

ANTI-BULLYING POLICY

*Do all that you can to live in peace
with everyone.*

Romans 12:18



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(To be read in conjunction with the Behaviour Policy)

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Principles and Values

As a school, we take bullying and its impact incredibly seriously and will always act swiftly to investigate and support the victims of bullying. Pupils and parents/carers should be assured that known incidents will be responded to and the school will seek ways to counter the effects of any bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and relationships and we will consistently challenge any behaviour that falls below this, as well as supporting children to develop positive relationships.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

In other words, bullying at Beaconside Church of England Primary is considered to be, **“unacceptable behaviour towards others which is repeated and deliberate.”**

Bullying can be short term or continuous over long periods of time and can sometimes be difficult to identify.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat, Twitter, Facebook misuse
	Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, I-pad, games consoles,

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff in our school will always be vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. When the term bullying is mentioned it must be reported to a member of the Senior Leadership Team the same working day regardless of whether it seems viable. There will then be a full investigation, usually by a member of the senior leadership team, before appropriate restoration of relationships, a consequence (if appropriate) and a log of the incident recorded.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff will also be aware of those children who may be vulnerable pupils; those coming from families facing difficulties, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts and no one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim and everybody has the right to be treated with respect. Children that are victims of bullying need immediate support and help to end the bullying and those who are demonstrating the bullying behaviour need support to ensure the bullying stops.

Signs and Symptoms for Parents/Carers and Staff

A child may indicate by signs or behaviour that he or she is being bullied and all adults should be aware of these possible signs. Adults should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been taken)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher or any member of the Leadership Team.
- Trust that the school takes bullying seriously and will investigate fully.
- Refer to the school's anti-bullying leaflet for advice and for a definition of bullying.
- Read the school's anti-bullying policy and arrange a meeting if you wish to discuss it further.

Assurances from our Staff

- In cases of bullying, the incidents will be recorded on Scholar Pack- our management information system- and the Head teacher will be notified.
- After investigation, a member of the leadership team will make a decision on whether there is evidence to support bullying and/or whether the victim, after discussion, still feels they have been bullied. In this case, parents will be informed and may be invited in for a further meeting
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

- There will be a thorough after-care programme of support for any victim of bullying which will include a victim support plan. (Appendix 2).

Do Not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be ‘a bully’ back.

Both of these will only make the problem much harder to solve.

Advice for children

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep or Anti-Bullying Champions
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship house
- Write your concern and post it in the “worry box”
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Child-line and follow the advice given- Details displayed around the school.
- Visit the school website for ideas of what to do next.

Staff assurances-We will:

- Always take bullying seriously
- Follow the school anti-bullying policy and procedures
- Take all children’s concerns seriously and take time to listen to the children
- Report and log concerns using our school systems

Support for the victim

The priority following any incidence of bullying must be with the victim to ensure the bullying stops and they are supported, for example in re-building self-esteem, repairing relationships and developing resilience for the future. The senior member of staff will agree support and monitoring with the child and their parents. This will include a specified time-line for any support and review dates.

Consequences for the perpetrator

The priority for the perpetrator is to ensure that the bullying stops and they are given the support and help to prevent further incidents. Consequences will be agreed on an individual basis and follow our school policy.

Restorative practices

Where possible, restorative approaches will be used to repair relationships and prevent future bullying. These will be carried out in agreement with the children involved and will follow the school behaviour policy and procedures for this approach. (See behaviour policy).

Additional support

In some cases, outside agencies may be requested to support the school or family in dealing with the effects

of bullying or a child continually demonstrating unacceptable behaviour towards others. Eg. Police, counsellor,

In serious cases (this is defined as children displaying an on-going lack of response to school consequences or support, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

Outcomes

The desired outcome with any case of bullying would be the following;

- The bullying stops
- The victim feels safe and supported
- The victim and the perpetrator have had an opportunity to share their feelings
- The relationship has been repaired where possible
- All parties are confident the bullying has stopped and will not be repeated
- Parents have been communicated with throughout the process
- There is a record of the bullying

Prevention

At Beaconside, we use a variety of methods to support children in preventing and understanding the consequences of bullying through

- class worship
- PSHE and Citizenship lessons
- SMSC Curriculum
- the school Vision and Worship Themes
- Anti-Bullying Team, Anti-bullying week and continued focus
- Friendship houses
- E-Safety Day
- Worry Box,
- Children are also consulted through in-school pupil questionnaires to hear their point of view on their safety in school.

