Anti-Bullying Policy

(To support School Behaviour & Safeguarding Policy)

Anti-Bullying Policy

1. Strategy

1.1 Blakedown CE Primary School is committed to creating an environment where all are able to flourish, feel happy and safe, there is an expectation that everyone is treated with respect and dignity. Our anti-bullying policy supports staff to create an open and trusting environment where all can flourish, **achieve** and prepare themselves for a future where they will **serve** fully as positive members of society. They will find **joy** in the building of positive relationships with their peers; knowing who they are individually and being responsible for their own actions towards others. They will start to identify how they and others are **'fearfully and wonderfully made.'** Psalm 139. Positive interactions with others will enable all to feel safe and lead to stable emotions that will support each child to **achieve** and fulfil their potential.

1.2 To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon, including cyber-bullying. The situation will then be monitored as appropriate

1.3 To reassure children that they will be listened to and encourage our children to report incidents of bullying.

1.4 To heed parents and keep them informed of actions taken in response to a concern or complaint.

1.5 To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and as a result, reduce the incidents of bullying.

1.6 To support and protect victims of bullying and ensure they are listened to.

1.7 To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.

1.8 To liaise with parents and other appropriate members of the school community.

1.9 To ensure all members of our community feel responsible for helping to reduce bullying.

2. Policy

Blakedown CE Primary School believes that:

2.1 Bullying is undesirable and unacceptable.

2.2 Bullying is a problem to which solutions can be found.

2.3 Seeking help and openness are regarded as signs of strength not weakness.

2.4 All members of our community will be listened to and taken seriously.

2.5 Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.

2.6 All of us have a responsibility to ensure that we do not abuse or bully others.

2.7 Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.

2.8 Children and young people should be involved in decision making about matters that concern them.

2.9 We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

2.10 We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

2.11 **Definition**

2.11.1 Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying. Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

2.11.2 Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an *unresolved* single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

2.11.3 The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyber-bullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, messaging apps, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

2.11.4 Staff, parents and children at Blakedown CE Primary School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

2.11.5 The victim(s), their friend(s), their parent(s) or other interested people may bring bullying to the attention of any member of staff.

2.12 Objectives:

2.12.1 To maintain and develop effective listening systems for children, young people and staff within Blakedown CE Primary School.

2.12.2 To involve all staff in dealing with incidents of bullying effectively and promptly.

2.12.3 To equip all staff with the skills and information necessary to deal with incidents of bullying.

2.12.4 To involve the wider school community in dealing effectively with, and if necessary referring bullying incidents.

2.12.5 To communicate with parents and the wider school community, such as lunchtime supervisors & volunteers effectively on the subject of bullying.

2.12.6 To acknowledge the key role of every staff member in dealing with incidents of bullying.

2.12.7 To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing with relevant organisations.

2.12.8 To promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations.

3 Procedure

3.1 Everyone involved in the life of Blakedown CE Primary School must take responsibility for promoting a common anti-bullying approach and agree to:

3.1.1 Be supportive of each other;

3.1.2 Provide positive role models;

3.1.3 Convey a clear understanding that we disapprove of unacceptable behaviour;

3.1.4 Be clear that we all follow the ground-rules of Blakedown CE Primary School;

3.1.5 Support each other in the implementation of this policy;

3.1.6 Emphasise the caring, listening approach as bullies are often victims – that is why they bully.

3.1.7 All members of Blakedown CE Primary School are expected to report incidents of bullying.

3.1.8 All staff have a vital role to play as they are the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

3.2 Staff have a responsibility to:

3.2.1 Provide children with a framework of behaviour including rules which support the whole school policy.

3.2.2 Emphasise and behave in a respectful and caring manner to children and colleagues, to set a positive tone and help create an effective and positive atmosphere.

3.2.3. Raise awareness of bullying through activities, stories, role-play, discussion, peer support, class council, PSHE, Online Safety, acts of worship.

3.2.4 Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management. This is also monitored during timetabled safeguarding governor visits.

3.3. Governors have a duty to:

3.3.1 Be fully informed on matters concerning anti-bullying.

3.3.2 Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

3.3.3 Identify one governor to lead on anti-bullying within school leadership.

3.4 Reacting to Incidents
Recording:

3.4.1 All incidents will be recorded by Blakedown CE Primary School on CPOMs, the school's safeguarding system in the first instance.

3.4.2 The person who the incident is reported to will take responsibility for ensuring that the incident is properly recorded, preferably before the This record will be updated as necessary throughout an investigation.

