

Anti-Bullying Policy

AIMS

For the whole school community.

(Children, parents, staff and governors including people with disabilities, special educational needs, looked after children, children with English as an additional language and young carers)

- To help children to gain the insight into the behaviour and consequences of others.
- To help the school community to consider strategies for preventing, avoiding and resolving difficult situations.
- To ensure interventions are in place to support anti-bullying education.
- To know what to do, how to report and respond to a bullying incident as a child, bystander, parent, staff or governor.

This policy also provides guidance to include safety on journeys to and from home, school, leisure activities and extended services in and around school.

**Bullying hurts. No one deserves to be bullied.
Everybody has the right to be treated with respect.**

At Hall Meadow we take bullying behaviour very seriously. Pupils, staff, governors and parents should be assured that they will be supported when bullying is reported as outlined in this policy.

Responsibility	Who	Monitored by
To monitor, develop, review and assess the implementation and effectiveness of the policy every 2 years.	C4C (School children's council) staff, parents, Buddy Leaders TLR for Wellbeing and Community Wellbeing and Community governors Head	Chair of Governors
To consult with the school community to assist with the policy reviewing process and signing up to the Anti-Bullying Charter. (Through a variety of events such as the 'Raising Awareness week and Blue Friday' in Nov and workshops with parents throughout the year).	Wellbeing and Community governors	Chair of Governors
Keeping up to date with recent developments from the media, publications, county and government.	Wellbeing and Community Governing committee, TLR for wellbeing and community W.E.L.L. (Wellbeing Education Link Leader)	Head
To deal directly with parents who need to discuss further issues and concerns around bullying incidents	Appropriate staff and Head	Wellbeing and Community Governors
To liaise with and feedback to parties involved with an incident, being sensitive to confidentiality.	Appropriate staff and Head	Wellbeing and Community Governors
To follow procedures identified in the anti-bullying policy	All members of the school community (including bystanders of bullying behaviour)	Wellbeing and Community Governors
To coordinate the recording system of incidents and analyse patterns.	TLR for wellbeing and community	Head
To provide channels of communication (including listening systems and peer support) for the school community to inform the school of any bullying.	C4C (children's council), staff, Head, governors, parents, W.E.L.L, Buddy Leaders	Wellbeing and Community Governors
To raise awareness and help understanding of behaviour linked to bullying	The school community	Wellbeing and Community Governors
To employ a range of resources including SEAL, circle time and outside providers such as the Life Education Bus, to support anti-bullying education.	Staff	Head
To ensure that all staff are trained to protect the welfare of others and	Head Teacher	Wellbeing and Resources Governors

Definitions

(In consultation with children, parents, staff and governors)

At Hall Meadow we value the following definition:

There are many definitions of bullying behaviour but most have three things in common:
(Comments from **adults** and **children**)

1. **It is a deliberate hurtful behaviour by an individual or a group, to cause feelings of unhappiness. (Is intentional, on purpose)**
2. **It is often repeated often over a period of time. (Is persistent or in a pattern, again and again and again)**
3. **It is difficult for those being bullied to defend themselves. (An imbalance of power, intimidation, 'making' or 'forcing' me to do something)**

Bullying is **not**:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend.

However if this behaviour is causing harm and being disrespectful, by a group or individual, consequences will be delivered as outlined in the school behaviour policy.

Bullying can take many forms of behaviour such as:

1. **Physical**-hitting, pushing, kicking, biting, taking or hiding belongings. Or any use of violence.
2. **Indirect/ Emotional**- spreading nasty stories about someone, tormenting, excluding someone from social groups.
3. **Cyber** -threats, calls and messages using mobile phones and computers, using any area of the internet (e-mail, chat rooms, videos, web-cam, messenger service, blogs and any other social networking sites.)
4. **Verbal** - name-calling, sarcasm, teasing, spreading rumours, and insulting comments.
5. **SEN/ Disability/ Health/ Ability**- any form of disrespectful or abusive behaviour regarding a learning difficulty, illness, impairment or learning ability
6. **Racist/ Cultural/ Religious**- any verbal, written, taunts, gestures or behaviour regarding a persons belief, race, appearance or religion.
7. **Sexual/ Sexist/ Homophobic/ Transphobic**- unwanted physical or verbal contact or sexually abusive comments because of or focussing on the issue of sexuality.
8. **Social/ Economic**- any disrespectful behaviour regarding a persons social, domestic, family or economic situation.

Summary of recording and reporting process

RECORD	RESPOND	RESOLVE	REPORT
Listen, identify bullying behaviour and record on incident form	Investigate, interview, up date incident form, follow school behaviour policy, agreed sanctions and support, engagement with others (parents) or safeguarding	Provide feedback, evaluate sanctions, support interventions/ strategies, monitor relationships,	Complete incident form with evaluations, feedback to Head/ Governing committee. Feedback in review process for policy development

Reporting procedures following bullying behaviour towards a child.