The underpinning Christian values at Beaconside means that all staff actively encourage children to have compassion for each other and for other people's property. Good and kind/polite behaviour and positive relationships are regularly acknowledged and rewarded (Appendix 3).

Staff will

- regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.
- reinforce expectations of behaviour as a regular theme in line with our Vision and school values.
- follow the equality policy; supporting every child in our school.
- will be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group
- reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of positive class expectations
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying- bullying week
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website-

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident and refer to the behaviour leader. In the case of racist bullying, this must be reported to the Behaviour Leader who will record the incident in compliance with LA procedures. This will be recorded on Scholar pack and will immediately inform the rest of the Senior Leadership Team.

General incidences of bullying should be recorded and this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded following the ROC procedure, as with any case of Child Protection. The Head teacher should advise which level of ROC should be used.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will monitor and challenge leaders on incidents.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens
London SW1W 0D

Appendix 1

Victim report (example)

Please note* it is the school's vision for managing behaviour that the victim of any incident will become high priority and will out-weigh any time spent providing consequences. Only repeated incidents with an aggressor could lead to the assignment of a learning mentor to help cope and manage different situations that may occur within class, school or to and from school.

<i>Pupil name:</i> <i>Jack Smith</i>	<i>Date:</i> <i>4.11.17</i>	<i>Person reporting (child/parent):</i> <i>Mrs Gold (parent of AG yr 2)</i>
<i>Step 1 Investigation Overview (including date parents informed):</i> <i>On three occasions two girls in year 5 have thrown things at Jack and made remarks about his glasses</i> <i>Discussed with Jack, girls (individually)</i>		
<i>Agreed Incident report</i>		
<i>Antecedent</i>	<i>Behaviour</i>	<i>Consequence</i>
<i>Jack walks quicker than girls to get home and often has to pass them as they are standing chatting. Jack has not done anything to girls (agreed)</i>	<i>Throwing stones at Jack (agreed) more than once (agreed)</i> <i>Calling Jack idiot, stupid (agreed)</i> <i>Saying he has thick glasses (not agreed)</i>	
<i>Step 2 - Parents Contacted</i> <i>Spoke to JS mum 5.11.17 and informed we would follow up and report back to her.</i> <i>Spoke to parents of both girls (Sp and RF)</i>		
<i>Step 3 Restorative conversation:</i> <i>Jack, Paul (friend), Lisa, Sarah, Julie</i> <i>Led by DG</i> <i>Successful outcome and Jack felt confident it had been dealt with</i>		
<i>Step 4 Agreed Consequence (anyone involved demonstrating negative behaviour) and fixing</i> <i>Incident logged for girls and parents informed</i> <i>Any further incidents and girls to be collected (parents agreed)</i> <i>Girls decided to send an apology card to Joshua (own idea)</i>		
<i>Step 5 Support for victim (include timeline, contact, person)</i> <i>Daily check by AS (class teacher) and copy to DG at end of week. Run for 4 weeks, but review after 2</i> <i>Team leader to be aware and check in on pupil</i> <i>Spoke to Jack's mum 6..11.17 and she is happy with follow up</i>		
<i>Step 6 Parents Contacted</i> <i>Spoken to all parents involved and happy this has been resolved</i>		
<i>Step 6 follow up with victim and aggressor (date and conclusion)</i> <i>DG met with Jack and no further incidents. He is happy to stop the daily check and knows who to talk to if he has any problems.</i> <i>No recorded incidents by any of the girl</i>		

Appendix 2:
Anti-Bullying Team rationale-

Do all that you can to live in peace with everyone Romans 12:18

What?

A hands on team who can proactively work together with children to ensure all of our pupils are treated with respect, love and feel a sense of belonging within our school community.

Why?

Deuteronomy 31:6

***Be strong and courageous. Do not be afraid or terrified because of them,
for the Lord your god goes with you; he will never leave you nor forsake you.***

***Be kind and compassionate to one another, forgiving each other,
just as in Christ God forgave you.***

Ephesians 4:32

This team is underpinned by our Christian values. They will proactively look to encourage courage and compassion between each other through modelling these values and also steering other children to display these values at all times.

All children will develop strength of character that allows them to flourish in all social situations. Where children are faced with situations that can make them feel upset or angry, we will give them the skills, courage and resilience in order to be successful.

The ABC team will facilitate conversations and situations where compassion is promoted and children are encouraged to resolve conflict through with forgiveness and respect for each other.

How?

ABC team will run games, buddy with children who are vulnerable* and facilitate restorative conversations between groups of children in order to ensure all of our children are happy and prospering within our school community.

*vulnerable: a child who may struggle to play in the right way with other children; a child who is struggling or reluctant to interact with other children; a child who has been the victim of an unkind incident to ensure that person is feeling emotionally well.

When?

The majority of the ABC team's work will be carried out at break times and lunchtimes, however, ultimately it will be needs led so the team will be available to support in any way that is appropriate. Some of the time children will work on a rota time to organise clubs and/or work in our reflective room. Other times, children will be buddied up when there is a need.



Appendix 3 Beaconside Church of England Primary School & Acorn Nursery

What is the Church Of England Vision for Education?	I have come in order that you might have life - life in all its fullness. John 10:10				
	Educating for Wisdom, knowledge and skills	Educating for community and living well together	Educating for Hope and Aspiration	Educating for Dignity and Respect	
What is the context for our children?	Our large school is situated in a rural town in Cumbria with a unique set of characteristics (location, population and opportunities). This unique set of characteristics provides so many rich opportunities for our children, but can also place a glass ceiling on where children set their expectations, ambitions and dreams. In order for our children to embrace life in all its fullness, we have to provide them with the support, opportunity and teaching to ensure each and every child is able to embrace life and shine, not just within their current circumstances, but in the future and world beyond.				
What is our Vision for Education in our context?	As a church of England School we value all our children and what makes them unique, enabling them to build a future embracing life in all its fullness, loving learning and a desire to shine.				
What is the theology underpinning this vision?	“Let your light so shine, before others that they may see your good works” (Matthew 5:16)				
What we do for our children?	As a caring Christian school with a family ethos and committed teachers and support staff, we never lose focus on each and every one of our fantastic children. As a large school, children learn through a rich curriculum and in our amazing facilities and outdoor learning spaces which gives every child access to a variety of memorable learning opportunities and experiences.				
	Learning to live life in all its fullness ... We embrace every child’s unique personality and know their future possibilities are endless. We build trust and encourage independence so all children are valued and value themselves with a strong sense of self-worth . We nurture each child and foster the desire to be the best version of themselves and have dreams and ambitions for the future .	Learning to learnWe nurture academic habits through rich and varied learning experiences designed to engage all children and spark their imagination . Our positive relationships enable children to embrace challenge and develop high expectations of what they can achieve. We help children learn to learn and ensure the foundations of secure reading, writing and maths underpin all their learning	Learning to shine our light ...We help every child to find a pathway to their own interests and provide opportunities to explore this and the world around them. We highlight and nurture each child’s unique strengths, talents and characteristics and allow them to shine. We are proud of every child and our family enjoy celebrating individual and team achievements as well as the effort.		
How do we achieve this for our children?	Faith	Compassion	Joy	Hope	Courage
	Committed to being every child’s champion		Approach positively and remove the glass ceiling of expectation		Explore the endless possibilities and search for a pathway
How will our children leave the school??	Children leave our school as confident, well rounded young people who understand themselves, their community and the world we live in . They will be ready to embrace life with the knowledge, skills, values and a love of learning that enables them to have the strength to shine in whatever they do.				
	Learning to live life in all its fullness They will be open minded and independent young people who will be reflective and open to the challenges and delight that life brings.	Learning to learn They will be enthusiastic and self-motivated young people with the resourcefulness and resilience to work hard and have a desire to learn.	Learning to shine our light They will be confident young people excited by the future and with high aspirations for what can be achieved and the confidence to shine.		