

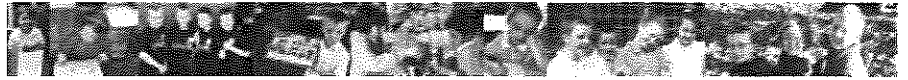
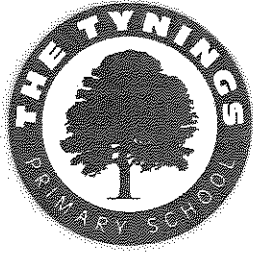




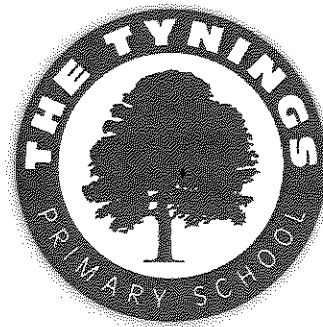
# ANTI – BULLYING POLICY



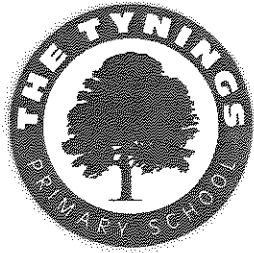
Signed (Chair): 	Name: S. WALKER	Date: 27/2/18
Signed (Head): 	Name: L. HAYDON	Date: 27.2.18
Ratified: by Governing Body on 27 Feb 2018		Next Review: 2020



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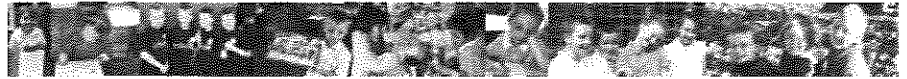
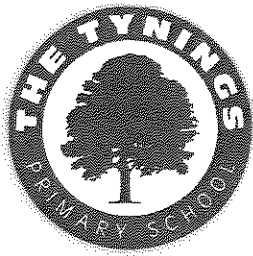


Signed (Chair):	Name:	Date:
Signed (Head):	Name:	Date:
Ratified: by Governing Body on		Next Review:



## CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	October 2016	Original policy document.	A Berger
2	February 2018	Policy reviewed & additions made.	L Haydon



### Definition

At The Tynings Primary School we accept the following as a definition of bullying:

Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things to you, takes your things and friends away **and keeps doing it**, making you feel frightened and/or unhappy.

It can be

**PHYSICAL** – hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings etc.

**VERBAL** – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down etc.

**EMOTIONAL/PSYCHOLOGICAL** – excluding someone from a group, humiliation, creating a feeling of danger etc.

**RACIST** – **insulting** language/gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence etc.

**SEXUAL** – sexually insulting language/gestures, name calling, graffiti, unwanted physical contact, etc.

**HOMOPHOBIC/TRANSPHOBIC** – insulting language/gestures based on a person's actual or perceived sexuality, name calling, graffiti, homophobic/transphobic violence

**ELECTRONIC** – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites etc.

Bullying involves an imbalance of power between the perpetrator and the victim. All of the types of behavior listed above are unacceptable and will not be tolerated at this school.

### Aims of the Policy

- For all children and adults at The Tynings School to be safe from harassment and bullying of all kinds;
- For all children to be assertive in responding to behaviours they find upsetting including not standing by if others are being bullied;
- For all children to know the procedures to follow if they feel they are being bullied;
- For the school to have a programme of prevention and a systematic approach to dealing with bullying of different kinds;
- For staff to feel confident in dealing with behaviour, friendship problems and bullying.

### Strategies

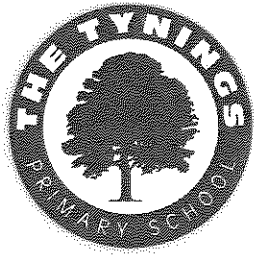
#### Identifying bullying

It may be difficult to say for certain if bullying is taking place. Staff in the school need to be aware of issues to take into account if they are to decide if bullying has taken place. These include:

- *Did it happen over a period of time?*
- *Is it between friends who are falling out?*
- *Are there background features that may have a bearing?*
- *Are we considering the intention or the effect?*

It is worth considering the following:

1. Bullying is something that usually happens over a period of time.



2. It is essential that we focus on the effect of the behaviour rather than the intention. ('I was only joking' is not a valid explanation).