3.4.3 Parents of all children involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident will be documented and added to the CPOMs incident log.

3.5 Dealing with an Incident:

3.5.1 If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached or witnessed the concern.

3.5.2 The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

3.5.3 The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.

3.5.4 The headteacher, DSL or another appropriate member of leadership staff will interview all parties involved.
A clear and precise account of bullying incidents will be recorded on CPOMs by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and the action taken.

3.5.5 Listen to all parties involved in incidents.
Remember – listen, believe, act

3.5.6 Identify the bully/bullies. Obtain witnesses if possible.

3.5.7 Investigate as fully as possible. This will require patience and understanding.

3.5.8 Discussions with the bully. Confront them with details and ask them to tell the truth about the incident/situation. Make it clear that bullying is not acceptable.

3.5.9 If they own up to their actions, then follow procedures outlined below.

3.5.10 Record a clear account of the incident on CPOMs. Ensure the time and date is accurate before saving.

3.5.11 If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up when presented with the facts.

3.5.12 Parents informed of bullying incidents. Separate discussions with parents of the bully and the victim.

3.5.13 Class teachers will be kept informed through the CPOMs system.

3.5.14 Staff should foster by example the values we as a school believe in and promote the use of interventions which are least intrusive and most effective.

3.5.15 Records on CPOMs will be saved until a pupil leaves the school and are accessible for monitoring purposes.

3.6   Sanctions for the bully include:

3.6.1   withdrawal from favoured activities for a limited period.

3.6.2   time out to reflect – completion of 'Behaviour Recovery Sheet' if appropriate.

3.6.3   PBAS: Positive Behaviour Action chart, with identified targets and outcomes that are rag rated with consequences and rewards identified.

3.6.4   loss of playtimes for an agreed period – work given to support positive relationships.

3.6.5   exclusion from school during lunchtimes for a fixed period depending on the severity of the incident

3.6.6   <u>Continue to monitor the situation by observing, in lesson time, at break times and lunchtimes and through discussion. Incidents will be recorded on CPOMS and linked to any other child involved.</u>

3.6.7   Use Circle Time and PSHCE/RSE lessons – Jigsaw and Relationships Education to reinforce positive relationships and friendships.

3.6.8   As the behaviour of the bully hopefully improves, then favoured activities etc, can be reinstated and the child praised for good behaviour choices. 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.

3.6.9   In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils. All staff **listen, believe, and act.**

    3.7   **Pupils who have been bullied will be supported by:**

       3.7.1   Offering immediate opportunity to discuss incident with a member of staff.

       3.7.2   Adult support to check in with each day.

       3.7.3   Ongoing monitoring and recording by a member of staff

       3.7.4   Reassuring the pupil

       3.7.5   Offering Thrive sessions for emotional support

       3.7.5   Keep parents informed

    3.8   **Safeguarding procedures will be followed when child protection concerns arise, in line with the school's Safeguarding Policy.**

    3.9   Please refer to Appendix I – Strategies for Addressing Bullying Issues

4.   **Monitor and Review**

    Through the development and implementation of this policy, Blakedown CE Primary School trusts that all children, young people, parents/carers and staff will:

    4.1   Feel confident that everything is being done to make the school a safe and secure environment.

    4.2   Know who can be contacted if they have any concerns about bullying.

    4.3   Feel supported in reporting incidents of bullying.

    4.4   Be reassure that action regarding bullying will take place.

    4.5   The policy is applicable to all children regardless of race, gender, sexual orientation or disability. Any racial incidents are recorded on CPOMs and reported both to Governors and the LA.

    4.6   The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

    4.7   Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors once a term.

    4.8   Linked policies: Behaviour; Equality; Safeguarding; Health, Safety & Welfare.

5. Appendices

Appendix 1

Strategies for Addressing Bullying Issues (All Settings)

The following is a list of some tried and tested approaches, both for preventing and responding to bullying issues. The list is not exhaustive, but is intended to offer a starting point for developing interventions that are effective in individual settings. It must be acknowledged that not all approaches are suitable in all instances of bullying; where serious incidents of violence or harassment have taken place, these approaches should be considered in conjunction with the usual sanctions and specialist advice (e.g. police involvement). Many of these approaches have been commonly used in schools, but aspects of all could be adapted to suit wider settings for children and young people.

Sources of further information have been supplied. Worcestershire's Educational Psychology service are able provide advice and/or training in the approaches listed.

