



# **Stone C of E School Anti-Bullying Policy**

This policy was adopted on: Spring 2018

The policy is to be reviewed by: Spring 2019

## **Aims**

The school recognises its Christian foundation in formulating this policy. The school aims to encourage an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. The school aims to promote values of tolerance and forgiveness whilst clearly maintaining that bullying is unacceptable behaviour.

## **Principles**

That every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem, sense of belonging, and confidence, and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents.

The anti bullying policy takes its place within the general aims of the school. It has close links to the Child Protection, Behaviour and Equalities policies

## **What is Bullying?**

Stone Church of England Combined School's definition of bullying is:

**Bullying is on-going, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.**

### **Examples of bullying include:**

**Verbal:** Persistent: name calling, teasing, mocking, taunting and threats.

**Physical:** Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

**Emotional:** Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

**Cyber:** Cyber bullying

## **What is 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.

### **Examples of cyber bullying**

**Abusive comments,** rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.

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

**Hacking** into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.

**Creating dedicated websites** that intend to harm, make fun of someone or spread malicious rumours.

**Pressurising** someone to do something they do not want to such as sending a **sexually explicit image**.

**More information on cyberbullying can be found in the E-safety policy.**

Concerns regarding cyberbullying should be reported to the class teacher, Deputy or Head teacher. Incidents will be dealt with in line with our school behaviour and Discipline policy but serious incidents of cyberbullying which occur outside school may be reported to the police.

### **What is NOT bullying**

**One-off incidents:** Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

**Mutual conflict:** A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

### **Who gets bullied?**

Children and young people can be targeted for any reason, but in our experience bullying is often:

**Racist:** Bullying based on ethnicity, skin colour, language, religious or cultural practices.

**Homophobic:** Discrimination based on sexuality and/or gender identity.

**Sexual:** Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include pressure to send **images of a sexual nature**.

**Disabilist:** The bullying of children who have special educational needs and disabilities.

**Based on 'difference':** Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, social behaviour.

*Bullying can be peer to peer, teacher to student or student to teacher, parent to parent/teacher/student.*

### **Impact on bullied children**

Children who are bullied are more likely to:

- have low self-esteem;
- develop depression or anxiety;
- become socially withdrawn, isolated and lonely;
- have lower academic achievements due to avoiding or becoming disengaged with school;
- be unable to form trusting, healthy relationships with friends or partners in the future.

## Impact on children who bully

Children who frequently bully others are more likely to:

- drop out of, or be expelled from school;
- engage in criminal behaviour;
- develop depression or anxiety;
- be abusive towards their sexual partners, spouses or children as adults.

## Impact on schools

Schools that do not take significant action against bullying are more likely to:

- create a negative environment based on a culture of fear and disrespect;
- have poor student engagement, staff retention and parent satisfaction;
- give students the impression that teachers have little control and do not care;
- instill insecurity, low self-esteem and lack of ambition in their students;
- fail in inspiring students to reach their full academic potential.

## **Bullying outside school**

Head teachers have the legal power to make sure pupils behave outside of school premises.

This includes bullying that happens anywhere off the school premises, eg on public transport or in a town centre and includes external school trips, after school clubs and cyber bullying.

School staff may choose to report bullying to the police or local council.

# **Roles and Responsibilities**

Every school has a legal duty to have measures in place to prevent all forms of bullying.

### The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it

- foster good relations between people who share a protected characteristic and people who do not share it.

### **The Role of All staff**

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.
- Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head Teacher.
- Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive

### **Prevention & strategies to reinforce Stone C of E's Policy on Antibullying:**

- Strategies to develop positive behaviour including: school values, reward systems, responsibilities, modelling positive behaviour, playground buddies, house points and application of the "Golden Rules"
- Celebration of diversity through the curriculum and Assemblies
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying.
- Children participate in role play work in class as part of Citizenship and SEAL and learn the importance of reporting bullying and not being a bystander
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricular themes, drama, story writing and literature
- A whole school reward system
- Good quality role models - Adult modelling of appropriate response to a wide range of scenarios
- The techniques used by staff to promote self-esteem, social skills and emotional development
- Children & parents have a good knowledge of the procedure/policy
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.
- Adult supervision where necessary at break and lunchtimes
- Children are taught how to keep themselves safe online and how and when to report cyberbullying. They learn what cyberbullying is, the forms it takes, the effects on the target and the possible sanctions both within and outside of school.

### **The role of governors**

- o The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- o The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's antibullying policy.

### **The role of the Head Teacher**

- o It is the responsibility of the Head Teacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and nonteaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- o The Head Teacher ensures that all children know that bullying is unacceptable behaviour.
- o The Head Teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

## Role of Parents

Have an open conversation

If you suspect that your child is being bullied, or they have already told you of an incident, the first thing to do is have an open conversation. Try and follow these guidelines:

**Speak in private:** Find a quiet time when you won't be disturbed their concerns

**Be patient, calm and understanding:** Do not make assumptions or interrupt. Put your feelings aside and really listen to what your child is telling you.

**Reassure them:** Make it clear that the bullying is not their fault and praise them for being brave enough to confide in you. Assure them that now you know what is happening, the issues can be resolved.

**Give support and trust:** Let your child know that you will need to **talk to the school.**

## Teach them how to cope

Bullies often 'test' potential targets to gauge how they respond, and while the target is never to blame, those who appear the most vulnerable usually continue to be bullied. It is for this reason that alongside reporting to the school, teaching your child how to be assertive can be the most effective way to help them.

***Parents also have the responsibility to support the school in imposing sanctions if their child is responsible for bullying.***

## Sanctions and Monitoring

What to do if you are feel that you are being bullied or concerned that someone else is being bullied?

- Tell a member of staff (this might be the class teacher, senior leader or head or deputy. Children might prefer to speak to a TA)
- If nothing changes speak to the headteacher

## Sanctions

Depending on the varying levels of behaviour a number of sanctions may be used. These include:

- Restorative Justice Approaches
- Support & empower children to resolve the conflict & understand their role in the issues

- Inform parents and apply the school's sanctions where necessary ( see Behaviour and Discipline Policy)
- Agree home sanctions (if appropriate)
- If the incidents persist and are causing a health and safety issue then the Head Teacher could instigate exclusion procedures (see Behaviour and Discipline Policy)

Where a serious physical attack occurs on school grounds the police the police may need to be informed.

Restorative Justice approaches are used to achieve a positive outcome. Nurture groups or alternative provisions that provide emotional support is available for the bullied and bullying student both internally and externally (where referrals are accepted).

### **Monitoring**

Incidents of bullying are record in the school bullying log. Parents of the bullied and bullying pupils are informed of the incidents and are encouraged to support the restorative process.

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy. This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually.

Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

This policy is accessible by the whole school community on the school website.

### **Related policies include:**

Behaviour and Discipline

Child Protection

E-safety

Social Media Policy

Equality and Cohesion Policy