



# ANTI-BULLYING POLICY 2018

Date of Development: January 2018

Date Agreed by Governors:

Review Date: January 2019

### **Statement of Intent**

Agate Momentum Trust schools are committed to the Every Child Matters outcomes. We aim to tackle and prevent bullying to provide a caring, friendly and safe environment for all of our pupils so they can learn in a secure and disciplined environment where they are able to achieve their full potential. We also believe that adults should be able to work in a safe and secure environment that is free from bullying.

Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Our schools are TELLING schools. This means that anyone who knows that bullying is happening is expected to tell an adult in their school.

### **Objectives of this policy**

- All governors, teaching and non-teaching staff, pupils and parents to have a good understanding of what bullying is.
- All governors, teaching and non-teaching staff to know what the school policy/procedures are on bullying, and follow them when bullying is reported.
- Parents and carers will have access to the Anti-bullying Policy on the Agate Momentum Trust schools' website.
- All pupils and parents to know what the school policy is on bullying, and what they should do if bullying arises.
- Agate Momentum Trust schools take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- All governors, teaching and non-teaching staff, pupils and parents to know that bullying will not be tolerated in our school

### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour by an individual or group, repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally. There is often an imbalance of power between the perpetrator and victim, which makes it difficult for those being bullied to defend themselves.

### **Bullying takes many forms:**

- Emotional – being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Cyber – via text messages, social media or gaming which can include the use of images and video
- Psychological – knowing what upsets someone
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Sexual - unwanted physical contact or sexually abusive comments.

### **Bullying is often motivated by prejudice against particular groups:**

- Race - racial taunts, graffiti, gestures
- Religion
- Gender
- Sexual orientation and gender identity
- Special educational needs or disabilities
- Adopted children, children in care or children that have caring responsibilities
- Gender - through preference or exclusion focusing on male or female

### **Who is vulnerable?**

- Looked After Children
- Children/adults with special educational needs
- Children suffering from health problems
- Children/adults from ethnic minorities
- Mid phase admissions
- Children/adults with disabilities
- Traveling children/adults

Staff should be alert to the fact that children with disabilities or special educational needs can often lack the social or communication skills to report incidents.

## **Signs and symptoms of bullying**

A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school rather than walk
- Changes their usual routine
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go missing
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (lunch/money has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Gives unbelievable / strange excuses for any of the above

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

## **Why is it important to respond?**

We believe that bullying, if left unaddressed can have a devastating effect on individuals and can be a barrier to their learning. It can also have serious consequences for their mental health. Our schools have a responsibility to respond promptly and effectively to issues of bullying.

We believe that responding to bullying starts with preventing bullying from happening in the first place. We work hard to proactively gather intelligence about issues between pupils, which might provoke conflict. We aim to create an ethos of good behaviour where pupils treat one another and staff with respect

because they know it is the right way to behave (see the school's behaviour policy).

We aim to tackle low-level disruption and the use of offensive language as, if left unchallenged, or dismissed as banter or horseplay, it can lead to the reluctance to report other behaviour. This early intervention sets clear expectations of the behaviour that is and isn't acceptable in our school.

### **Prevention**

Some methods to inform children and help to prevent bullying may include:

- Children knowing the school's values
- Writing a set of class/school rules
- Children, parents and staff should know the anti-bullying policy and have access to it.
- Signing a behaviour contract, use in the classroom
- Using Jigsaw as an assembly focus
- Inviting visitors into school e.g. police
- PSHE lessons using Jigsaw – focus on differences
- RE lessons – understanding different religions
- Opportunities for discussions focused on LGBT are weaved throughout the curriculum
- The school has an annual Anti-Bullying Week
- Reading stories about bullying/differences
- Having discussions about bullying
- Philosophy for Children – allows children to express opinions and discuss points of view about bullying
- Our schools are TELLING schools - children are taught the importance of speaking out about bullying concerns.
- Children are also taught the importance of being a bystander and reporting what they see
- Children having a voice through the school council/voice boxes
- Teaching children how to keep themselves safe online

### **Procedures**

- All reports of bullying will be taken seriously.
- Children/parents should report bullying incidents to staff (TA's and non-teaching staff to report incidents to teachers).
- Teachers will report any incidents on Safeguard and report to phase leaders.

- Phase leaders will record any incidents in the anti-bullying file.
- In all cases of bullying, parents/carers will be informed and a meeting arranged to discuss the problem.
- The perpetrators will receive disciplinary sanctions. (see 'outcomes' below).
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. The school will take measures to ensure the victim of bullying is safe.
- Support will be given to children who are bullied.
- If deemed appropriate, the school will draw on external services to support the pupil who is experiencing bullying.
- Schools will try to tackle underlying issues/motivations that have contributed to a child engaging in bullying and seek support from outside agencies if necessary.
- If staff feel an offence may have been committed, the police will be informed (e.g. harassing/threatening behaviour or communications).

### **Outcomes**

- The bully (bullies) may be asked to genuinely apologise. Verbally or through writing an apology.
- In serious cases, parental involvement or even internal/external exclusion will be considered.
- If possible, the pupils will be reconciled (make friends).
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Our schools follow a behaviour policy where there is a hierarchical order of adults that monitor behaviour and bullying.
- All incidents will be logged on Safeguard and printed off to be put in the child's file and a copy in the anti bullying file in the headteacher's office.
- If necessary, outside agencies will be utilized to support children/adults within the school.
- The Home-school Liaison Officer and the Learning Mentor will liaise with families and action outside agencies as instructed by the Head Teacher.

## **Safeguarding**

When there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, this will be addressed as a child protection concern. School staff should report to the school's safeguarding lead, who will report their concerns to the local authority children's social care and work with them to take appropriate action (see part 1 of Keeping Children Safe in Education).

## **Bullying which occurs outside the school premises**

Where bullying outside the school premises is reported to staff, it should be investigated and acted on following the procedures above. If appropriate, the police/anti-social coordinator in the local authority will be informed.

## **Cyber bullying**

Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

- Any reports of cyber bullying will be acted upon following the procedures above.
- If parents/children report cyber bullying, it will be taken seriously and staff should ask if it is possible for them to provide evidence.
- Staff have the right to seize any electronic devices, such as mobile phones, and to examine data and files where there is good reason to do so. There is no need to have parental consent.
- Staff can also delete files if they deem this necessary to protect the victim.
- If an electronic device has been seized and the staff member has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as is reasonably practicable.
- Evidence should not be deleted prior to giving it to the police.
- If staff do not suspect there is evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

### **Where bullying has severe impact**

If bullying leads to a child experiencing pronounced social, emotional or mental health difficulties our schools will make appropriate provision to meet the child's short term needs which will be decided on individual circumstances.

- Schools will take measures to tackle the bullying so that the bullied child feels safe at school and on their way to and from school.
- Schools will make every effort to ensure that bullied children continue to attend school as absences disrupt their education and make it difficult for them to reintegrate.
- If a child suffers from persistent, long-lasting difficulties, which causes them to have significantly greater difficulties in learning than the majority of their year group, the child may benefit from being assessed for SEN.

### **Bullying of Staff**

Bullying of staff, whether by pupils, parents or colleagues is unacceptable. All forms of bullying (including cyber bullying) will be handled as a community issue and staff should report it to phase the head teacher immediately.

Staff should be aware of the '*Cyberbullying: Advice for headteachers and school staff*' document which offers advice on how to protect themselves from cyberbullying and what to do if it happens



# Scott Wilkie Primary School – Our Anti Bullying Policy By the children at Scott Wilkie

*Scribed by Jahmarrie and Austeja in Year 5*

*Bullying is defined as: "when a person deliberately hurts someone else, mentally or physically and this is done repeatedly."*

## What types of bullying are there?

Physical – hitting, hurting, pinching pulling hair

Verbal – calling names, saying nasty things

Cyber – on the internet, sending nasty texts

Saying horrible things about people's race, religion, homelife, family, disabilities.

Ganging up on people, threatening people

## How do bullies make us feel?

Isolated, depressed, stressed, sad, upset

## What should we do if we are being bullied or if we think someone else at our school is being bullied?

**TELL SOMEONE!**

**Say NO to bullying!**

You have the right to feel safe and **NOBODY** has the right to take that away from you.



Being unkind to anyone is not acceptable at Scott Wilkie.

**TELL** someone straight away!

## Hallsville Primary School Anti-Bullying Policy

Bullying is when someone is being picked on over a period of time and they are made to feel scared, alone, and frightened. Bullying comes in many forms and none of them are accepted at our school.

### Do you know what these forms of bullying are?

*Verbal bullying* - calling people unkind and horrible things

*Physical bullying* - using violence upon a person

*Cyber bullying* - putting unkind words and nasty comments on social media and texting.

*Racial, religious and LGBT abuse* - saying unkind words about somebody because of their religion, race, gender or sexual orientation.

### School Council beliefs about Bullying and our school

*Bullying is bad because if we had bullying at Hallsville it would not be a good school to come to.*  
**Amelia Y2**

*We believe that everyone has the right to reach their full potential and feel safe at school.*  
**Lilian Y4**

*Bullying is unacceptable because it can really hurt someone and we don't want to be known as a school that allows bullying. We will not let it happen.*  
**Mohammed Y5**

If you know of anyone who is being bullied, do your part.

**See it,  
Say it,  
Sort it**



## Appendix 1

### Agate Momentum Trust Bullying Incident Form

Date:  Reported by:  Reported to:
<u>Nature of incident:</u> Was it verbal, written, physical, stealing, cyber or other (please specify)?
<u>Brief description of incident/s:</u>
<u>Action taken with perpetrator(s) / victim(s) / witness(es) / other people / agencies:</u>
<u>Head Teacher's comments:</u>