

ALL CANNINGS CE PRIMARY SCHOOL



ANTI-BULLYING POLICY

Ethos Statement

I have come that they might have life, and have it to the full. John 10 v 10

At All Cannings Church of England School, everyone embarks on a unique journey of learning, personal development and faith.

We consider our school a family, travelling together with support from people at home, the community and the church.

Our attitudes to learning and our attitudes to life are interwoven, with the Christian values of the school evident in all aspects of daily life.

By being fully involved in our own development and an active member of both the school and wider community, we leave All Cannings equipped to achieve personal success and shape the future.

Version Control

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<i>Chair of Governors</i>	Pamela Moscrop
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Introduction

We define bullying as “behaviour by an individual or group, usually repeated over time, targeted or pre-meditated, however single incidents can occur, behaviour which 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, homophobic, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between persons, or perceived differences”.

At All Cannings we consider bullying to be “unacceptable behaviour which occurs lots of times on purpose. We also recognise one-off incidents of behaviour and these are noted. Fewer incidents of such behaviour are still deemed unacceptable”.

It is important that children, parents and staff understand that not all inappropriate physical / emotional behaviour is classified as bullying. Staff will use the context and details of each situation and their collective experience alongside the above definitions to identify and deal with bullying when it occurs. Unacceptable behaviour will still be addressed, with appropriate support, sanctions and communication taking place.

Aims and Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Bullying is wrong and damages individual children. We therefore 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 create 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.

Bullying can be

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding equipment, threatening gesture)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Religious	A negative or unfriendly manner, focusing on religious difference or how somebody expresses their faith
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat Twitter, Facebook, Instagram, WhatsApp, SnapChat misuse, Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, I-pad, games consoles
Negative body language	This may be physical gestures, actions and looks.

Bullying may be related to:

- Gender
- Race
- Religion

- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace.

Cyberbullying

Many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

Cyberbullying can be defined as “the use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone” (DCSF 2007).

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

- There are clear procedures in place to support anyone in the school community affected by cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school’s e-Safety ethos.

Examples of Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity- through cyber space

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may not recognize verbal bullying and put it down to banter and teasing because they are too young or have a level of Special Educational Needs which means that they may be unable to realise or communicate what others are doing to them.

Staff must also be particularly aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Tell Tale signs

- Children who are being bullied may:
- be frightened of walking to school alone
- be unwilling to go to school or feel ill every morning
- begin under performing at school
- have clothes or possessions destroyed quite often
- have possessions go missing
- cry when left alone
- have unexplained cuts and bruises
- ask for money or begin stealing (to give to the bully)
- become withdrawn and start stammering
- become depressed and anxious, may stop eating
- have nightmares/don't want to sleep alone /be alone in a bedroom
- begin to bully other children or siblings
- give improbable excuses for any of the above

Strategies for prevention of bullying

As teachers we must:

- Tell children from day one that bullying (verbal or physical) is NOT tolerated in school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.

- Raise self-esteem of pupils through praise, reward system, positions of responsibility, circle times etc.
- Help the pupils to understand differences caused by illness, medication, handicap or disfigurement etc. in order to increase tolerance and reduce the likelihood of bullying.
- Use PHSE/role play to teach co-operation skills, and non-bullying ways of resolving conflict.
- Provide on-going opportunities to bring problems out into the open through regular circle time or the use of puppets, etc.
- Teach children that by witnessing an incident of bullying and doing nothing they are actively encouraging bullying behaviour. Bystander power is the biggest weapon we have in tackling bullying, we need to teach pupils how to be effective bystanders and take on social responsibility.
- Teach the children strategies for dealing with bullying themselves (appendix 1)
- Use games lessons to teach the children that, when playing a game, the rules are laid down by all players, right at the beginning, and it is important to keep to these rules.
- Use assemblies to demonstrate anti-bullying attitudes and the values we want to promote.
- Have clearly defined, taught, playground rules and show that it is important to stick to the rules for everyone's best interest.
- Reward appropriate behaviour, and ensure that everyone knows the consequences of breaking the rules so that the system is seen to be fair.

Support through the curriculum

The school's Christian values are seen by all as values in action and these help to play an important part in establishing the overall culture of the school, including how we respond to and support instances of bullying. In order that all children will have access to learning about bullying we use the Wiltshire scheme of work Learn 4 Life, together with the SCARF (PSHE Programme) resources, we have regular Circle Time and structured PSHE teaching. When appropriate we also use outside agencies.

Reporting Bullying

• Victims of bullying often feel very isolated and alone; they need to know that once they have told someone about being bullied they will be protected from further bullying. Children at All Cannings School, whether victim or bystander, need to know that they can report incidents of bullying to any adult member of staff, teaching or non-teaching, and that all incidents will be taken seriously. Children should be given time to talk and be praised for telling.

- In accordance with the school's Behaviour policy, Bullying Incidents are recorded on CPOMS.
- Governors are passed information about instances of bullying via the Headteacher's Report to the LGB.

Procedures

- All bullying allegations will be taken seriously and incidents investigated thoroughly.
- Alleged bullies, victims and witnesses are interviewed separately and observations of the parties concerned are made.

- If the incident is proven and turns out to be an isolated incident a sanction will be imposed on the perpetrator.
- If there seems to be a pattern of behaviour, which indicates bullying, a written record will be made in a class Behaviour Book.
- Both bully and victim will be supported:
- For the bully:
 - analyse possible reasons for bully's action by looking at the "whole child", including family situation.
 - Gather information, e.g. classroom observations.
 - Investigate the underlying causes and take necessary steps in an attempt to resolve the bully's problems, possibly including obtaining advice from outside agencies.
- For the victim:
 - Protection from the bully, e.g. asking duty staff to watch out for the victim, keeping the bully in at playtime and lunchtime.
 - Assertiveness training.
 - Using the strategies for prevention of bullying.
 - ELSA support when needed
- At this stage parents of both parties will be informed and may be involved in helping to resolve the situation, e.g. home/school contract.
- Disciplinary measures will be applied fairly, consistently and reasonably, taking into account the needs of the pupils. Behaviour arising from children with individual needs, will be taken into account with regard to applying sanctions e.g. for children on the Autism/Asperger spectrum, with an Individual Behaviour Plan etc. Whilst recognising that there may be need to contextualize situations for individuals, school will still have appropriate expectations for all pupils.
- If the situation is not able to be resolved, greater involvement of outside agencies may be requested.
- Fixed term or even permanent exclusion will be considered if difficulties cannot be resolved within the school environment.

Roles and responsibilities

- Duty staff will report incidents to the class teacher and, if it is a case of bullying, it will be reported to the Headteacher who will keep a record and deal with the situation/discuss further action.

Relevant Bullying forms will be completed where required and entered onto CPOMs

Monitoring and evaluation

- Discussion with all staff.
- Review with Governors.
- A drop in these figures would measure the success of this policy.
- Whole school pupil and parent survey.

APPENDIX 1

Children's strategies for dealing with bullying

Saying No

- Through assertiveness training and role-play the children should be given opportunities to practice saying "NO".

Broken Record

- An assertiveness method and a way of escaping from a bully. Pupils are taught to respond assertively with the same sentence three times, rather than entering into an argument with the bully, i.e. "I do not give my dinner money away". After repeating the statement three times walk away.

Fogging

- The purpose of this activity is to practice fogging in relation to insults. If the hurtful remark is true respond "that's right", if it is wrong respond "you could be right", or "it's possible".

What if.....

- Questions to help practice and plan responses to situations.

Bystander power

- The power of bystanders to step in and say they do not tolerate what is happening.