### Preventing bullying

The school actively takes steps to prevent bullying from happening. These include:

- 1 Developing a culture of kindness and respect, through PSHE, adult role models, counselling and assemblies;
- 2 Providing playtime facilities that are stimulating and that encourage interest, sharing and care for each other;
- 3 A positive behaviour policy that rewards and praises good behaviour;
- 4 A broad curriculum that is designed to allow all children to feel successful and good about themselves;
- 5 Training all staff to be proactive in managing children.

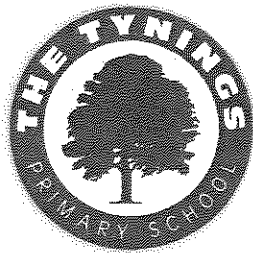
The school also actively promotes children's awareness of bullying and issues surrounding it, through:

- 1 Circle time/PSHE;
- 2 The school council;
- 3 Each class establishing an anti-bullying ethos;
- 4 Surveys and consultations

- The school believes it is important that children are empowered to tell others that they do not like what may be happening to them. We teach children to say 'Please stop... because I don't like it'. Children should not be aggressive, intimidating or physical while saying it. Children are also taught to respond to this request, and that the failure to comply with this request will result in further action, based on either the behaviour policy or the anti-bullying policy.
- Children are strongly encouraged to act when they witness bullying so that they are part of the solution and not part of the problem. They are taught that standing by and doing nothing is unacceptable.
- Many problems will be resolved by the children themselves, however where this is not the case, children are encouraged to seek the support of adults. It is made clear that whilst they are encouraged to try to deal with the situation themselves in the first instance, there are always adults ready to assist and to intervene. Children are not expected to deal with bullying themselves.

### Procedures to follow.

- If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the victim and ascertain whether bullying has indeed taken place (as defined by this policy) or whether a child has been upset by a breach in school rules which can be dealt with in accordance with the school Behaviour Policy.
- Once occurrence of bullying has been established, a clear account of the incident/s will be recorded and given to the Head teacher / Deputy Head Teacher. A confidential log of any accusations of bullying is kept by the Head Teacher.
- The Head Teacher / Deputy Head Teacher will use a 'Method of Shared Concern' approach (Appendix 1.) to attempt a resolution where the 'bully/s' empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without



sanction in addition to those applied for breaches to the school's Behaviour Code of Conduct. Parents will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.

- Should further incidents occur, all children will then be re-interviewed and the parents of both parties informed. Further, more severe, sanctions may be applied – for example, internal or external fixed term exclusions. In extreme cases, permanent exclusion may be the only solution to ensure the safety of all children.

A 'Support group approach' towards the 'victim' may also be used to help build resilience. (Appendix 2) The school believes that effective use of the 'Method of shared concern' combined with a 'Support group approach' will deal with most reported cases of bullying. However, there may be some cases that will involve further action. At this point the anti-bullying policy and behaviour policies meet and a child will be dealt with as part of the behaviour policy, with a Behaviour Plan being drawn up.

### **Equal opportunities**

The anti-bullying policy is designed to support all children in the school, but The Tynings School identifies certain groups of children as being particularly at risk of bullying. These groups include people with disabilities, minority ethnic or religious groups and looked-after children. The school is committed to equal opportunities for all, and this policy is to be used in conjunction with the Single Equalities and Community Cohesion Scheme, SEN policy and other pertinent policies and procedures.

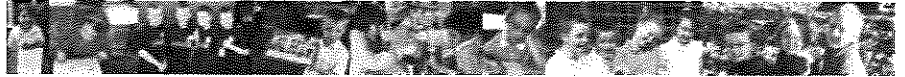
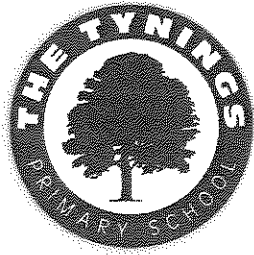
Bullying that involves racism, sexism, homophobia or disability is of a different quality because it involves a put down of a whole group in our society rather than an individual. The school takes these matters very seriously and logs all incidents that occur using a national system.

### **Roles and responsibilities**

- All members of staff are responsible for the pastoral care of the children in the school.
- All members of staff must listen to complaints made by children and then decide how to proceed appropriately. This may include passing concerns on to a senior member of staff i.e. a Lunchbreak Supervisor will pass on concerns to a teacher, a teacher will pass concerns onto the head teacher.
- The head teacher is responsible for ensuring that staff are trained in anti-bullying strategies and are familiar with the school policy.

