



Waddington All Saints Academy

A L.E.A.D. Academy

## **Anti – Bullying Policy and Procedures.**

**April 2018**

### **An anti-bullying school**

At All Saints we believe that everyone has the right to learn and work in a safe and positive environment. Bullying will have a negative impact on this so we have set out below guidance on the behaviours that might indicate a bullying issue, how we will respond to this and the roles that we all have in tackling and responding to bullying. All reports of bullying will be recorded and monitored. Where there is evidence that a child is being bullied, sensitive intervention will take place to stop it.

### **What is bullying?**

Bullying is defined as deliberate 'behaviour by an individual or group, usually repeated over a period of time, that intentionally hurts another individual or group either physically or emotionally, where it is difficult for those being bullied to defend themselves'. There is no 'hierarchy' of bullying – all forms of bullying are taken seriously and dealt with appropriately.

Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include:

- Bullying relating to race, religion, or culture
- Bullying related to Special Educational Need (SEN) or disability
- Bullying related to appearance or 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

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods.

### **What type of behaviour might indicate a bullying issue?**

The wilful, conscious desire to hurt, threaten or frighten someone else. Aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying.

Behaviours that we look out for:

- \* verbal eg name-calling, nasty comments in school or evidence of cyber bullying
- \* mental eg being threatened or forced to do things
- \* social eg being left out of things or no one talking to you
- \* material eg possessions stolen or property damaged
- \* physical eg being assaulted

How serious the bullying is depends on a lot of factors including:

- \* how much the bullying child intended to hurt
- \* how much the bullied child was hurt
- \* how much threat was used
- \* how often it happens
- \* how many perpetrators are involved

### **Signs of Bullying:**

Staff are vigilant when recognising the signs of bullying. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that a pupil is vulnerable in some way and susceptible to or suffering already from bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression.

### **Roles and Responsibilities:**

The **Headteacher**: has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent all forms of bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

#### **Staff:**

- Need to be aware of vulnerable pupils. They need to be sensitive to pupils who because of their behaviour or circumstances are vulnerable.
- When dealing with bullying issues, staff need to understand the emotional health and wellbeing of pupils and of any deeper issues that they may have, so that appropriate strategies can be used
- Apply the school's behaviour and anti bullying policy fairly and consistently
- Apply the school rewards and sanctions lawfully.

#### **Pupils:**

- Pupils need to understand what bullying is, its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.

- The action taken may be direct, that is intervening in the bullying situation or indirect, reporting bullying or potential bullying to another adult, at home or school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

#### **Governors:**

- Provide a written statement of general principles to promote good behaviour in consultation with head teacher, staff, parents and pupils.
- Promote the well-being of all pupils.

#### **How we create an anti-bullying climate within the school**

At All Saints we support an anti-bullying climate in all aspects of our provision, this includes within the Curriculum where there is a high focus on relationships, respect for others and tolerance. Children are taught to value other people and respect their feelings, and to have the confidence to articulate any concerns. These lessons and values are reinforced during assemblies and through the high expectations of behaviour and conduct.

Staff constantly model and reinforce these expectations by demonstrating respect and tolerance in their relationships with each other and with the children.

#### **Procedures for investigating incidents of bullying**

- a) Children should always be encouraged to report to a teacher or parent if they feel that they are being bullied or harassed.
- b) The class teacher should be made aware of any concerns in relation to bullying immediately. This will then be investigated and the Headteacher informed if bullying is taking place.
- c) The Headteacher or Team Leader will decide whether it is necessary to request that the parents of the children concerned attend a meeting to discuss the matter.
- d) The teacher, supported by the Team Leader, will undertake work with those displaying bullying behaviour so that they are aware of the effect their behaviour has on the victim and to ensure that the bullying behaviours stop.
- e) All concerns will be monitored for an appropriate period of time and all reported incidents logged.
- f) If the bullying behaviours and concerns persist the Deputy Headteacher/Headteacher will become involved to achieve resolution.
- g) If after a period of time the bullying behaviours reoccur, please inform the school to make us aware that the issues are unresolved and require further monitoring and intervention.

**We all have a role to play** in ensuring that as far as possible the environment we create for our children in All-Saints is safe and how we can do that is set out below;

### **The school's role**

We can set the right ethos by:

- raising awareness about bullying
- discussing it within the curriculum and seeking to prevent bullying behaviours
- encouraging children and parents to understand what constitutes bullying behaviour and to report it
- supporting children affected by bullying behaviour
- changing the bullying behaviour
- recording and monitoring any instances of bullying

### **Parents' role**

- Look for warning signs which may point to bullying
- Listen and give reassurance
- Take it seriously and report it to the class teacher
- Work in partnership with the school in tackling the problem whether your child is the bully or the victim
- Bring reoccurrences to the school's attention
- Children's role
- Take responsibility for creating a bully-free school
- Always report incidents of bullying to a teacher
- Take responsibility for their actions and impact upon the feelings of others

### **Reporting and Recording Arrangements**

Any incidents of bullying are also recorded by staff on the report form (see Appendix 1). This then passed onto the Head teacher who will put in the Anti Bullying Record File. A termly report of any bullying incidents or patterns of behaviour is sent to the Local Authority.

This enables us:

- to manage cases effectively
- monitor and evaluate the effectiveness of our strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of a complaint
- engage and inform multi-agency teams as necessary

### **Bullying Against staff:**

Bullying can happen to staff, whether by pupils, parents or other staff. Members of the school staff who feel that they are suffering from or are concerned about bullying, can speak to a senior member of staff. They can also contact their trade union or professional association for support and advice.

## **Parents**

We engage with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. We have a complaints procedure which parents are aware of that they can use if they feel that their issue is not being dealt with correctly.

## **Training**

It is important that teaching staff feel confident in dealing with anti-bullying behaviour and incidents, and in implementing this policy. Training will be available for all staff, including lunch-time supervisors, and for relevant governors. We ensure that members of staff are regularly consulted as to their training needs and training is provided as appropriate to keep up to date with developments.

## **Monitoring, evaluation and review**

The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Policies to be viewed in conjunction:**

Equal Opportunities Policy.

Behaviour Management Policy.

Special Needs Policy

Safeguarding Policy

E Safety Policy

Computing Policy

Appendix 1

**Investigating Concerns in relation to Bullying Form**

*This form will be completed when concerns are raised in relation to bullying to support the investigation.*

<b>Name(s) of child where concerns around potential bullying have been raised:</b>			
<b>Description of incident(s) which have led to this concern:</b>			
<b>Date:</b>	<b>Time:</b>	<b>Location:</b>	
<b>Action taken:</b>			
<b>Log of further incidents within the investigation period:</b>			
Date and time	Who was involved	What happened?	Action taken
<b>Outcome of Investigation:</b>			
<b>Any further action required:</b>			
<b>Signed by:</b>			
<b>Staff members:</b>			
<b>Pupils:</b>			
<b>Parents:</b>			