

Anti-Bullying policy



Rational

In accordance with Tortworth's mission statement, discipline policy, home school agreement and ethos of the school, which is committed to 'safeguarding and promoting the welfare of children and young people', bullying is an unacceptable form of behaviour at all levels and will not be tolerated.

Statutory guidance

[Preventing and Tackling Bullying, DFE 2014](#)

[Keeping children Safe in Education, DFE 2016](#)

[Anti-Bullying Alliance – updating or reviewing your policy](#)

Bullying for the purpose of this policy is defined as being **“a deliberate verbal (including use of email, phone and social media) or physical, ongoing action that causes distress to another individual”**.

It can take the form of:

- Physical - *hitting, kicking, taking belongings*
- Verbal - *name-calling, teasing, insulting, racist, sexist, homophobic, transphobic, cultural, religious or remarks about disability (including via use of emails, phones or social media)*
- Indirect/emotional - *spreading nasty stories about someone, excluding someone from social groups Including via use of email or phone and all forms of social media*
- Extortion - *demand for money or favours*

Aims

1. To ensure that every individual is valued and able to develop to his/her full potential academically, personally and socially.
2. To ensure a happy caring ethos is maintained throughout the school community.
3. To ensure that equal opportunity for all is maintained.
4. To develop an understanding of responsibility for ones actions and the effects these have on others.
5. As a means of promoting the schools commitment to the safeguarding and welfare of all children and young people

Guidelines

- Develop the principle that all are listened to, and that concerns are acted upon in an appropriate manner.
- All community members will be encouraged to speak out about incidents of bullying towards themselves or others.
- Where concerns exist, a log of incidents, and a monitoring process will be implemented. This will initially be undertaken by the class teacher to ascertain severity and existence and then passed to the Head for appropriate action.

- Provide opportunities within assemblies for pupils and newsletters for adults for bullying to be discussed and explored including the participation of a bystander.
- Make use of stories, poems etc. to explore bullying issues with pupils.
- Make use of circle time as a means of developing a forum for discussion in classes.
- Discuss hypothetical cases of bullying and where appropriate use role-play to discuss ones feelings and actions – use of PSHE lesson programmes.
- Where considered appropriate hold discussions between the bully(ies) and the victim(s).
- Provide a feelings book/worry box within KS2 classes and a happy sad strategy within KS1 to enable pupils to express emotions spontaneously and provide a mechanism for teachers to spot concerns.
- Display anti bullying signs around the school environment.
- Signpost outside support agencies.
- Participate in an annual anti bullying week.
- Provide support to both parties involved via use of an appropriate person; i.e. class teacher, Head or in the case of adults Governors or negotiated adult.
- Discuss concerns with all relevant parents for pupils or adults at an early stage if necessary, implementing a formal action plan with review process built in. (appendix 2)
- In the event of persistent bullying and after the failure of a planned intervention programme which will take the form of a verbal warning followed by a written warning after which the school will instigate the formal LA exclusions policy for pupils and a barring on premises for parents.
- In the event of a member of staff engaging in bullying behaviour, the schools disciplinary procedures will be implemented.
- Ensure that all community members are aware of the need to be monitored and spot signs related to bullying in order to ensure the welfare and safeguarding of all pupils and the welfare of community adults.
- Undertake pupil/parent conferencing to ascertain views of the impact of this policy.

Conclusion

Bullying is a serious action that has serious consequences for both the victim and bully and will not be tolerated at any level i.e. child to child, adult to child, child to adult, adult to adult. It will be the aim of the school to address this issue in a constructive and productive manner, ensuring that all parties' needs are met and addressed. (appendix I)

This policy will be discussed with all staff at the first staff meeting of the year and reviewed at the same time or earlier if new legislation requires.

Signs that a child may present if being bullied:

1. Turns up late for school or lingers at the end of the day.
2. Child appears very withdrawn, isolated or tearful.
3. Feigns sickness not to attend school or lessons.
4. Lack of self-esteem.
5. Pupil resists going out at break time or lunchtime.
6. Changes in normal behaviour.

Strategy usually implemented for working with bullies and the victim

Step One – interview with the victim.

When the adult finds out that bullying has happened s/he starts by talking to the 'victim' about their feelings. They obtain permission from the child/ adult to arrange a meeting with the bully/bullies/spectators. It may be appropriate to make notes about the bullied persons feelings/'symptoms' – not wanting to come to school etc. The adult with the help of the 'victim' draws up a list of those involved. The adult then tells the 'victim' that s/he will arrange a meeting with persons involved.

Step Two – convene a meeting with the people involved.

The meeting takes place facilitated by the adult mediator. The first point made, even as the meeting is being set up, is that it is a meeting to investigate why someone is upset/hurt. The tone set should be a friendly one – we have a problem here, let's see if we can solve it.

Step Three – explain the problem

The mediator may ask the victim to explain the way they are feeling mentioning what has been told to him/her at the previous meeting. At no time does s/he discuss the details of the incidents or allocate blame. With very young children it can be told almost as a story.

Step Four – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the situation can be resolved or made better.

Step Five – leave it up to them

The adult ends the meeting by passing over the responsibility to the group to solve the problem. They will arrange to meet with the victim again to see how things are going. In the case of parents it may be appropriate to keep in touch via letter.

Step Six – meet them again

About a week later the adult discusses, initially with the victim, then the group, how things have been going. This allows the adult to monitor the bullying.

In the event of the above not addressing the issue, further action will be taken as described in the guidelines.

