Anti-Bullying Policy

Date	Approved by	Minute Number
19 November 2018	Full Governors	FGB11/11/18
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8 June 2021	TLAC	TLAC04/06/21 – updated V2
21 June 2022	TLAC	TLAC04/06/22 – no changes V2
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This should be read in conjunction with the following policies: Health and Safety, Special Educational Needs, Safeguarding and Child Protection, and Acceptable Use of Internet Policy. This Anti-Bullying Policy should be considered in particular with the Equalities Policy, and the Behaviour Policy.

1.0 Aims and Values

Our mission statement is '***Developing successful lives'*** and our shared values statement shows that ***'We value honesty, respect and fulfilment'.*** Within this, we promote equality and respect, inclusion, high standards of behaviour, understanding and tolerance of diverse cultures and religions, respect for British Law, freedom from bullying, oppression and harassment, and partnership with our community.
Therefore;

- **We will not tolerate children upsetting others, through physical or verbal means.**

All incidents will be dealt with through our Behaviour Policy, whether defined as bullying or not.

In particular with reference to **Anti-Bullying**, we aim to
- Ensure all staff, governors, pupils and parents understand the definition of bullying,
- Ensure all pupils and parents are clear that bullying is not acceptable in any form,
- Ensure any bullying is dealt with quickly and effectively,
- Ensure pupils, parents and staff feel able to report all incidents of bullying
- Provide support for victims and perpetrators, whether children or adults.

2.0 Definition of Bullying

2.1 Overview
- Bullying is persistent and deliberate in nature, rather than a one-off act.
- Bullying is when someone or a group uses their power to hurt or scare others.
- Bullying can be carried out physically, emotionally or verbally, including through using modern technology.
- Bullying can include intimidation, teasing and isolation,
- Bullying is often seen when one child (or several) are upsetting another child even when feel they are 'just playing'.
- Bullying can be done by an individual or a group.
- We will use with children and parents the acronym **STOP, Several Times On Purpose**, to clarify the difference between single incidents of unacceptable behaviour and bullying.

We recognise the difference between bullying and other kinds of aggressive behaviour and work with children and parents to ensure the term is used correctly. Children are encouraged to speak to an adult if there is anything that concerns or upsets them. Unacceptable behaviour which does not meet the definition of bullying will be dealt with through our Behaviour Policy.

2.2 Particular Forms of Bullying
This list is not intended to be exclusive.

- Cyber bullying is the use of electronic media, such as mobile phones and the internet, including on-line games and social sites, to intimidate, threaten or upset someone.
  - Cyber bullying can include:
    - texting scary or rude messages by mobile phone or other device,
    - sending unpleasant photographs by mobile phone or other device,
    - using online message boards, chat rooms or social networking sites to post cruel messages
    - using on-line games to make threatening or inappropriate comments
- Sexual orientation bullying –
  - Often homophobic, occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Sexist
- Related to appearance or health conditions
- Related to home circumstances
- Bullying involving pupils or adults with SEN or disabilities –
  - Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.
- Bullying related to race, religion and culture -
  - Racism is behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.
  - A racist incident is any incident which is perceived to be racist by the victim or any other person,

2.3 Kinds of Bullying Behaviour
- Physical – hits, damage to belongings
- Direct Verbal – threats, insults, nasty teasing
- Relational – rumours, social exclusion or by phone/computer

3.0 Leadership and Management

3.1 Commitments
All governors and staff are committed to actively addressing bullying. Temporary staff, volunteers and visitors to the school will be expected to honour this commitment.

3.2 Responsibilities

3.2a Governing Body
The governors are responsible for:
- making sure the school addresses all issues of bullying,
- monitoring the anti-bullying procedures through the log and Complaints file.
- monitoring and reviewing the Anti-Bullying policy and its procedures.

3.2b Headteacher
The headteacher is responsible for:
- making sure the anti-bullying policy is readily available and that the governors, staff, pupils, and their parents and guardians are aware of their rights to view it.
- making sure the anti-bullying policy and its procedures are followed;

- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff and governors know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of bullying, whether children or adults.
- Taking appropriate action when bullying occurs outside school,
- Reporting incidents to the police or other relevant authorities when necessary,

3.2c All Staff
All staff are responsible for:
- promoting the school ethos
- implementing rewards and sanctions
- dealing with anti-bullying and being able to recognise signs of bullying from victim and perpetrator
- recording and reporting incidents of bullying, whether child or adult.
- taking up training and learning opportunities.

