



# Anti-Bullying Policy



## REDUCING CONFLICT INCREASING UNDERSTANDING

### Our Values and Beliefs:

### What is bullying?

#### Definition

To include racist, cultural, sexist, cyber, SEN, homophobic bullying.

Bullying involves dominance of one pupils to another or a group of others, is pre-meditated and usually forms a pattern of behaviour.

#### Bullying is:

“The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.” **Anti-bullying alliance.**

Bullying is therefore:

Deliberately hurtful;

Repeated, often over a period of time;

Difficult for victims to defend themselves against.

It can take many forms, but the main types are:

- Physical – hitting, kicking, taking another’s belongings;
- Verbal – name calling, insulting, making offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Cyber – all the areas of the internet, such as email & internet chat room misuse; mobile threats via text messaging and calls. Misuse of social networking sites. Misuse of technology, i.e. camera and video.

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form.

Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

### Bullying

- Devalues, isolates and frightens
- Affects an individual’s ability to achieve
- Has long term effects on those engaging in bullying behaviour, those who are the subjects of

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bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

## Cyber Bullying

Cyber bullying is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.

Behaviour that is classed as cyber bullying includes:

**Abusive comments:** Rumours, gossip and threats made over the internet or using other digital communications – this includes internet trolling.

**Sharing pictures:** videos or personal information without the consent of the owner, with the intent to cause harm and/or humiliation.

**Hacking** into someone else's email, phone or online profile to extract and share personal information, or send abusive, or inappropriate content whilst posing as that person.

**Creating** specific websites that negatively target an individual or group typically by posting content that intends to humiliate, ostracise and/or threaten.

**Blackmail** or pressurising someone to do something online that they do not want to do.

Cyber bullying will be treated with the same intolerance and in the same way as of any other form of bullying in the School.

Cyber bullying can be reported through the same channels of communication outlined further in this policy.

Support and advice can be found here:

[www.childline.org.uk](http://www.childline.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.familylives.org.uk](http://www.familylives.org.uk)

[www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/)

## Our approach

The emphasis of much of our work is to break this cycle of rivalry and conflict, to encourage the pupils to **want** to co-operate and care for each other. In examples of clear cut bullying the importance of this process being implemented skilfully and effectively is heightened.

We do not believe that punitive reaction to bullying has a long-term effect in reducing bullying, and could be argued to reinforce bullying as an approach for life. At best a sanction might relieve the victim for a short period of time; at worse it can increase the anger and resentment towards the victim. If bullying is based on power and intimidation then by imposing sanctions on a bully, they are in effect being over

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powered and intimidated, (all be it by those in authority and for the right motive.)

*Our bullying policy is reviewed at least annually or immediately if changing circumstances demand it.*

Much of our staff training involves understanding the nature of conflict and the development of skills to diffuse confrontations. We firmly believe that through the systematic application of these skills to all conflicts but especially bullying, we can build constructively from negative experiences.

Our school has a legal duty under the Education Act 2002, the Education and inspections Act 2006 and the Equalities Act 2010 to prevent and tackle bullying.

### **Our approach is three-fold.**

- To build an ethos of non-confrontation
- Through mediation between the victim and the perpetrators or perpetrator.
- Counselling

### **Building an ethos of co-operation**

In all our dealings with the pupils, staff emphasise the importance of respecting the feelings and emotions of others. If a pupil has aggressive tendencies, s/he is made aware of this issue through the target setting process. There is then an expectation that the pupil will consciously work with the support of staff to reducing this problem.

The curriculum builds on this ethos directly through PSHE and our Outdoor Education programme. At key times pupils in PSHE are asked directly about bullying in their experiences in care or at school. Much of the programme for Outdoor Education demands team building and co-operation skills in physically and mentally demanding situations. We will also use our curriculum to raise awareness about bullying and our anti-bullying policy, increase understanding for victims and help build anti-bullying ethos, and to teach pupils how constructively to manage their relationships with others.

Current affairs, texts in English and other subjects, historical events will be chosen to reinforce our anti-bullying approach.

Tutorial work, role plays, social stories and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in the school.

The School website will carry links to Anti Bullying websites and information on what to do if pupils see or experience bullying.

Bullying will not be tolerated and we will use assemblies to help students understand the impact of bullying and what they can do if they see or experience bullying.

Posters and a variety of information is displayed around school in a number of accessible ways.

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The School takes part in Anti-Bullying week to raise further awareness.

We provide regular training for all staff on spotting the signs of bullying and how to respond.

### **The Process**

When an incident occurs the following process should be put into practice.

- a) Talking with the victim

The victim must be given time and the opportunity to speak. At Headstart, they are likely to want to concentrate on the facts and revenge. The member of the staff will allow the victim to off load but will then lead the conversation towards talking about their feelings

The meeting should conclude with the member of staff sympathising with the victim and saying that they will go and see the perpetrator. The member of staff will end the meeting by arranging to see the victim again.

- b) Talking with an individual or group

The member of staff will then see the perpetrator. This meeting will be particularly effective if some time has elapsed since the incident so that the perpetrator is less defensive. It is important that this conversation does not get tied down investigating the facts. The conversation needs to

move on to trying to find out the reasons behind the needs of the perpetrator to intimidate others. A useful strategy is to talk about the individual's relationships with other pupils, staff or other adults and not the victim.

If the conversation proceeds well and moves away from "he deserved it", staff should try to get the child to think about how the victim feels.

The meeting should conclude with an agreement on how the pupil should behave in relation to the victim and to others generally.

- c) Follow up meeting

It is essential that both the victim and the perpetrator/perpetrators are seen later to see if the issue has died down. If there is a continuation of the problem then the dialogue needs to be started again. For things to progress, the same principle applies, concentrating on the reasons behind the bullying and not the bullying itself.

### **Documentation/Responding To Incidents.**

Students who have reported an incident of bullying should report to a member of staff.

Students who see others being bullied should report this to any member of staff.

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Any member of staff who sees a student being bullied must follow the procedure detailed below.

Any member of staff who has an incident of bullying reported to them, must follow the procedure detailed below.

All incidents of bullying will be logged onto Behaviour Watch as detailed below.

Where required, the school will

All incidents are documented in Behaviour Watch. Tick the 'bullying' box only - any other issues should be recorded on a separate slip in order that SLT are able to 'track' the bullying. The comment should include all the actions taken by the staff. The staff member responsible for recording the incident needs to ensure that all follow-up action is recorded and resolution is clearly documented at the end.

### **Conclusion**

This anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through an understanding of why it happens. Our policy is directed at improving this understanding, thereby reducing the need for a bully to bully and as such is an integral part of the project's ethos and philosophy.

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