### **Record keeping**

- All lunchtime incidents are recorded by the relevant supervisor and passed onto the class teacher.
- All bullying incidents are logged in CPOMs, and incidents that involve racism are recorded following South Gloucestershire guidelines.
- All ongoing 'Support Group' or 'Shared Concern' interventions are recorded, and progress logged.
- Contact with parents/ carers is recorded.
- Any intervention based on the Behaviour Policy will be recorded as part of this.

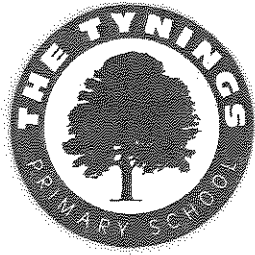


### **Success criteria**

- All children at The Tynings School can assert themselves by telling others they do not like what they are doing.
- All children understand that they should act when they witness bullying.
- All children tell an adult if they are being bullied.
- The school uses its systems effectively to deal quickly with any bullying.
- Staff are trained and confident in dealing with behaviour, friendship and bullying problems.

### **Monitoring, evaluation and review**

- The head teacher will report to the Governing Body any ongoing interventions regarding bullying
- Parents and carers are surveyed on all school issues, including bullying, each spring
- Children are surveyed on all school issues, including bullying, each spring
- The Governing Body reviews the effectiveness of the policy annually.



### Appendix 1. 'Method of shared concern'

**Phase 1.** Individual 'chats' to reach agreement that a child is having a bad time in school and agree individual action

**Phase 2.** Follow up a week later to find out about the effectiveness of individual action, to celebrate success and, if appropriate, set new targets

**Phase 3.** Group meeting to establish long-term change

Conflict is more easily resolved when the people in the conflict have a sense of long-term future together.

Individual chats:

1. Welcome child into the room
2. Establish a non-punitive, relaxed atmosphere
3. Don't speak until you have engaged eye contact
4. Remain neutral and calm
5. Say 'I hear you have been unkind to x, tell me about it.' Let the child speak. Avoid closed questions. Don't question if they complain about the bullied child.
6. Say 'So it sounds like x is having a bad time in school'

As soon as they agree, move on to step 7. If they say it is his/her fault, accept their viewpoint but still point out they are having a bad time.

7. Say 'I was wondering what you could do to make things better for x. Accept suggestions. Don't bargain or question. Don't discuss how.

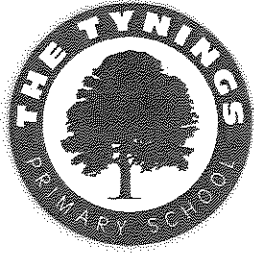
8. Say 'Ok, I will see you next week to find out how you are getting on

Most common suggestions include

- I'll stick up for him/her
- I'll stop bullying him/her
- I'll be friends with him/her

This method should be used on the main protagonists initially, with time given to see results and what effect this has on less involved individuals. The aim is to say as little as possible but listen to the child's responses.





## Appendix 2. The 'Support group approach'

These are the steps to be taken:

- 1 The Support Group Facilitator (SGF – generally this will be the family support worker, but may be a member of the leadership team if deemed more appropriate) meets with the bullied child and discusses the approach to be taken and the fact that no-one is going to get into trouble, but that the aim is to help. The SGF finds out about the kind of incidents that have been occurring, the symptoms that have been developed, who the bullies are, who the bystanders are and whom the victim feels would be supportive working in a group.
- 2 A support group is drawn up from the names gathered in 1 (about 6-8 children) and the group meets separately to the victim to hear about how the victim is feeling. No-one is labelled, and the term bullying is not formally used.
- 3 Empathy for the victim is heightened by discussing how the group has felt in the past.
- 4 The group is invited to share what children know about the situation, but no one identified by name.
- 5 The group is then invited to make suggestions to help the victim, but no-one is given a 'job' to do.
- 6 The group is asked to go and put their plan into action, and to report back in a week's time.
- 7 After a week, the victim is seen first and his/her feelings and thoughts are gathered. Then the group is seen. They are asked to continue for another week, and to report back again.
- 8 The second review is held. The process can continue like this, but in most cases research has shown that problems usually have been solved by the second review.

The SGF is available to the bullied child between sessions and the SGF will also monitor progress through a simple pre-arranged system e.g. thumbs up/down sign.

Parents and carers are kept informed about progress after each review and their views are also taken into account.