Reporting and responding to incidents of bullying

Bullying will be recorded as a behaviour issue, using appendix 2 and appendices from the behaviour policy. Incidents will also be reported to the governing body and annually through a safeguarding report to the local authority. Details of children's names will not be disclosed to either the FGB or LA unless the school is investigating the formal LA exclusions policy.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher or TA.
2. The incidents will be recorded by staff and followed up using the schools anti-bullying procedures.
3. The class teacher will notify the Headteacher when they have investigated the incident and the Headteacher will call parents to a meeting to discuss the concerns.

4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying will be investigated and procedures put into place so that it is stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back

Both of these will only make the problem much harder to solve.

Help organisations:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice. For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape
2 Grosvenor Gardens
London
SW1W 0DH

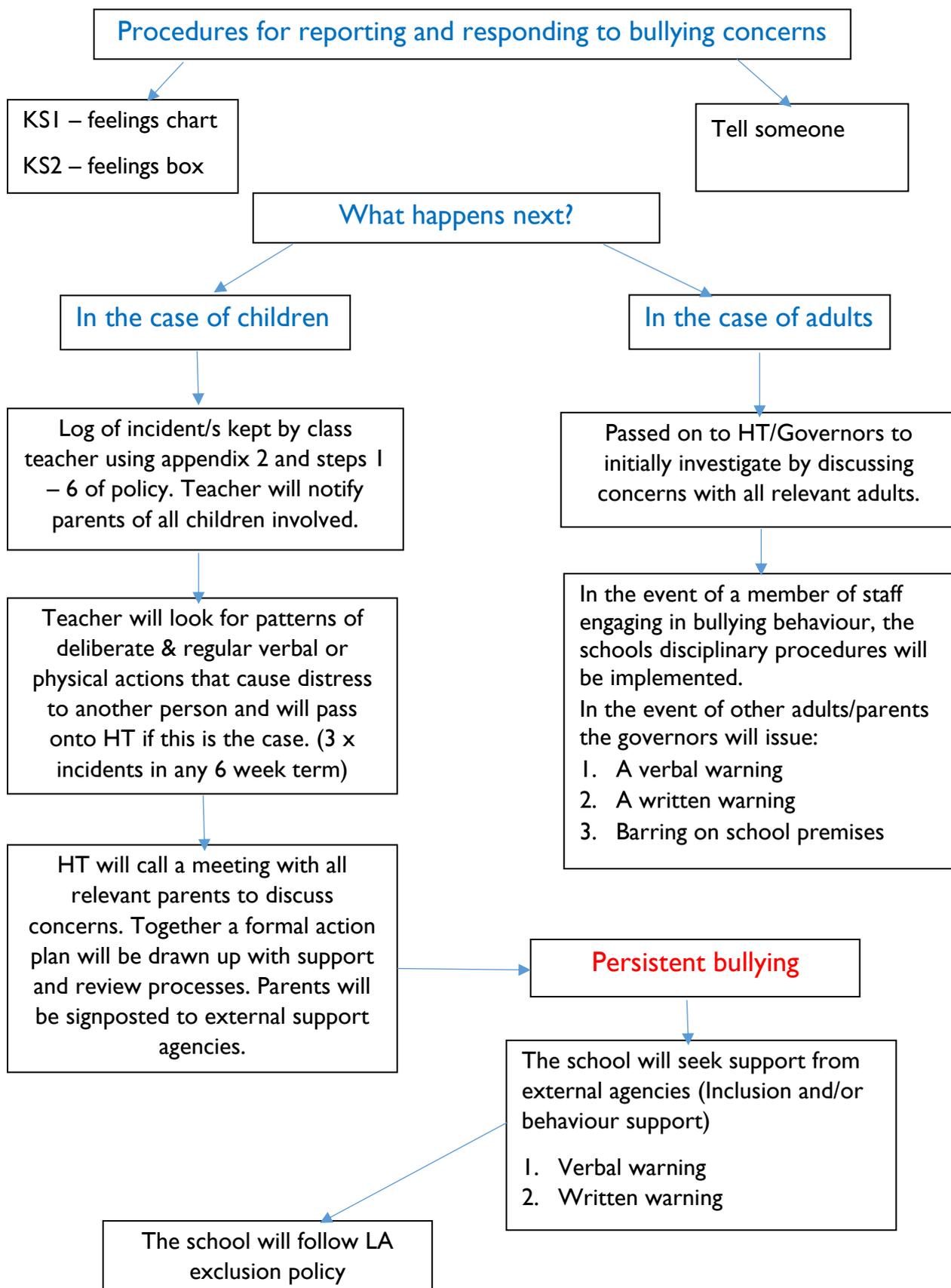
Links to other relevant policies:

- Behaviour for learning, attendance, equality and inclusion, safeguarding/child protection, PSHE, child friendly anti-bullying leaflet

Agreed at FGB

Date:

Signed:



Appendix 2

Form used to collect incident/s then handed to headteacher – kept in 'behaviour file'.

Name of person recoding incident:	Date of incident: 1 / 2 / 3
Step 1 interview with victim: (what happened, how do they feel) Name:	
Permission to talk to bully/bullies: Yes/No – Permission to meet altogether: Yes/No	
Step 1 interview with bully/bullies: (what happened, how do they feel) Name/s:	
Permission to meet altogether: Yes/No	
Step 2- 4 Meeting with all involved: (explain problem/ask for ideas on how to resolve) Date of meeting:	
Step 5 Leave for 1 week – Date of next meeting:	
Step 6 Meeting with victim (How are they feeling now?)	Step 6 Meeting with bully/bullies (How are they feeling now?)
Conclusion: Monitor or further actions	