



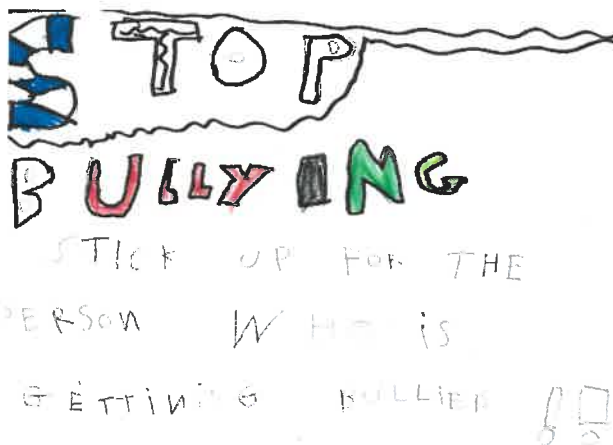
Anti-Bullying Policy

Adopted: May 2016

Last Reviewed: Autumn 2017

Next Review: Autumn 2019

This policy was developed by the Anti Bullying Working Party in Spring 2010. Some ideas were also taken from the Anti Bullying Alliance and the North Lincolnshire Anti Bullying Policy.



Approved and adopted May 2016

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

Review Date Autumn 2019

Anti-bullying charter signed. Date: October 2018

SIGNATURES

**Pupils
(via the School Council)**

Muntaz Hassan

**Staff Coordinator of
Anti-bullying
Governor with
Responsibility for
Anti-bullying**

J Williamson

Head Teacher

G. Attwell

What is bullying?

Our school defines bullying as

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

We believe bullying of any kind is unacceptable at our school.

We aim

- To sustain a school ethos in which bullying is regarded as unacceptable.
- To produce a safe and secure environment where all can learn without anxiety.
- To produce a consistent school response to any bullying incidents that may occur.
- 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.

How can we prevent Bullying?

- We believe in using solution focused approaches in tackling bullying, emphasising our school ethos in teaching and learning
- We recognise the importance of sharing the anti bullying message through emphasis on our 4Cs, SEAL and PSCH curriculum. We also recognise the importance of making cross curriculum links e.g. using ICT to tackle cyber bullying.
- Our members of staff are considerate and respectful of other adults and pupils in school.
- We believe in early intervention in tackling bullying using the relevant pathways identified in this policy.
- We maintain a Peer Mediation scheme, which promotes equality between pupils, peer support and a solution focused approach to problem solving.
- We run class meetings based on the positive discipline model, as a way of finding solutions to playground problems.
- We employ playworkers at lunchtime to provide opportunities for structured play and a safe environment, free from bullying.

Please see appendix 2 for list of possible signs of bullying in children.

Examples of types of bullying

The types of bullying outlined below are taken from the DCFS guidance “Safe to Learn” (2007) See appendix 1 for more detail.

- 1. Bullying related to race, culture or religion.**
- 2. Bullying related to SEN or disabilities.**
- 3. Bullying related to health or appearance.**

4. **Bullying related to sexual orientation.**
5. **Bullying related to young carers, looked after children or otherwise related to home circumstances.**
6. **Gender related bullying**
7. **Other type of bullying**

Examples of the possible methods used to bully

The types of bullying outlined below are taken from the DCFS guidance "Safe to Learn" (2007)

Verbal

Name calling, saying hurtful comments, using insults, spreading rumours

Physical

Pushing, shoving, kicking, punching, spitting, tripping up

Cyber Bullying

Any form of bullying using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or email – see appendix 3

Exclusion

To leave out or shun the same person from a group.

PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP

Child is bullied

Step 1

- Pupil uses 'Peaceful Problem Solving' poster
- Pupil approaches Peer Mediator
- If bullying is serious or physical, pupil approaches member of staff e.g. lunchtime supervisor, teacher, TA,
- Member of staff identifies bullying is occurring
- Parent approaches member of staff

If bullying continues

Step 2

- Student meets with class teacher (if disclosure made to TA, teacher) or Inclusion Manager
- If identified as bullying to be recorded in ***Bullying Incident Log*** by Head Teacher, Deputy Head Teacher or Inclusion Manager
- Meeting with "child showing bullying behaviour" in group setting
- Parents Informed
- 1 week review time

If bullying continues

Step 4

Head Teacher/SLT to be informed.

