Anti-Bullying Policy

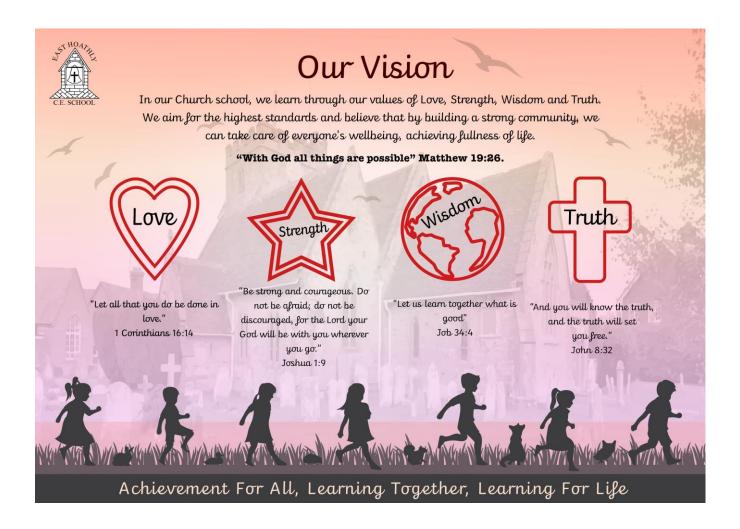| Document Name	Anti-Bullying Policy	
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Linked policies	Child Protection and Safeguarding Policy Online Safety Policy Mental Health and Wellbeing Policy Behaviour Policy	
Signed	*J. Procter*	Date: October 2023
Position	Executive Headteacher	
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ANTI-BULLYING POLICY

Policy contents:
1. East Hoathly CE Primary School's guiding principles for preventing and tackling bullying
2. Understanding Personality and Heritage
3. Forms of Bullying
4. Roles and Responsibilities
5. Response
6. Prevention
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1. East Hoathly CE Primary School's guiding principles for preventing and tackling bullying

Our School Vision:

Our Vision

In our Church school, we learn through our values of Love, Strength, Wisdom and Truth. We aim for the highest standards and believe that by building a strong community, we can take care of everyone's wellbeing, achieving fullness of life.

"With God all things are possible" Matthew 19:26.

Love
"Let all that you do be done in love."
1 Corinthians 16:14

Strength
"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."
Joshua 1:9

Wisdom
"Let us learn together what is good"
Job 34:4

Truth
"And you will know the truth, and the truth will set you free."
John 8:32

Achievement For All, Learning Together, Learning For Life

East Hoathly School values the good relationships between all of the school community, and every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effects on wellbeing that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment free of fear or intimidation.

We recognise that the wellbeing of victims, and perpetrators, of bullying can be significantly affected by events and actions. The impact of bullying on mental health and wellbeing, for all involved, can be extremely harmful and East Hoathly School works to support those affected on a 1:1 basis. The effects and impact are incorporated into the curriculum as a preventative measure to educate children on this.

The rules of our school are rooted in the vision and values. Children are expected to follow these rules at all times and show the values of Love, Strength, Wisdom and Truth.

These school values and rules form our Learning Powers and allow the children to consider how the values of the school impact on their behaviour for learning, as well as their behaviour towards each other.

Bullying is unacceptable in this school and will not be tolerated.

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

Understanding Personality and Heritage

Every individual is different, and some are more introverted or extroverted. There are children who are naturally more introverted or extroverted and schools, parents / carers and others around them must recognise and respect these and support the development of skills when outside of their personality comfort zone. Alongside this it is important to recognise and understand that upbringing, culture and social norms feed into children's personalities and these may not always align with others. Behaviours that are often used within the home environment can impact on children and young people and develop into habitual or subconscious behaviour. These are not negative as long as the behaviour is not anti-social.

2. Forms of Bullying

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (*Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4*) Taken from St Mary's Anti-Bullying policy.

Knowing the context of the interaction is an important part of understanding and applying the definition. A further definition is provided by National Centre Against Bullying which states:

"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening."

What bullying is not
- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

When looking to classify aggressive behaviour as bullying the three areas to analyse are 'repetition', 'power imbalance', and 'intent to hurt'.

We understand that all children have disagreements with each other and friends fall out for a time. <u>This is not usually bullying</u>.

At East Hoathly School, we recognise that 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.

<u>Four main types of bullying can be identified</u>:

Physical   hitting, kicking, taking or hiding belongings, pushing and barging

Verbal   name calling, teasing, insulting, over speaking, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

Emotional   being intentionally unfriendly, excluding, tormenting looks, spreading rumours.

Online   email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:
- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs or disabilities (SEND) – this can include physical disabilities, invisible disabilities and behaviour-related needs, as well as learning and social needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual/gender orientation, focused on sexuality and sexual stereotypes.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying using electronic forms of contact (cyber bullying)
- Bullying relating to extremism (imposing extreme views on others)
- Bullying related to social or financial status
- Bullying related physical contact and intent to hurt

Roles within Bullying
Different roles within bullying have been identified:
- Those relying on social power, dominating others, often with group support (ring leader).
- Others actively joining in and therefore afraid of ring leader (associates).
- Those who give positive feedback to the bully, perhaps by smiling or laughing (reinforcers).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:
- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.

- Physical contact and intent to hurt- including deliberate pushing
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

3. Roles and Responsibilities

Governors:
The Governors will promote the wellbeing of all members of the school community and will liaise with the Head of School over all anti-bullying strategies. The Governor responsible for safeguarding and/or the Chair of Governors will be made aware of individual cases where appropriate.
The Governing Body will discuss, review and endorse agreed strategies.
The Governing Body will monitor the effectiveness of the Policy.

