The Palmer Academy

Anti-Bullying Policy 2018

1. Policy Statement

Bullying can be described as:

"The wilful, conscious desire to hurt, harm, threaten or frighten someone else by the use of physical or psychological intimidation. It usually takes the form of an unjustifiably display of aggressive behaviour on the part of one individual or group towards another."

We seek to create a happy and safe environment in which all individuals are important and valued, and we encourage children to show care and consideration towards others.

There is no easy solution to prevent bullying. Anti bullying strategies do not in themselves prevent bullying. They need to be developed and delivered with the involvement of staff, pupils and parents. An approach needs to evolve, as there is no single answer or solution to the problems of bullying.

2. Aims of the Policy

The aim of our policy statement is to clarify to all members of staff, pupils and parents that bullying is always unacceptable. We aim to encourage a climate of positive support in our school, which empowers individual to realise that they do not have to tolerate bullying and that they must inform someone if they are being bullied. Children must be confident that they will be listened to and that action taken will be sensitive to their needs.

3. An Agreed Definition of Bullying

It is important to make the distinction between bullying and conflict. Conflicts are not the cause of bullying, and helping children handle conflicts correctly can prevent bullying. Bullying is about situations where there is a target with less power than the perpetrator(s). Bullies manipulate and stretch the limits of what is right and wrong.

Bullying is a deliberate hurtful behaviour that happens over a period of time. It is not falling out with a friend or something that happens once or twice.

It is difficult for those being bullied to defend themselves.
It is difficult for those who bully to learn new social behaviours.

Bullying can take many forms:
- Verbal – name calling, teasing, insulting, writing notes, making threats or racist remarks.
- Physical - hitting, kicking, spitting, removing belongings, damaging property.
- Emotional - ostracising, tormenting, spreading rumours, gesturing.
- Cyber-Bullying - bullying by email, over the phone and by text message; with the use of digital cameras and camera phones to intrude on the privacy of individuals; with so-called 'happy slapping' attacks - the filming and sharing of physical attacks on individuals by groups; the posting of offensive websites; the impersonating of individuals through hijacking email accounts; abusive and threatening behaviour in chat rooms, on discussion boards and through instant messaging.

There are various types of discrimination that are monitored through our anti bullying policy and procedure.

They are described below under the following headings:

Racism

A racist incident is any incident which is perceived to be racist by the victim or any other person.

It is important to clarify to all members of staff, pupils and parents that racism is always unacceptable.

Incidents often include verbal abuse and name-calling, racist jokes and offensive mimicry or physical threats or attacks.

Any behaviour that does not respect anyone for reasons of race, colour, nationality or ethnic origins is racism and goes against our code of conduct that promotes respect, dignity and equality.

All incidents or racism are recorded, investigated and a Racist Incident Monitoring Form is forwarded to Reading LA.

Gender

Incidents often include abusive name-calling, looks and comments about appearance, attractiveness and emerging puberty. Interactions involving inappropriate and uninvited touching or graffiti with sexual content can be forms of sexual bullying.

Any behaviour that does not respect anyone's gender goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made in the Behaviour log.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Pupils who are just different can be subjected to homophobic name calling and teasing. Pupils must be encouraged to understand their inappropriate use of homophobic language so they may understand the impact such discrimination may have.

Any behaviour that does not respect differences is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made in the Behaviour log.

Religious

Incidents often include verbal abuse and name-calling, religious jokes and offensive mimicry or physical threats or attacks.

Any behaviour that does not respect anyone for reasons of religious beliefs or practices is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made in the Racial Incident Folder.

Disability

Pupils with special educational needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied.

Staff must reflect on how teachers' behaviour might unintentionally trigger bullying. Avoiding undue attention to specific differences between SEN children and their peers may help reduce this.

Any behaviour that does not respect anyone's specific difficulties or disabilities is unacceptable and goes against our code of conduct that promotes respect, dignity and equality.

A record of any incident, the action taken and any further action is made in the Behaviour log.

4.   Preventative strategies to create and implement a bully free ethos

Strategies for dealing with bullying

At all times it needs to be stressed that it is the bullying behaviour that is unacceptable not the person themselves.

Pupils are taught specifically through the PSHE and SEAL programmes together with school assemblies the values and principles of:-
- Rights of the individual
- Tolerance

The following are a list of actions available to staff depending on the perceived seriousness of the situation:-

- Never ignore suspected bullying. Should staff be concerned, at the earliest opportunity a discussion needs to be held with the pupils involved to discover the nature of the problem.
- Non-teaching staff, such as site manager and cleaners, are encouraged to report any incidents of bullying behaviour witnessed by them to the teaching staff.
- If bullying is identified, listen carefully to all accounts and advise the Headteacher. The incident is then recorded in the Behaviour log or in other incident forms. A decision can then be made as to whether the 'next steps' will be carried out by the class teacher or head teacher.
- Parents or guardians of victims or bullies will be informed by the head teacher earlier rather then later of incidents so that they are given the opportunity to discuss the matter. They are then in a position to help and support their children before a crisis occurs.
- During discussions with the bully share the details of the incident and ask them to be truthful about the situation. Adopt a problem solving approach. What can now be done to make the situation better?
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, in-house or out-of-school exclusions from lunch times, lessons times (depending on the severity of the incident), these to be re-instated as the behaviour of the child improves. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying incident.
- Continue monitoring the situation and have regular discussions with the victim to ensure that there is no repletion.
- A single strategy may not be enough and a combination may be better.

Intervention Techniques

- Circle time activities/role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated themselves. Smaller circle times could also be carried out including the children involved – these could be held by members of the SEN team.
- Strategies can also be discussed through PSHE time and through the School Council.
- Encourage children to use the Worry Boxes if they have a concern – reinforce that this is confidential.

- A bullying survey/discussion with pupils to determine the extent of the problem.
- Anti-bullying questionnaire to parents.
- A training session to educate all teachers, administrators, school staff, pupils and parents about bullying behaviours, strategies and available resources.
- More directed/increased supervision where bullying incidents occur. Ongoing meetings between parents and school staff.
- Discussions of bullying incidents at regular meetings.

Monitoring and Review

The policy will be monitored and its effectiveness reviewed annually. This will be done by examining the school's Behaviour log and by discussion with all relevant staff. The Executive Headteachers will then report back to the governors concerning the effectiveness of the policy.