Annan School

Anti-Bullying Policy

Version: 09/23
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Reviewed by: Mark Hunter
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ANTI-BULLYING POLICY

Introduction

- The DfE advises that a school should have measures to encourage good behaviour and **prevent all forms of bullying** amongst children. These measures should be part of the school's behaviour policy which must be communicated to all children, school staff and parents

- The DfE defines bullying as ***behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.***

- We recognise that bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). We also recognise the growth of cyber-bullying.

References

- This policy reflects the DfE guidance:

  - ***Preventing and tackling bullying Advice for headteachers, staff and governing bodies*** *July 2017*

  - ***Behaviour and discipline in schools: advice for headteachers and school staff*** *(DfE) September 2022*

- The policy should be read in conjunction with the following school policies of which it is an integral part:

  - **Behaviour Policy**

  - **Safeguarding and Child Protection Policy**

  - **Exclusion Policy**

Aims and objectives

Bullying is wrong and damages individual children. At school we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- 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.

- This policy aims to produce a consistent school response to any bullying incidents that may occur.

- We aim to make all those connected with the school aware of our opposition towards bullying, and we make clear each person's responsibilities with regard to any reports of bullying at school.

It is the responsibility of all within the school to maintain the ethos and discipline codes which have been agreed. Children need good models from adults, from which they may develop their own self-discipline. We are committed to:

- Promoting respectful communication

- Focusing on what is going well

- Giving plenty of praise and drawing attention to good behaviour

- Making clear that it is the behaviour we do not like – not the child

- Giving clear and regular reminders of what is expected

- Modelling good behaviour/manners through own conduct

- To provide support for both victim and bully

Forms of Bullying

- **Verbal bullying:** name calling, teasing, use of threatening or provocative language, etc;
- **Psychological bullying:** excluding an individual from group play, refusing to talk to or even acknowledge an individual; spreading rumours
- **Physical bullying:** hitting, kicking, grabbing an individual; taking, hiding or damaging another's property etc.
- **Cyber-bullying:** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

Dealing with Bullying

- Have clear policies in place to deal with bullying and poor behaviour which are clear to parents, children and staff so that, when incidents do occur, they are dealt with quickly;
- Create an environment that prevents bullying from being a serious problem in the first place;
- Create an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other children, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older children who set a good example to the rest.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. School staff should be aware of these possible signs:

- is unwilling to come to school
- is reluctant to lift-share with another child
- becomes withdrawn anxious, or lacking in confidence
- feels ill in the morning
- begins to do poorly in school work
- starts stammering
- parent reports that their child cries themselves to sleep at night or has nightmares
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- lack of eye contact
- becoming short tempered
- there is a change in their attitude to people around them.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Support for the perpetrator is also important as the child who has done the bullying may need support to change their behaviour or may be suffering from abuse themselves.

The role of the Principal

- It is the responsibility of the Principal to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. They are also responsible for ensuring that the anti-bullying policy is covered in induction training for new staff.

- The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. They draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use a gathering or circle time to discuss with other children why this behaviour was wrong.

- The Principal ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

- The Principal of the school sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Principal is responsible for ensuring all staff follow the Emotional Intelligence model which promotes respectful communication between staff and children as well as between staff and between children.

- The Principal ensures that all incidents of bullying are fully investigated, and appropriate action taken where necessary.

The role of the teacher and other staff in our school

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- All staff are aware of the school's **Safeguarding Policy** and the latest guidance in ***Keeping Children Safe in Education KCSIE***, and what to do if they believe that the bullying may need to be referred to the school's Designated Safeguarding Lead;

- Staff are familiar with the latest guidance on **child-on-child abuse**, contained in the school's **Behaviour Policy**

- If a member of staff witnesses an act of bullying, or has an incident of bullying reported to them, they will either investigate it themselves or refer it to a Principal. Teachers and staff do all they can to support the child who is being bullied.

- Teachers regularly evaluate and update their approach to take account of developments in technology, for instance, updating 'acceptable use' policies for computers and the school internet/blog/email pages.

- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim as well as time spent talking to the child who has done the bullying, helping them to understand why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Principal is informed. The child's parents may then be invited into the school to discuss the situation.

- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

- The Emotional Intelligence model is used throughout the school to support staff and children in respectful communication and behaving respectfully towards others.

- We expect all adults to treat one another with respect so that appropriate models of behaviour are recognised by the children. If an adult feels bullied by another parent or member of staff this should be reported to the Principal.

The role of parents

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school;

- 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 class teacher immediately. If the parent is not satisfied with the response, they should contact the Principal who will ensure that the incident has been fully investigated and dealt with in accordance with the school's Anti-bullying Policy.

The role of children at our school

- At our school children are encouraged to tell anybody they trust if they are being bullied. We would like the children to feel assured that they will be listened to and incidents acted on;

- Children are encouraged to report any incidents of bullying they witness or suspect to an adult;

- Children should feel that they can report bullying which may have occurred outside school including cyberbullying;

- By creating a safe environment, children can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

Sanctions for incidents of bullying

- The sanctions for bullying follow the same procedure as for any form of unacceptable behaviour. The procedures, which may lead to exclusion and ultimately to asking a parent to remove a child from the school, are set out in the school's **Behaviour Policy.**

Support

The school may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying. Where appropriate parents should be involved in this process.
See *Further Sources of Information* on page 6.

Monitoring and review

This policy is monitored by the Proprietors and staff of the school and will be reviewed for changes in procedures and statutory guidelines in accordance with the school's policy review guidelines.

Current review dated: 13/06/2023
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Further Sources of Information

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Beatbullying: Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

- *Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.* For more information on how to respond to cyber-bullying and how children can keep themselves safe, please refer to the Childnet International and Beatbullying links under 'further resources'.