1.1. Restorative Approaches

Restorative justice is an approach used to address offending and challenging behaviour. The approach is considered to have originated within the criminal justice system. Unlike the retributive system of assigning blame and punishment, restorative justice seeks to repair harm done to relationships between people and their communities. Within the school environment restorative justice perceives misconduct not as breaking a school rule but as a violation against the people and relationships within the school community. Therefore, restorative justice is about "building communities of care around individuals while not condoning harmful behaviour" (Morrison, 2002, p. 2), i.e. students are held accountable for their actions within a supportive environment. The approach is based upon understanding the idea of 'harm' and asking a series of questions, such as 'what happened', 'who has been affected' and 'how can we put right the harm'.

To apply restorative principles, schools/other settings use a range of techniques, such as circles, victim-offender mediation, peer mediation and restorative conferencing:

1.1.1. Circles
This approach involves a group of young people/adults sitting in a circle. The circle of people pass around an object, which when held by a particular person acts as a signal for them to have their opportunity to talk. The technique is generally used to teach skills, such as listening, co-operation, negotiation and collaborative problem solving.

1.1.2. Victim-offender Mediation
This is an approach where the victim and the offender come together in a meeting, which is facilitated by a trained mediator. During the meeting the victim shares their account of the effects of the actions of the offender and the offender offers their version of the event. The aim of the approach is to take the student through a supportive process of understanding

the consequences of their behaviour. Both parties are supported by the mediator in coming to an agreement, in terms of a suitable resolution.

1.1.3. Peer Mediation
Peer Mediation involves pupils being trained to offer a conflict resolution service for other students. Mediators are trained not to be judgemental but instead to 'hold the space' to allow those in conflict to resolve it for themselves.

1.1.4. Restorative Conferencing
This process is similar to the above-mentioned victim-offender mediation. Within this approach, both the victim and offender have the opportunity to invite other people along to the meeting as support. For example, these conferences may also include parents, teachers and social workers.

Sources of further information:
Restorative Approaches

Braithwaite, J. (1989) Crime, Shame and Reintegration. Cambridge: Cambridge University Press.

Cameron, L. and Thorsborne, M. (2001) Restorative Justice and School Discipline: Mutually Exclusive? In Strang, H. Braithwaite, J. (eds.). Restorative Justice and Civil Society. Cambridge: Cambridge University Press.

Hopkins, B. (2002) Restorative justice in schools. Support for Learning, 17(3), 144-149.

Hopkins, B. (2004) Just Schools: A Whole School Approach to Restorative Justice. London: Jessica Kinglsey.

Morrison, B. (2002) Bullying and Victimisation in Schools: A Restorative Justice Approach. Australian Institute of Criminology, 219, 1-6.

Wright, M. (1999) Restoring Respect for Justice. Winchester: Waterside Press.

Zehr H. (2002) The Little Book of Restorative Justice. Good Books.

Mediation

Cremin, H. (2002) Pupils resolving disputes: successful peer mediation schemes share their secrets. Support for Learning, 17, 138-142.

Tyrrell, J. (2002) Peer Mediation: A Process for Primary Schools. London: Souvenir Press.

Circles

Bliss T.and Tetley J. (2006) Circle Time. Paul Chapman Educational Publishing.

Currie, M. and Bromfield, C. Personal and Social Education for Primary Schools through Circle Time. NASEN.

1.2. Method of Common Concern (The Pikas Approach)

The Pikas Approach, also known as the 'method of shared concern', is a way of dealing with group bullying. It was developed by the psychologist Anatol Pikas in the late 1980's to counteract what in Scandinavia is referred to as 'mobbing', with the aim of encouraging the group members to exercise their responsibility towards others as individuals rather than collectively.

In a situation where a gang takes on its own identity, all members may accept the idea of tormenting a victim. Individual members might have doubts and anxieties about what they are doing, but through pressure to conform to the group's norms, they accept its values. The discomfort and unhappiness of the victim is ignored.

In Pikas's words, the most important step in combating the gang's activities is to 're-individualise the group members'. This involves the teacher meeting with members of the gang individually and making each one aware of his or her own feelings of unease or embarrassment about the gang's bullying. Each bully is encouraged to devise a solution to the bullying problem and to put this plan into action. The situation is monitored over a series of weeks through regular meetings between a staff member and each bully.

