

George Fentham Endowed School Policy on Anti-bullying

"When you tell a teacher they don't just say ok. They actually go and get the person and sort it out"

(School council representative)

School Aims and Values

The School's Aims are:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice.
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way.
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- To create a positive school community where everyone is respected and valued.
- To make learning fun.
- To work with parents and the local community to strengthen the partnerships of learning.

Aims and objectives of our bullying policy

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. This policy aims to produce a consistent school response to any bullying incidents that may occur.

Definition of bullying

The DCSF defined bullying in its 2007 key guidance document 'Safe to Learn' as:

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

The DCSF definition covers behaviour that is repeated **Several Times, On Purpose (STOP)** and includes: name calling; taunting; mocking; making offensive comments;

kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful or untruthful rumours. It may take place between two individuals in isolation or in the presence of others. Bullying can take place between pupils, between pupils and staff or between staff, parents, carers and other adults and may be happening on or off the school premises.

Bullying may be for a variety of reasons. The reasons may not be immediately obvious. It may be related to:

- race, ethnicity, religion or culture
- special educational need or disability
- appearance or health
- sexual orientation
- circumstances e.g. young carers
- sexual harassment or sexism

Bullying can be:

- 1) Physical (hitting, kicking, theft)
- 2) Verbal (name calling, racist, sexist or homophobic remarks,)
- 3) Indirect (spreading rumours, excluding someone from social groups, tormenting text messages/ e-mails)

For a more extensive and detailed set of descriptions please see the DCSF 'Safe to Learn' document.

Legal framework

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspectors Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.
- Gives Headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

See appendix 1 - full legal requirements, taken from DCSF 'Safe to Learn' document.

The role of teaching and support staff

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Methods include -

- The Social and Emotional Aspects of Learning (SEAL) programme is a whole-school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying. The theme "Say No to Bullying" provides an explicit focus on bullying and is a useful resource during Anti-Bullying Week. See appendix 2 for SEAL 'Say No to Bullying' learning outcomes.
- Assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Developing a class charter which all can sign up to (linked to SEAL unit 'New Beginnings')
- Circle time (planned and spontaneous)
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills
- The use of events which can prompt further understanding of bullying, such as theatre groups (e.g. 'Bully's Paradise') and current news stories.
- Targeted small group or individual learning can be used for those who display bullying/negative behaviour
- Providing and highlighting good role models
- Managing conflict and confrontation calmly and effectively

All of the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If a member of staff witnesses an act of bullying, or is told about an act of bullying, they will either investigate it themselves or refer it to the relevant Class Teacher. The Headteacher would always be informed immediately (or a senior member of staff in her absence), along with the child's parents (both victim and perpetrator). Please see flowchart in appendix 3 for our agreed clear procedure in dealing with incidents.

In the Headteacher's office, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class (see appendix 4 for bullying incident form). Any adult who witnesses an act of bullying should record it in the logbook.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. The child accused of bullying behaviour will be given the opportunity to express their views and feelings. Time is spent explaining to them why their action was wrong, the impact of their actions and how they should change their behaviour in the future. They will be sanctioned in accordance with the school's behaviour policy which may involve time spent with the Headteacher or a senior member of staff and the withdrawal of privileges. In more extreme cases, the Headteacher may contact external support agencies, such as the local authority ESBD team, or consider suspension/exclusion from school.

Teachers and support staff (including the Children's Mentor) will do all they can to support the child who is being bullied, for example by arranging counselling or setting up a buddy system. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends; and make them aware of the punishment that the pupil who bullied them will receive as well as the support they themselves are being given.

Lunchtime Supervisors are very vigilant with regard to unacceptable or bullying behaviour. They will inform Class Teachers of any behaviour or potential bullying issues, and what action has been taken. This is also recorded in the lunchtime behaviour log.

See appendix 5 for details of additional resources available to staff. The DCSF 'Safe to Learn' document provides a wealth of suggestions related to anti-bullying strategies and dealing with incidents.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's Teacher immediately. If they still have concerns, they should contact the Headteacher. Dialogue with parents regarding behaviour/bullying is recorded on a parent log which is passed onto the Headteacher.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Our Home-School Agreement outlines parent/carer responsibilities in creating a shared goal for behaviour

Parents have been invited to contribute their views regarding bullying and behaviour through the annual parental questionnaire. We also have an active parent council.

The role of pupils

Pupils are encouraged to tell a trusted adult if they experience or witness bullying. Pupils are invited to tell us their views on a range of school issues, including bullying, in the annual pupil questionnaire, through school council and well-being/School Self Evaluation (SSE) surveys. Our Home-School Agreement outlines pupil responsibilities in creating a shared goal for behaviour.

The role of the Headteacher

The Headteacher sets the school climate of mutual support and praise for success, thus making bullying less likely.

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all staff are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments, for example if an incident occurs, or during the annual "Say No to Bullying" SEAL week.

The Headteacher ensures that CPD is available to all staff.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Related policies

Please also see the following related policies - behaviour, child protection, safeguarding, safety, confidentiality, inclusion.

Every Child Matters/Inclusion and Equal Opportunities

The school has a legal duty under the Equality Act 2010 in respect of safeguarding all pupils and providing equal opportunities for pupils with Special Educational Needs and/or disabilities (SEND).

George Fentham Endowed School is keen to enable every child to have the support he or she needs to benefit from the five outcomes of the Every Child Matters section of the Children's Act 2004: To be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centered curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

Staff ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated.

Monitoring/Role of Subject Leader

This policy is monitored on a day-to-day basis by the Headteacher, who reports to the governors on request about the effectiveness of the policy. The Headteacher is supported by the PSHE subject leader who reviews this policy, attends relevant training and keeps staff up to date with curriculum developments.

The policy is reviewed in line with the school's cycle.

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