



ANTI-BULLYING POLICY

Anti-Bullying Policy

Introduction

Our school vision tells us; “Laugh often, dream big and reach for the stars.” For this to happen, we passionately believe that children must learn in a safe and secure environment free from anxiety and worry. As a result, we consider bullying of any kind as unacceptable. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as wrong.

If bullying does occur, all children and parents should be able to tell someone and know that incidents will be dealt with promptly and effectively. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

Roles and responsibilities

The Head teacher – **Mrs L Baxter**- Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: - **Mrs M Chauhan**

The responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.
- The nominated Governor with the responsibility for Anti-bullying is: - **Mr M Bradley**

Definition of bullying:

The Anti-Bullying Alliance (ABA) defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments including homophobic, racist, sexist or other
- Physical assault including: pushing, pinching, kicking, hitting, biting etc.
- Taking, hiding or damaging belongings
- Cyber bullying - inappropriate messaging and e mailing; sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti or notes.
- Gossiping and spreading hurtful and untruthful rumours.
- Deliberately excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture.
- Bullying related to appearance or health
- Bullying of young carers or looked after children or otherwise related to home circumstances.

- Sexist or sexual bullying.

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language in terms of abuse used towards lesbian, gay, transgender or bisexual people (including their family members) or those thought to be LGBT+ is not tolerated or accepted in any forms at The Florence Nightingale Academy.

It can also be used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay or in a same sex relationship or marriage.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong.

We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Alongside this, education and parental involvement will be key. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

It will also be logged on CPOMS and recorded on the LA proforma.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its affects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding

Children

- Children are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family. This ethos is promoted through PSHE, assemblies and circle time.
- Children can also report any bullying by using their class 'worry box' taking out the need to speak to an adult if they do not feel comfortable doing so.
- Even if the victim does not tell a teacher, any bystander should know that it's their responsibility to inform a member of staff.
- Members of the school council should be aware that they may be approached with reports of bullying behaviour and that they should pass these directly to a member of staff.

Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher and then referred to the Anti-bullying coordinator or another member of the Senior Leadership Team who will then in turn inform the Anti-bullying lead.
- Any incidents of suspected bullying must be immediately recorded on CPOMS.
- The Headteacher will be immediately informed by the Anti-Bullying lead.
- Class behaviour records will also be monitored on a weekly basis for any further patterns of behaviour
- Lunchtime supervisors report to the senior midday supervisor who in turn reports to class teachers and a member of the Senior Leadership Team where there are any concerns about children's behaviour.

Parents

- Parents are encouraged to share any concerns with any member of staff.

Procedures

- All children are continually reminded to report bullying incidents to staff.
- When bullying has been reported, the bullying behaviour or threats of bullying must be investigated immediately with all parties interviewed.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'.
- The perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- Consequences for acts of bullying will be applied in line with our Behaviour Management Policy. The seriousness and impact of the bullying will be considered before deciding on the level of consequence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel through PSHE and circle time.
- Children that have bullied are supported to modify their behaviour – this may be through a report card, structured lunchtimes and break times and the involvement

of parents to reinforce the unacceptable nature of bullying. This will be decided upon by a member of the SLT.

- Other consequences may take place such as loss of 'privileges' in school.
- Temporary exclusion or internal exclusion may be considered if appropriate.
- After incidents have been investigated and dealt with, monitoring by class teacher and Anti-Bullying Coordinator.
- The victim will be spoken to and checked on a regular basis by their class teacher.
- If appropriate, other agencies will be asked to become involved.
- Parents / carers of both victim and perpetrator will be kept informed throughout the process.
- The school's complaint policy will be readily available from the website and office for parents who are not satisfied with the above actions taken by the school.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on CPOMS and this will be monitored by the Anti-bullying lead.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The policy will be reviewed and updated annually.

Evaluation

Evaluation and review ensures that the policy remains responsive to changing need while continuing to protect our children from bullying. The information collected from monitoring and from any feedback about the policy in practice provided by staff, families, pupils and Governors is used to review and update the school's antibullying approach. The policy will be re-affirmed each year following staff discussions and relevant comments from other interested parties. As part of our on-going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Children

- Be involved in discussion about writing school rules.
- Take ownership of the formation of class rules at the start of each year.
- Take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- Have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- The school will have a clear behaviour policy that rewards positive behaviour. The school rules will be clear and straightforward and focus on positive attitudes.
- The school will take a pro-active stance towards challenging behaviour at lunchtime; we will also have a lunchtime house system that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents will be made aware of how to use the internet safely and of the possibilities of cyber bullying.

- The role of School Council will be high profile throughout the school. Each class will have two members – one voted on by their peers and the other randomly selected by the class teacher.
- Circle time sessions (supported by PSHE materials) will focus on bullying .

Parents

- Anti-bullying messages will be communicated through newsletters
- Parents will be invited to workshops and consultations
- Through the promotion of an open-door policy
- Clear vision and ethos
- Information on our school website

Staff

- Through regular staff training and workshops

Weekly anti-bullying briefings

- There will be a weekly whole school anti-bullying staff briefing where staff will share any concerns about any individual or group of children. This will allow all staff to then monitor the named children.

Links with other policies

Behaviour Policy Rewards and sanctions

Safeguarding Policy Child protection

Social networking policy Cyberbullying and e-safety Equalities policy Prejudice related crime(homophobia, race, religion and culture and SEN/disability

Complaints policy If not satisfied with an outcome

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides antibullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Child line – 0800 1111 – a free service dedicated to children (calls will not show up on bills) **References Documents and Related Policy/Guidance National Documents**