The staff member also meets with the victim. The aim is to be supportive and help the victim talk about the bullying. It sometimes emerges that the victim is not blameless, e.g. the provocative victim can provoke antagonism. In such cases the teacher explores the possibility of the victim doing something to improve the situation. After several weeks of individual meetings, and only when the victim is ready for it, a meeting is arranged between bullies and victims to review the situation. The success of the meeting depends on how successful the teacher has been in working with the bullies during the previous weeks. Pikas argues that sooner or later, under guidance, the parties will find a way of living together.

The method of shared concern is not intent on apportioning blame, or giving out punishments, but on gaining acceptance of the fact that the victim's situation is very unpleasant.

It is important that members of staff become familiar with Pikas's techniques and approach before using the shared concern method and appropriate training should be given.

Sources of further information:
Pikas, A (1989) The Common Concern Method for The Treatment of Mobbing. In Roland, E – Bullying an International Perspective.
Sharp, S and Smith, P. Tackling Bullying in your School: A Practical Handbook for Teachers Pikas Method). Routledge.

1.3. The No Blame Approach
The No Blame Approach has some similarities with the Method of Common Concern. It takes the view that bullying is an interaction that establishes group identity, dominance and status at the expense of another. The approach operates with the belief that it is only by the development of 'higher values' such as empathy, consideration and unselfishness, that the bully is likely to relinquish his/her behaviour and function differently in a social setting. If preventative anti-bullying policies depend upon policing the environment, forbidding the behaviour, encouraging the victims and punishing the perpetrators, then no lasting change can be expected.

The No Blame Approach is a seven step system of meeting separately with the victim and with the group displaying bullying behaviour. The approach culminates in the group sharing responsibility for the way the victim is feeling, and taking ownership of resolving the issue. This system is facilitated and monitored by a teacher/adult. This approach has been subject to criticism, as it does not seek out the facts of the incident or the harmful actions of the bully, and does not therefore promote the sanctioning of bullying behaviour.

Sources of further information:
Robinson, G & Maines, B (1997) 'Crying for Help-the No Blame Approach to Bullying': Lucky Duck Publishing

1.4. Circle of Friends

A Circle of Friends is designed to support a target child in developing pro-social peer relationships and combines specific social skills training with opportunities to generalise these skills to 'real life' situations in school. A Circle of Friends is best used when there is a shared understanding from staff that a target child's behaviour is resulting from a lack of appropriate social contact and there is an element of social isolation. The child's peers are provided with an opportunity to develop their understanding of the child and to see that they themselves may be best placed to support the target child in developing more appropriate behaviour.

The circle is then comprised of volunteers (usually between 6 and 8) and supported on a regular basis by staff. The intervention includes a weekly meeting focussed on the development of social skills as appropriate to the child's age. The peers and target child are then encouraged to practise the skills in school and report back on progress the following week.

A Circle of Friends approach can be used effectively with either the victim or the bully as the target child depending on where the greatest social isolation is felt to lie. For example, if the victim was bullied for a lack of social skills (e.g. due to language or social communication difficulties) then this intervention may enable them to develop the appropriate skills needed to avoided similar situations in the future. Alternatively if the bully's behaviour was seen as arising from frustrations around not being able to make and sustain peer relationships then a Circle of Friends would be an appropriate support mechanism. In both cases, the child's peers would be enabled to develop their understanding of the causes of behaviour and to reflect on their part in affecting change, particularly if they have been bystanders. Thus the bullying is addressed on a systems level as well as an individual level.

Sources of further information:
http://www.leics.gov.uk/index/education/special_education_needs/specialist_teaching_service/service_teams/autism_outreach_team/autism_team_resources/circle_of_friends.htm

1.5. Peer Support Systems

1.5.1. Peer Mentoring
Peer mentoring enables young people to provide support and advice to one another in schools. Mentors are selected based on their interest in being involved and their commitment to training. The period of training, which can be run by external agencies develops the mentors' skills in active listening, providing advice and support, confidentiality and referring issues on to staff.

The National Peer Mentoring Anti Bullying Pilot was launched in 150 schools in September 2008 to look at how peer mentoring can contribute to tackling bullying in schools. Mentors have been recruited to work with fellow students, helping them to understand the impact of their actions and words on others and encouraging them to become active citizens in the school community. The pilot is underpinned by the premise that to be peer accountable has a far greater impact on behaviour than the disapproval of an adult in authority.

It is hoped that the anti-bullying peer mentors will be a strong and visible presence in school, promoting their messages of support through workshops, assembles, drop-in centres and creative marketing campaigns. This intervention enables bullying behaviour to be tackled both at the individual level and through creating a tangible anti-bulling ethos within the school.