3.2d Staff with Specific Responsibilities
- The staff member responsible for Anti-Bullying will be responsible for promoting anti-bullying across school, including,
  - raising awareness of anti-bullying strategies
  - working with the Anti bullying Ambassadors to produce a pupil version of this policy and show this on the school website
  - managing the whole school with the help of Anti Bullying Ambassadors to achieve Derbyshire awards
  - organising Anti-bullying day/week
  - completing and analysing bullying survey,
  - producing information and report for governors and self-evaluation,
  - linking with local infant and junior schools to promote anti-bullying across community,

3.2e Parents and Carers
Parents are asked in the school brochure and in newsletters to:
- Encourage their child/ren to report any instances of bullying immediately to staff, whether they are the victim or not,
- Monitor their child's use of the internet and mobile phones out of school,
- Encourage their child not to retaliate or escalate any incident,
- Calmly report any instances of alleged bullying their child tells them at home to school staff,
- Allow staff to deal with any cases of bullying, including cyber-bullying,
- Work with the staff at Glebe to support their child, whether the victim or perpetrator, to eliminate future incidents of bullying.
- Encourage children to use the school's STOP system to evaluate incidents.

4.0 Covering the Specific Duties

All policies will be assessed and monitored to consider their effects on pupils, parents, carers, and staff from different racial groups.

4.1 Planning and Developing Policy

- The Governors, Leadership Team and all staff will include anti-bullying targets in strategic plans.
- The annual surveys of parent/carers, pupils, staff and governors will include statements to assess the effectiveness of our Anti-Bullying policy.
- The results from the surveys will be used to set anti-bullying targets and inform action plan

4.2 Monitoring

The Governors, Leadership Team and specific Anti-Bullying staff will monitor the incidences of bullying in the school each year and this data will be used to set targets.

4.3 Assessing and Reviewing Policies

- This policy will be monitored, assessed, and reviewed every year. Staff and governors will consider how effective it is in tackling bullying and ensuring a safe and caring environment for all.
- The annual school self-evaluation survey will include anti-bullying questions. This will inform the school improvement plan.

4.4 Publishing the Results of Monitoring

- The Headteacher will report to the Chair of Governors all major incidents or concerns.
- Parents will receive a report on the results if the annual survey including questions relating to bullying.
- All reports and monitoring will take full steps to ensure confidentiality and that individuals cannot be named.

5.0 Putting the Anti-Bullying Policy into Practice

5.1 Prevention

- The curriculum and teaching and learning will promote equality of all and fairness at all times.
- All classes will take regular part in anti-bullying work during PSHE, linked to 3D dimension/PSHE Matters/PSHE Association.
- Anti Bullying Ambassadors will develop an anti-bullying Charter clearly stating rules and actions to be taken and have termly meetings with minutes.
- This will clarify definition, types and actions children should take.
- Cyberbullying of all types will be taken very seriously, whether in or out of school and will be addressed with children and parents. The Acceptable Use of ICT Policy is shared with pupils and the ICT curriculum addresses bullying practices.
- Children will be encouraged to report all incidents to staff at school as soon as the incident occurred as well as telling an adult when they get home.
- Children will be made aware that excluding children from an activity can be seen as bullying.
- If children feel they are unable to speak to an adult, they will be advised to speak to a friend and all children will be encouraged to support others to approach staff. Praise and rewards will be used to encourage speaking out.
- Children will be encouraged to report all incidents of bullying they see, even if they are not the victim.
- If a child is bullied, they will be strongly discouraged from fighting back or replying in kind, as this is felt to aggravate the situation.

- Children will be made aware that a group standing watching can encourage bullying and that they are responsible for reporting such incidents.
- There will be a termly thought of the week assembly focussed around anti-bullying with different themes.
- Children identified as at risk of being bullied will be supported by Teaching Assistants.
- Throughout the year children will be reminded to use STOP.
- The school will take part in 'Anti-Bullying' week with activities including links to parents.
- The School Council and Anti Bullying Ambassadors will consider the Anti-Bullying Policy during Anti-Bullying Week and make recommendations to the staff.
- The School Council and Anti Bullying Ambassadors have purchased a Friendship Bench. This will be supported by School Council members to reduce bullying by exclusion, and support all pupils.
- Midday Supervisors and Playworkers are aware of the Anti-Bullying Policy and the Behaviour Policy and will support pupils to report incidents. Through their message book they will be made aware of any concerns and will monitor specific children to ensure their safety.
- Glebe accepts that bullying within a school is sometimes directly related to, and a consequence of, tensions and feuds within and between groups, families and communities in the local neighbourhood. Where necessary outside agencies will be approached to support with concerns.
- Tokens to show positive role model behaviour.

5.2 Recording
- All staff will be responsible for maintaining a log of "Reported Bullying", clearly showing names of children, (or adults), incident reported, action taken and whether identified as bullying or not.
- Teachers are responsible for informing the headteacher immediately of reported alleged bullying, initially verbally and then details on an incident form. This should be marked as 'Reported Bullying" and the headteacher or behaviour staff will record in the log.
- In the case of bullying linked to our Equalities Policy, i.e related to ethnicity, religion, disability, gender, or sexual identity, this will be noted in the school records.
- In the case of a report of bullying from a parent, staff will record in log and fully investigate the matter. The headteacher will investigate if deemed necessary.

