



Anti-Bullying Policy

DATED: Ratified November 2016

REVIEW DATE: November 2018

Introduction

Kent has accepted the definition of bullying contained in the 2007 'Safe to Learn' guidance produced by the Department of Children, Schools and Families which states that bullying is:

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

At Bredgar School, adults define bullying to the children as,

'When one person or a group of people, keep on hurting you on purpose, either by hurting your body or saying things which upset you'

Bullying can include:

- Name calling
- Taunting
- Making offensive comments
- Mocking
- Kicking
- Hitting
- Pushing
- Spitting
- Throwing stones
- Taking belongings
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti

However, it is important to recognise that the inappropriate behaviours listed above cannot always be classified as bullying and is not always unprovoked. Bullying is on a continuum of behaviour – it is important to gain as much historical information between the individuals concerned before a judgement can be made on whether it is bullying.

Some people are more likely to be bullied than others. Specific types of bullying include:

- Bullying related to race, religion or culture

- Bullying related to special educational needs or disabilities
- Bullying related to appearance of health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying including homophobic bullying
- Cyber-bullying

Children may be bullied for other reasons, for example,

- Children who are gifted and talented
- Children who do not have English as a first language
- Children who do not have a lot of friends
- Children who are shy or sensitive
- Children who have free school meals

Being bullied can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Being bullied will almost certainly adversely affect academic performance. Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches, stomach pains or signs of depression.

Those who conduct the bullying or witness the bullying can also experience emotional harm and its legacy can follow young people into adulthood. Understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies to support them.

To reflect the school's Christian ethos, emphasis on the values of respect and forgiveness will be referred to during discussions with children.

Links with other policies and codes:

This policy is linked to the Behaviour and Discipline Policy, Safeguarding Policy, Parent Code of Conduct

Aims and objectives

At Bredgar School, we aim 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 to bullying and make clear each person's responsibilities, with regard to the eradication of bullying in our school.

The role of Governors

The governing body supports the Head of School 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.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head of School 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 at the next Governor meeting following an incident.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Head of School and Anti-bullying coordinator.

It is the responsibility of the Head of School, Mrs. Gower who is also the Anti-bullying coordinator currently, 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. The Head of School reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head of School and teacher with responsibility for anti-bullying awareness ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Head of School ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all

incidents of bullying. The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely.

The Head of School maintains a serious behaviour log which will include any incidents of bullying. The behaviour log is analysed at least annually to identify trends or patterns.

The Anti-bullying coordinator organises anti-bullying awareness activities for National Anti-bullying Week. The Anti-bullying coordinator will seek the views of the children and adults associated with Bredgar School to ensure that this policy is having a positive impact.

The role of teaching and support staff at Bredgar School

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Staff are aware that some groups of children are more vulnerable to bullying and actively seek to monitor these groups.

If teachers or support staff witness an act of bullying, they will either investigate it themselves or refer it to the Head of School or Anti-bullying coordinator.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Head of School and the Special Needs Coordinator. The child's parents or carers are invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head of School may contact external support agencies, such as the social services.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories and the school uses a SEAL resources to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The reward systems used within the school encourage and reinforce good behaviour.

There are two types of buddy systems set up in our school which help to prevent bullying. A whole school buddy system is used during playtimes to support children experiencing difficulties playing together or who are feeling left out. Another system is used to support the youngest children, known as the Bears by linking them to an older child, known as Bear Keepers, who will look after them in the more unstructured times of the day. Buddy training is provided through Kent Safe Schools.

Bredgar School is a 'Telling school' where anyone including children, who see or experience bullying are encouraged to tell a trusted person.

When bullying has occurred, the 'No Blame Approach' is used. Using this method the bullying is the focus not the bully. The no-blame approach adopts a seven step response:-

1. The teacher interviews the pupil who has been bullied
2. the teacher convenes a meeting with the people involved
3. the teacher explains the problem
4. the groups shares the responsibility, the teacher asks the groups for their ideas
5. The teacher leaves it up to them to implement
6. The teacher meets with the group, after a few days, to review the progress made
7. The teacher will decide who, at this stage, needs to be informed. This is likely to be the parents/carers of all individuals directly involved.

If the 'No Blame Approach' does not work, the bully will be placed on report and their parents/carers notified. The bully will be given an exclusion if the bullying continues. The parents/carers of all involved will be seen by the Head of School and Chair of Governors to discuss the way forward. If any agreed strategy then breaks down, a permanent exclusion will be considered. The Chair of Governors will take no part in the ensuing pupil discipline and/or appeal hearings except as a witness.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The role of parents and carers

Bredgar School takes all forms of bullying seriously and encourage Parents/carers to discuss their concerns with the school. The booklet

about bullying published by Kent Safe School is given to parents biennially.

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should start to keep a log of the incidents their child describes or the type of unusual behaviour their child is displaying. If this continues for a short period of time, they should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head of School. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents and Carers should liaise directly with the school and any alleged or actual incidents of bullying should be treated as confidential. As part of the code of conduct, parents are requested 'not to engage in hurtful and harmful gossip' but to work with the school to enable a timely and effective resolution of the situation.

The role of children

All children at Bredgar School should know that any type of bullying behaviour is inappropriate and that the school has strategies for preventing and dealing with bullying. Children should be encouraged to tell a trusted person if they see or experience any form of bullying as their concern will be taken seriously and something will be done.

To help the children understand the different roles involved in bullying, they are given names to help identification;

- The ring-leader – the person who through their social power can direct bullying activity
- Assistants– people who actively join in the bullying, sometimes through fear of the ring leader
- Reinforcers – who give positive feedback to the bully, perhaps by smiling or laughing
- Bystanders – who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders – who try and intervene to stop the bullying or comfort pupils who experience bullying.

Monitoring

At least 30 children from KS2 complete the anonymous online survey compiled by Kent County Council which gathers the pupils views on bullying at our school. The results are analysed and returned to the school. The information will be used to help complete the school self evaluation form and any issues will be identified and the school will work to resolve them. This policy will be updated in the light of these findings.

To fulfil statutory obligations, the online monitoring form for incidents of racism will be completed. In addition, other incidents of bullying are also reported to Kent County Council via the online reporting system, who will monitor the data.

The Head of School and Anti-bullying coordinator will ensure that all school procedures are adhered to on a daily basis. In addition, through the analysis of data and information regarding bullying will look for trends and seek ways to address these.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head of School 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.

The School Council are also consulted to gain insight into pupils' views.

Links with other schools in the Unitas Collaboration will enable good practice to be shared. This will ensure that the approach at Bredgar School is consistent with other schools in the local area.

Review

The Head of School will report to the Governors when requested on the effectiveness of this policy. The policy will be reviewed annually and updated in the light of issues arising at Bredgar School.

| Reviewed | Ratified | Next review |
|----------|----------|-------------|
| | | |

| Chair of Governors | Date: | Headteacher | Date: |
|--------------------|-------|-------------|-------|
| | | | |

Record of liaison between School and Parent of child involved in bullying incident.

Date _____

People present at meeting _____

Description of Incident/Problem

Action to be taken by:
School:

Parent:

Child:

Set Review Date: _____

Signatures:

STAR recording system for bullying incidents

| Name of person recording _____ Date: _____ Time: _____ | | | |
|--|---|---|---|
| Setting Where? People involved | Triggers What happened just before the incident? What seemed to start it? | Actions What did the child do? Behaviour? | Result What happened next? Staff action? How did the incident end? Consequence? |
| | | | |