Peer mentoring has also been used widely as means of providing support to victims of bullying, to provide an understanding ear and to offer advice on coping strategies. Mentors may themselves have been victims of bullying and feel able to pass on what they have learnt. Victims may feel more able to talk to peer mentors than adults as they feel confident that they will have a greater understanding of what they are going through.

1.5.2. The Arbitrating System
Useful for conflict resolution, this system appoints two arbitrators (one boy, one girl) in the class. It is helpful if these have had some basic training in mediating and negotiating, but it is also important that as many pupils as possible have a chance to act as arbitrators over a period of time.

Some children / young people still come to members of staff to solve their problems while others don't for fear of retribution from others. The system involves three stages of conflict resolution in and out of the classroom for all students, and the staff member, to follow. Arbitrators learn on the job and need constant back-up and support until they can function on their own. It is important that members of staff do not take over but guide the arbitrators to make fair decisions.

1.5.3. Quality Circles
Quality circles were first introduced into Japanese industry in the 1950s and are now used worldwide by major companies. They have been transplanted with little modification to the field of education, where they have been used successfully by groups of teachers, and recently by groups of primary school children.

Quality circles should not be confused with circle time. The essential features of a quality circle, established to address the problem of bullying in a primary school, are as follows:
It consists of volunteers
It meets regularly to propose ways of improving the school's approach to bullying
It has a trained leader
It is small; about 5-8 members
Its aims are to solve problems related to bullying and effect change

Through being involved in a quality circle, pupils get the chance to use their experience and knowledge for the school's benefit. Pupils are often able to provide management with information about bullying (including information about racist remarks and / or attacks) which otherwise might not be known to them.

Sources of further information:
Sharp, S and Smith, P. Tackling Bullying in your School: A Practical Handbook for Teachers. Routledge.
Thompson, D., Arora, T., Sharp, S. Bullying; Effective Strategies for Long Term Improvement. Routledge.
Smith, P., Pepler, D., Rigby, K. Bullying In Schools; How successful Can Interventions Be? Cambridge University Press.

1.6 Supporting the Victim

1.6.1. Assertiveness Training
Victims of bullying need reassurance, they want to be believed and they want the bullying to stop. Not only do they need support from others (making sure they are not isolated, and have someone to socialise with and sit next to); they may need to develop skills to deal with, and to avoid bullying situations. They may need to be tactfully made aware that sometimes their own behaviour may be a factor encouraging bullying behaviour.

Many young people become highly defensive when teased. They strongly deny accusations or taunts and become very upset. This is understandable but this kind of reaction is often rewarding to the bully and may simply encourage verbal bullying. A 'keep your cool' strategy can be helpful here and this involves helping children or young people to give a strong and confident message to the perpetrator, empowering the victim to deal with the situation themselves without necessarily having to have an adult intervene.

For children / young people who are very withdrawn and lacking in confidence, with very low self-esteem, this strategy is not recommended, as they need considerably more adult support and protection.

Raising Self-Esteem
Research consistently suggests that victims of bullying have low self-esteem. The debate of whether this is a result of the bullying or the contributing factor is redundant. What is

important is that a victim has a low opinion of his/her self worth. The more the bullying and as a consequence the lowering of self-esteem, the less effective the victim will be in dealing with the aggression. It is therefore of great importance that efforts are made to raise the victim's self-esteem and thereby in some way support the development of increased robustness and resilience. As well as published schemes aimed at raising self-esteem, membership of quality circles and the like are effective in helping victims achieve a higher opinion of themselves. A system which enhances the self worth and confidence of all its community by rewarding all achievements other than just academic ones is crucial in achieving this aim.

Sources of further information:
Assertiveness
Assertiveness for Children, notes by Enid MacNeill Sheffield Dept. of Educational Psychology adapted for Kidscape. http://www.kidscape.org.uk
Davies, L. Assertiveness Training for Children. Visit
http://www.kellybear.com/TeacherArticles/TeacherTip74.html
Sharp, S and Smith, P. Tackling Bullying in your School: A Practical Handbook for Teachers (Assertiveness Training). Routledge.

Self-Esteem
White, M. Self-Esteem: Its Meaning and Value in Schools. Cambridge, Daniels.
Canfield, J and Wells, H.C. 100 Ways to Enhance Self Concept in the Classroom. Needham Heights, Mass: Alleyn and Bacon.