5.3 Dealing with Perpetrators
- In the case of pupils, the headteacher or behaviour staff will discuss the incident with the perpetrator, clearly stating the reasons and incorrectness of the actions or words.
- Parents of the perpetrator(s) will be informed by the headteacher or staff dealing with behaviour.
- The headteacher will decide on appropriate support to reduce likelihood of repeat incidents. Support may include whole class PSHE lessons, circle time within a group, Positive Play or individual work with Teaching Assistants. The MAT team or other outside agencies may be contacted for additional support.
- Repeated severe occurrences will lead to a meeting between parents and the headteacher.
- Graded sanctions, in line with our Behaviour Policy will apply.

- o Physical, threatening or vicious verbal bullying, including cyber-bullying, will result in perpetrator moving to red level with relevant sanctions.
- o Racist and SEN or disability discrimination bullying, including cyber-bullying, will result in perpetrator moving to red level with relevant sanctions.
- o Other types of name calling will result in child moving 2 levels on chart with relevant sanctions. Repeated occurrences will be straight to red level.
- o All other bullying will be considered on an individual basis with a minimum of 2 levels and a maximum of straight to grey level and possible exclusion depending on severity of incident.
- In the case of adults, the Chair of Governors and/or the headteacher will seek advice from the County Council. Action will always be taken.

5.4 Dealing with Victims

- In the case of pupils, the headteacher, class teacher or teaching assistants will offer a quiet time for discussion and comfort. It will be made clear that the child has the support of all staff and they will be encouraged to report similar incidents in future. The class teacher and teaching assistants will be informed to allow support in class. When appropriate, parents/carers will be informed. If the headteacher feels it would be beneficial, further support for the victim will be sought through Family Resource Worker or the Multi-Agency Team.
- In the case of bullying linked to our Equalities Policy, parents will be informed with the permission of the victim.
- In the case of adults, it will be made clear that there is the support of all staff and governors. Time will be available for further discussion with a personally chosen member of staff or governors. If the victim wishes, further support will be sought from local agencies.

6.0 Pupils Voice

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Glebe, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos. There is a wide range of approaches that we are developing at Glebe to support pupil participation and promote student voice:

- School Council meetings/Anti Bullying Ambassador meetings
- Friendship bench - peer to peer support
- Mini leaders - peer to peer support
- Fundraising campaigns (both teacher and pupil initiated, school council
- Consultations on teacher/school council- whole school projects Eg Enterprise
- Forest schools
- Pupils ambassador
- Pupil questionnaires
- Reading Champions
- Child lead lunch clubs
- Welcoming parents into work with children
- Good behaviour award

6.1 Curriculum

We also believe in embedding pupil voice into the curriculum, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being, and the environment, for example. Extra-curricular activities, such as Anti bullying ambassador, also gives pupils a scope to explore issues that go beyond academic subjects.

6.2 Involving Pupils in Their Own Learning

Pupil participation in their own learning means a range of different things in the classroom. It includes developing projects to reflect interests and needs as expressed by pupils; encouraging pupils' reflection on their own and others' learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers.

Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting.

6.3 Benefits of Pupil Involvement

There is a range of benefits in greater participation. For pupils these include increased self-confidence and feelings of empowerment, and a greater sense of responsibility. Behaviour has the potential to improve with pupils taking greater responsibility for their own behaviour, as well as improved learning. We believe that there is a positive impact of pupil participation on their own work and the school environment.

Children's insight into the ways they learn best and the ideas that they have for lesson content and style as well as their ideas on the life of the school should be welcomed. Pupils' learning will improve when their views are taken into consideration. This can only have a positive impact on raising standards.

6.4 Developing a Whole School Approach

To encourage a consistent, positive attitude to pupil participation at Glebe, the whole staff, including the non-teaching staff, should understand the benefits of pupil participation, be clear in their role in terms of supporting pupil participation and be kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups.

Pupil participation and pupil voice are monitored and evaluated by the Head teacher and PSHE Co-coordinator in line with other existing procedures for curriculum development.

7.0 Training and Development

All staff and governors will be expected to attend appropriate training and support in line with the school policy. This includes assessing training needs and monitoring and evaluating the effectiveness of all training. Records of training will be kept in the CPD and Safeguarding file.

8.0 Access

This policy has been circulated to all staff and governors and is available on the shared

network drive for staff and on our website for parents and carers. Upon request, translations will be made available.

9.0 Review

This policy will be reviewed every year. It may be called for early review by any governor or member of staff. Parents who wish it to be reviewed should write to the Chair of Governors stating their reasons.