Inclusion Manager/SLT to discuss/interview all parties involved.

Meeting with parents/carers to discuss incidents and possible ways forward.

We will use suggested and agreed actions/strategies e.g.

- Anger management support
 - Circle of Friends
 - Possible consultation with outside agencies e.g. CAMHS, BEST, EP
- Inclusion Manager will work alongside class teacher in planning a number of PSHE lessons
Parents Informed

If bullying continues

Step 5

- Parents Informed
- Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying
08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

- 1. Bullying related to race, culture or religion.**
 - Racist Bullying
 - Faith-based bullying
 - Cultural bullying of particular groups including travellers
- 2. Bullying related to SEN or disabilities.**
 - Bullying related to learning needs
- 3. Bullying related to health or appearance.**
 - Health conditions
 - Visible medical conditions e.g. eczema
 - Physical characteristics such as size and weight
 - Body image issues
 - Obvious signs of affluence or lack of it
- 4. Bullying related to sexual orientation.**
 - Homophobic
 - Transgender
- 5. Bullying related to young carers, looked after children or otherwise related to home circumstances.**
 - Young Carers
 - Children in Care
 - Bullying arising from trauma or instability at home e.g. domestic violence, bereavement
 - Children with refugee status
 - Siblings being subject to bullying by association
- 6. Gender related bullying**
 - Sexist bullying
 - Sexual bullying
- 7. Other related bullying**

Bullying - A Charter for Action

Name of school

St Cuthberts with St Matthias

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis.
- ✓ Supports **staff** to identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LEA and relevant statutory/voluntary organisations** when appropriate.

D. Donnan

Chair - Governors

G. Patten

Headteacher

Mumtaz Hassan

Representative of pupils

31.10.2018

Date

Ideas for schools to consider

These ideas about responding to the bullying that children and young people experience summarise the findings in the Ofsted report on good practice and in the DfES pack 'Don't Suffer in Silence'. Both of those documents draw on the effective practice that already exists in many schools. The Ofsted report contains much detail on effective practice in a range of individual schools.

✓ Discuss, monitor and review

- Do we hold discussions on bullying and its definition involving staff, children and young people, governors and parents? (Suggested definitions can be found in the Ofsted report and in the DfES pack.)
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns - people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- Many analyses state that bullying can be a result of feeling powerless. What is our school doing to ensure that our children and young people do not feel powerless in the school community?

✓ Support everyone in the school community to identify and respond

- Do we work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of children and young

people with disabilities or special educational needs? Have we considered all the opportunities where the different sorts of bullying can be tackled - through the curriculum, through corridor displays, through the School Council, through peer support, through recording and reporting processes?

- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?
- Do we use the DfES anti-bullying public information film as a prompt for class and staff discussion?

✓ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we have a secure anxiety box for safe complaining?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?

- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?
- ✓ **Ensure that parents/carers expressing bullying concerns have them taken seriously**
- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?
- ✓ **Learn from effective anti-bullying work elsewhere**
- Have we invited colleagues from a school with effective anti-bullying policies or LSU experience to talk to our staff on an INSET day for example? Have we involved the voluntary sector in any way?

Appendix 1a A Charter for Action, signed by School Council Representative,
Governors and Headteacher.

Appendix 2

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged Or "missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

Cyber bullying Guidance

Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (eg: MySpace) or online diary (blog)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or e.mail (such as 'Happy Slapping' videos)

It should be noted that the use of ICT to bully could be against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the *Harassment Act 1997* or the *Telecommunications Act 1984* for example.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message
2. Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate sanctions
3. Secure and preserve any evidence
4. Inform the sender's e-mail service provider
5. Notify parents of the children involved
6. Consider delivering a parent workshop for the school community
7. Consider informing the police depending on the severity or repetitious nature of offence
8. Inform the LA e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to Alex Nagle at CEOP at www.ceop.gov.uk/contact_us.html
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer

The school may wish to consider delivering a parent workshop for the school community

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear."