------------------------|
| Appearance | <input type="checkbox"/> | Disability | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> | Race/ ethnic origin | <input type="checkbox"/> |
| Religion | <input type="checkbox"/> | Sexuality | <input type="checkbox"/> |

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/ guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies? _____

Signed _____ Designation _____
Return to (named senior manager within school)

LEA Monitoring of Bullying Incidents

Please return to your School Improvement Officer. **We strongly recommend that you return your bullying incidents and your racist incidents form at the same time.**

School name _____ DfEE No. _____

Term _____ Year _____

Please indicate the total number of incidents in the appropriate box at the end of each term. Return this information to your School Improvement Officer. The LEA will hold all information in the strictest confidence.

	Number		Number		Number
Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

Please indicate the number of incidences which led to the perpetrator being excluded

Please indicate the number of incidences recorded which you felt were motivated by any of the following.

Appearance	<input type="text"/>	Disability	<input type="text"/>
Gender	<input type="text"/>	Race/ ethnic origin	<input type="text"/>
Religion	<input type="text"/>	Sexuality	<input type="text"/>

Signed by Senior Manager

Date

Local and National Contacts

Local Contacts

Staff training and inset – Inclusion and intervention Team 01332 256753

National Contacts

Telephone Numbers

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted

Telephone number 07002 637833

e-mail: freepublications@ofsted.gov.uk

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying

Peer Support Networker www.peersupport.co.uk

Newsletter linked to Peer Support Forum

Bibliography

DFES Guidance – Bullying Don't Suffer In Silence – Updated September 2002

Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools – 2003

Kidscape – information taken from website