

## Anti-Bullying Policy

Status	Date
Staff	May 2018
Resources sub committee	May 2018
Review due	Summer 2019

### Rationale

We are committed to providing a caring, friendly and safe environment where pupils can learn and participate in all aspects of school life. We value the self-esteem of every child. Everybody has the right to be treated with respect and bullying of any kind is unacceptable. Bullying can seriously affect a child's self-esteem and can affect their attitude and behaviour in school or at home. The effects of bullying can be traumatic and extreme and must not be under-estimated; it can create intense feelings of distress, loneliness, hurt and despair.

If children are to understand that bullying is wrong and to have the confidence to say no to bullying, they need to be able to empathise, or 'stand in the shoes' of others. They need to be able to form good relationships and understand how to deal with conflict. They should understand that they have rights, but also that they have responsibilities.

If bullying does occur, all pupils should be able to tell an adult. We will respond promptly and effectively to any reported issues of bullying. We are committed to communicating openly with and involving parents/carers, whenever bullying has been reported to us. Pupils who bully must take responsibility for their actions and need to learn different ways of behaving.

This policy is aimed at protecting all those within the Wansdyke School Community irrespective of creed, race, gender and physical ability.

### What is Bullying?

- Bullying is the deliberate and repeated verbal, emotional (which can be through electronic mediums too) or physical abuse of an individual or individuals by another individual or group.
- Bullying can include intimidation, threats, extortion, spitefulness, name calling, intentional exclusion and violent acts.
- What may not be bullying to one person may deeply distress another.

### Therefore we recognise bullying can take many forms e.g:

- Emotional: Unfriendly, excluding, tormenting or threatening. 'Ganging up'
- Verbal: Name-calling, sarcasm, spreading rumours, teasing.
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Racist: Racial taunts, graffiti, gestures
- Homophobic: Focussing on sexuality
- Disablist Focussing on a disability or impairment
- Cyber: Email & internet chat room misuse, threats by text messaging & calls

### Staff Charter

- Staff will listen to all children when they are ready to talk about bullying.
- Staff will be sensitive to a child's need for privacy and respect.
- Staff will seek to ensure that the situation is monitored carefully and brought to a successful resolution using the "Safe to Tell" approach where deemed appropriate.

### Pupil Charter

The children need to accept

- That we all have a right to be physically safe.
- That everyone has a right to a freedom from name calling.
- That everyone has a right to be included in play and learning activities.
- That everyone has a right of security for his or her personal possessions.

**Parent Commitment (other key partnership principles also contained within our Home/School Agreement)**

- We encourage parents/carers to report any concerns they have to the class teacher in the first instance and the Head Teacher for more serious incidents.
- Please do this as soon as you become aware of an incident, or as close to the time when the incident happened, as this makes it much easier to investigate.
- We would ask parents/carers to allow the school enough time to investigate reported incidents fully and implement our 'safe to tell' procedure, where necessary.
- We ask parents/carers to be clear with us about what they would like to happen or what would be different for their child, having reported an incident or concern.
- We ask parents/carers to support the school in implementing our policy and agreed procedures, and helping their child to understand what has been done and why, so that the learning is maximised, for all involved.
- We ask parents/carers to support and respect the rights of children who have 'made a mistake' by not discussing this widely and therefore show some discretion about sharing sensitive information with other parents.

### **Maintaining the Policy**

- The issue of bullying will be given a high priority and national anti-bullying week will be used to raise awareness, across the school, on an annual basis.
- Teachers will include aspects of the bullying policy within their class curriculum (i.e. through circle time discussions, RE and P.S.H.E)
- Children and parents/carers will be supported and educated about 'e safety' issues and bullying that can take place through this medium.
- Children who feel they have been bullied will be able to seek help from their peers (i.e. school council) and staff through our 'safe to tell' process which is detailed in the appendix and is carefully mediated and monitored by staff.
- The bullying policy will be reviewed regularly, and where appropriate, altered in line with current thinking and changes in practice.
- A survey of bullying incidents and children's perceptions of these will also be carried out annually and will be followed up by the teacher in charge of monitoring bullying.
- Any incidents involving racist, disablist or homophobic attitudes or behaviours, will be reported to the Local Authority on the relevant forms and parents/carers of all children involved, informed.
- Staff, Governors and Parents will be made aware of the bullying policy each time it is changed.
- This Policy will be available on the School Website and a hard copy provided to parents/carers, who request it.

This Policy needs to be read in conjunction with other important school policies:

- P.S.H.E
- 'E-Safety'
- Behaviour
- Single Equality Plan
- Home/School Agreement

### **HELP ORGANISATIONS:**

Childline	0800 1111
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204 <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Parentline Plus	0808 800 2222 <a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
Young Minds (support for parents)	08088025522 <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Signed Teachers (on reverse!)

Signed Chair of AGC Governors:

Date:

## The Safe to Tell Approach

### Step One Talk with the victim

- When the bullying has been reported, the facilitator begins by talking with the victim.
- The child who feels they have been bullied will be encouraged to talk about how their experiences have made them feel.
- This is not a fact finding exercise, but focuses on the feelings of the victim. Facts about the incident will be gathered by the facilitator after this session.
- They must be reassured and give consent to the whole process.
- They should be reassured that if anything confidential has been discussed that it won't be disclosed to the group.
- The victim will be asked to suggest the names of those who have been involved in the bullying.
- The victim will be asked to provide a picture or piece of writing that illustrates their unhappiness.
- The victim will be invited to come and talk again at any time during the procedure if things aren't going well.
- The victim is not invited to join the group to present their own account as it may provoke further problems for the victim and may undermine the problem solving procedure.
- The victim's parents attention is drawn to the procedures outlined in this 'safe to tell' policy.

### Step Two Meeting with the people involved

- The facilitator arranges to meet with the group of pupils involved.
- Members of the School Council will also be invited, to make a group of up to 6 or 8 members, or friends chosen by the victim.
- The aim is to use the strength of the group to bring about the best outcome.

### Step Three Explain the problem

- The facilitator explains to the group that there is a problem i.e. that they are worried about "John" who is unhappy at the moment.
- The picture or piece of writing can be used to emphasise this.
- At no point are details discussed or blame allocated.

### Step Four Share Responsibility

- The listeners may become worried here and concerned about punishment.
- The facilitator makes it clear that the group share a joint responsibility for solving this problem.

### Step Five Ask group for ideas

- By avoiding accusations no-one has been pushed into a defensive corner.
- Power has been withdrawn from the bully leader to the group as a whole.
- The group are asked to present their ideas on how to resolve the situation and make the victim happier.
- The group will be asked to present their ideas by beginning the sentence "I".
- The ideas must be owned by the group and not pushed by the facilitator.
- The facilitator makes positive responses but does not ask for promises of changes in behaviour (the changes must come from within the group expectation).

### Step Six Leave it up to them

- The meeting is ended by the facilitator passing over responsibility to the group to solve the problem.
- Confidence in their ability to solve the problem is stated and a further meeting is arranged to see how things are going.
- A written record of the meeting will be made and kept with the Headteacher.
- Situation will continue to be monitored by staff.
- A summary of the actions taken to solve the problem will be presented to the victim's parents.

### Step Seven Meet again later

- A week later the teacher discusses with each student, including the victim how things have been going. Where necessary, further discussion groups involving the Headteacher will be put in place and, where deemed appropriate, parents will be informed.
- This enables the situation to be monitored and continues to keep children involved in the process.
- Individual discussions remove any feeling of competition. The victim does not have to be the most popular person in the school, but safe and happy.

### Step 8

- In the event of these issues not being resolved the head, parents and outside agency staff will be involved as appropriate.