Staff:
The Executive Head and Head of School will:
- promote the wellbeing of all members of the school community
- ensure that all staff have an opportunity to discuss strategies and these strategies are reviewed regularly;
- determine the strategies and procedures;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- report to the governing body.

Teachers will:
- promote the wellbeing of all members of the school community
- be responsible for liaising with other staff over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution;
- teach the anti-bullying programme in the PSHE and Citizenship courses;
- keep the leadership team informed of incidents;
- ensure proper record keeping.

All staff and volunteers will:
- promote the wellbeing of all members of the school community
- know and follow all relevant policies and procedures;
- keep clear records on the "Record of incidents of bullying" form;
- be observant and talk to pupils, developing relationships of trust;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where it is most likely.

Parents:
- To read, understand and know this policy.
- To communicate all concerns with school utilising the lines of communication and not approach other parents directly regarding concerns.
- Parents should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

Pupils
- Pupils are expected to follow the school rules and engage with the learning through the curriculum.
- Pupils will be involved in the positive strategies through both the Pupil Governors and class assemblies. Pupils will have an input into the anti-bullying strategy.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

<u>4. Response:</u>

If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the adult approached using the seven steps of the procedure: (See Appendix for Reporting Template)

- ➢ **Step One** – Interview with the victim: talk to victim about their feelings and experience
- ➢ **Step Two** - Convene a meeting with the people involved: adult arranges to meet with the people who were involved (minus the victim), including witnesses as required.
- ➢ **Step Three** – Explain the problem: adult tells them about the way the victim is feeling.
- ➢ **Step Four** - Share responsibility: the adult states that they know the group/individual is responsible and they can do something about it.
- ➢ **Step Five** – Ask the group for their ideas: each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- ➢ **Step Six** – Group solution developed and implemented
- ➢ **Step Seven** – Meet them again: about a week later the adult discusses with each student, including the victim, how things have been going.

The following procedure will also be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed.
- The implementation of the strategy will be overseen the Class Teacher.
- Parents will be kept informed by the Class Teacher.

Other strategies that may be utilised in an investigation into bullying are:

- A 'time line' monitoring/reporting system of reported incidents alongside the MyConcern and investigation recording systems.
- When fact finding, initially staff may ask children to write down everything they wish to tell them about the situation. This puts the onus on children to tell staff what they think rather than answer questions.
- Use of Edward de Bono's 'Thinking Hats' to enable pupils to establish the distinction between 'the factual' and 'the emotional'.

Peer supporters:
Pupils who suspect bullying is occurring are encouraged to disclose to staff members immediately. Various strategies are in place for this to occur, including a worry box, weekly 'I wish my teacher knew' opportunities and circle time discussions. Support is provided to witnesses of bullying and parents informed as required.

Consequence
Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent bullying. Consequences are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Sanctions put in place with reference to the behaviour policy as appropriate.
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bullying. Any exclusion for even a short period would be discussed and agreed by the Headteacher or Head of School.

As with the initial approach, the following procedure will be followed:

- The adult will record the details of the incident and a summary of the responses to the procedure on the Bullying Report Form and inform the Executive Headteacher or Head of School.
- Relevant staff will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Executive Headteacher or Head of School.

- Parents will be kept informed by the Class Teacher.

5. Prevention

Anti-Bullying Education in the Curriculum:
- The school will raise the awareness of the anti-social nature of bullying through the Jigsaw PSHE education programme, school assemblies, the use of Pupil Governors and Digital Leaders, use of class assembly time and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.
- The school will fully engage in awareness events, such as Anti-Bullying Week, Safer Internet Day, Children's Mental Health Week and World Mental Health Day.
- The school will develop pupils' awareness of and understanding of vulnerable peers through PSHE lessons, the wider curriculum and through the inclusion of vulnerable adults or those with experience in caring for the vulnerable as invited visitors through the school year.

6. Monitoring the effectiveness of the approach.
The Executive Head, Head of School and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Executive Head and Head of School will report to the governing body.

7. Linked Policies:
This policy should be read in conjunction with the following school policies:
- Health and Safety
- Safeguarding
- Pupil Discipline
- Equalities
- SEND
- Online Safety
- Parent Code of Conduct
- Complaints Procedure

BULLYING INCIDENT FORM

Name(s) of children involved:	
Witnesses:	**Victim:**
Name and position of person completing the form:	**Date:**

Date and time of incident/concern:

Record of incident/concern including:

1)Details of who raised the initial concern and record of eye witness accounts from adults and/or children.
2) Record of individual interviews.
3) Record of agreed action with all parties.
(continue on a separate sheet if required)

Step 1: Interview with the victim: talk to victim about their feelings and experience

Step 2: Arrange a meeting with the people involved

Step 3: Explain the Problem

Step 4: Share the responsibility:

Step 5: Idea on moving forward and helping each other to feel happier

Step 6: Group Solution and developed and implemented

Step 6 : Communication with Parents

Step 7: Record of follow up meeting a week later:

Conclusion/Outcome: Is it bullying- **Yes/No**. What type of bullying: physical, verbal, social, cyber?
'Aggressive behaviour' as bullying has three areas to analyse - 'repetition', 'power imbalance', and 'intent to hurt'.

Next Steps:

Reporting Staff Signature: …………………… **Date:** ……………….

Parents/Carers informed:	Yes	Head/Deputy informed:	Yes