1. Incident can be reported from a variety of sources (parent, child, bystander, member of staff or member of the community).
2. Children listened to individually and supported by the head teacher, class teacher or other designated member of staff.
3. Discussion with individual child/ group of children and supporting adult (as identified in 2) to collect and investigate perceptions of what has happened in terms of actions and their consequences (refer to behaviour policy and sanctions) to agree a resolution and support for **all** parties involved (safe guarding and support). Seek advice from supporting services and resources within school where appropriate.
4. Incident form completed and passed to Head teacher to keep on file and copy to be placed into children's file held in the school office.
5. Depending on the child's reaction and severity of the action, parents will be informed after hurtful behaviour has been repeated three times.
6. Time period agreed, to be reviewed. If not resolved, a behaviour support plan will be initiated.
7. If evidence of further bullying or hurtful behaviour to meet with pupils' parents or carers to agree on and implement sanctions and support strategies (see behaviour policy).
 - Records are kept of all interviews and meetings. Everyone directly concerned with the child/children's welfare is informed. (If necessary and appropriate, police will be consulted.)

Once the behaviour has been successfully resolved, unless there is future occurrence no further reference is made to it.

Reporting procedure following bullying behaviour involving an adult.

1. Incident can be reported from a variety of sources (parent, bystander, child, member of staff or member of the community).
2. Adult listened to individually and supported by a chosen adult associated with the school e.g. governor or another senior member of staff.
3. Discussion with adult and supporting adult (as identified in 2) to collect and investigate perceptions of what has happened in terms of actions and their consequences, to agree a resolution. If appropriate, encourage staff member to use resources such as teacher support network and a union where appropriate.
4. Incident form completed and passed to Head teacher to keep on file and copy to be placed into adult's file held in the school office.
5. Depending on the adult's reaction and severity of the action, to involve the chair of Governors and seek advice from their union.
6. Time period agreed, to be reviewed. If not resolved, a behaviour support plan will be initiated.
7. If evidence of further bullying or hurtful behaviour to meet chair of governors and union representative to agree on and implement sanctions and support strategies.
 - Records are kept of all interviews and meetings.
 - All reported incidents of bullying are investigated.

Once the behaviour has been successfully resolved, unless there is future occurrence no further reference is made to it.

External support providers:

- ✓ DCSF (2007) 'Safe to Learn; embedding anti-bullying work in schools' guidance.
- ✓ DSCF (2004) Every Child Matters; Change for Children.
- ✓ DCSF (2009) Safe from Bullying on journeys
- ✓ Northamptonshire Healthy Schools Team and Programme and guidance documents.
- ✓ LASI advisor and Northamptonshire's Anti-bullying Accreditation Programme.
- ✓ Educational Welfare and Social Care.
- ✓ Health services- School nurse.
- ✓ Inclusion Pupils support service
- ✓ Educational Psychologists where appropriate.
- ✓ Life Education Bus.
- ✓ 'Anti-Bullying Alliance', 'Beat Bullying', NSPCC and similar agencies.
- ✓ Anti-bullying news letters and network meetings.
- ✓ Protective Behaviours Training.
- ✓ CaMH's service and Primary Mental Health Worker.
- ✓ Specialist Teacher for mental and emotional wellbeing. CYPS.
- ✓ Families Information Service.
- ✓ Northamptonshire 'Shoebox' resources.

Helpful Organisations:

ABA	www.anti-bullyingalliance.org.uk
Beat Bullying	www.beatbullying.org
Bully Free Zone	www.bullyfreeze.co.uk
Bullying Online	www.bullying.co.uk
Childline and NSPCC	www.nspcc.org.uk -phone line 0800 11 11
Parentlineplus	www.parentlineplus.org.uk
National Healthy Schools	www.healthyschools.gov.uk
SEAL	www.teachernet.gov.uk/seal
Kidscape	www.kidscape.org.uk -parent helpline 08451 205204
Young Minds	www.youngminds.org.uk

Interventions and strategies for the prevention of bullying behaviour:

- ✓ 'Protective Behaviours' and 'Solution Focussed Problem Solving' for all staff, children and governors.
- ✓ Anti-bullying week and 'Blue Friday' - annual event for the whole school, raising awareness in partnership with 'The Anti-Bullying Alliance' children, parents and staff.
- ✓ Using the LASI PSHE, SEAL and a range of emotional literacy resources to support teaching and learning of PSHE; to encourage and foster cooperative behaviour and maintain a respectful school climate.
- ✓ Assemblies using SEAL and external services and visitors
- ✓ Parent workshop, support booklet and information evening regarding e-safety.
- ✓ Web site resources and links on the 'Learning Platform' signposting support for children and adults in the school community.
- ✓ 'Teacher Support Network' promoted and staff registered to support well-being.
- ✓ Regular variety of staff training -internal and external including lunchtime staff.
- ✓ School Community signing up to the 'Anti-Bullying- A charter for action'
- ✓ Gaining 'Healthy Schools Status' currently working towards 'Enhanced Status'.
- ✓ TLR post for wellbeing and community, Inclusion and SEN TLR post.
- ✓ W.E.L.L.-Wellbeing Education Link Leader supporting children and parents with well being issues and providing 1:1 support to improve behaviours linked to bullying.
- ✓ Using children's Link diaries and PATH hour providing communication links between parents and teachers.
- ✓ Community and Wellbeing governors committee.
- ✓ C4C children's council.
- ✓ Feelings boxes in every class, to promote positive feelings and share worries.
- ✓ Regular circle time in every class.
- ✓ Sports and Buddy leaders in the playground to be a peer listening, supportive and active role for other children. To be supported and trained by lunchtime supervisors and TLR.
- ✓ Individual Wellbeing Plans- Tracked and targeted system in each class to provide interventions to support pupils with wellbeing needs.
- ✓ Wellbeing wheels (large display and individual ones in brainy boxes in the classrooms) to provide a preventative and self help guide for children, to support a range of questions and behaviours.

