

## **Anti-Bullying Policy**

### 1. Statement of Intent

Hanbury C. of E. First School (parents, pupils, staff and governors) believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- **All** members of our school community will be listened to and taken seriously.
- **Everyone** has the right to enjoy and achieve in an atmosphere that is free from fear.
- **All of us** have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Children should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

### 2. Consultation Process

This policy is the result of a process of consultation with the following groups from across our community; parent representatives, children through staff council, staff and governors.

### 3. Review Policy

In line with all policies, this policy will be reviewed after 2 years. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children, staff, parents and carers, governors, and people from other organisations involved with the life of Hanbury C. of E. First School (Inc. Scooters, the pre and after school care).

#### 4. Definition of Terms

##### **What is Bullying?**

Through the consultation process, Hanbury C. of E. First School understanding of bullying is as follows:

*Bullying is an action which hurts somebody physically, psychologically or emotionally. It is repetitive, intentional and can be towards one person or a group by another person or group, where the relationship involves an imbalance of power.*

*Bullying is not a normal part of growing up and should not be accepted. Everyone has the right to feel safe all the time and be treated equally.*

*The Schools definition is '**Bullying is ongoing, on purpose and unfair**'*

##### **Cyberbullying**

Online bullying or cyberbullying is any bullying behaviour, as described above, which takes place 'virtually' via mobile devices, e.g., phones, tablets, etc. It might include inappropriate text messaging, e-mailing or blogging, sending offensive or degrading images, excluding individuals from group chat, posting content on social media, or creating false personas to mock or humiliate others.

#### 5. Aims and Objectives

##### **The aim of our anti-bullying policy**

As a Church of England school our Christian Values underpin our aims and objectives and are the foundations of our school community. These values are:

Friendship, Respect, Endurance, Forgiveness, Kindness and Trust

As a result of our consultation, our stakeholders prioritised the following aims:

- To assist in creating an ethos in which attending *Hanbury C. of E. First School* is a safe, happy and positive experience for all members of our school community.
- To recognise, accommodate and support the needs of all individuals.
- To make it clear that all forms of bullying are unacceptable at *Hanbury C. of E. First School*
- To enable everyone to feel safe while at *Hanbury C. of E. First School* and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

##### **The objectives of our anti-bullying policy**

As a result of the aims and via further consultation, *Hanbury C. of E. First School* has agreed the following objectives:

- Our whole School community can take ownership of the school's anti-bullying policy
- To maintain and develop effective listening systems for children, young people and staff within *Hanbury C. of E. First School*
- To involve all staff in dealing with incidents of bullying effectively and promptly

- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations

## 6. Practice and Procedures

### A. **What we do to prevent bullying**

Everyone involved in the life of *Hanbury C. of E. First School* must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- ensure our Christian Values are clear and their meaning is understood by all.
- be clear that we all follow the school-rules of *Hanbury C. of E. First School*
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All members of the school community are expected to report incidents of bullying.

**All Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school behaviour policy
- Emphasise and behave in a respectful and caring manner to children and Staff, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE, etc.
- Through the head teacher and senior staff member, keep the governing body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

Governors have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor to lead on anti-bullying within school leadership

**Through the development and implementation of this policy, *Hanbury C. of E. First School* trusts that all children, parents/carers and staff will:**

- Feel confident that everything is being done to make *Hanbury C. of E. First School* a safe, secure and happy environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

## **B. Reacting to a specific incident**

### **Recording**

An allegation of bullying or persistent incidents will be promptly recorded by the school on an incident form. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the bullying/incident log.

### **Dealing with an Incident**

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

- i) The school community need to be made aware that when a bullying incident has been highlighted it has been taken seriously and action has resulted

School expects to support all involved by:

- Talking the incident through with all parties involved
  - Supporting the person who has been bullied to express their feelings
  - Supporting the person displaying the bullying behaviour to express their feelings
  - Discussing which rule(s) have been broken
  - Linking the bullying behaviour to our Christian Values
  - Discussing strategies for making amends
- ii) Measures will be in line with the school's Behaviour Policy, and may include:
    - Explanation why the inappropriate behaviour is unacceptable
    - Reparation of damaged relationships
    - Time away from an activity
    - Meeting with staff, parent and child
    - Missing another activity
    - Time out from the classroom
    - Formal letter home from the head teacher expressing concerns
    - Pastoral support plan
    - Fixed term exclusion
    - Permanent exclusion
  - iii) Safeguarding procedures will be followed when child protection concerns arise

Signed: ..... Chair of Governors

Approved by Governing Body on .....

## **Appendix 1 - Checklist for Drawing Up Effective Anti-Bullying Policies (All Settings)**

<b><u>Key elements of an effective policy</u></b>
Is there a shared understanding of what constitutes bullying across the setting? (children, young people, staff, parents/carers)
Are the views of children and young people on the extent and nature of bullying canvassed regularly?
Is it clear how children and young people can contribute ideas about how to tackle bullying?
Is there a safe and secure means of complaining about bullying?
Do children and young people feel able to tell a member of staff if they are being bullied, or if they have seen that someone is bullying?
Do children and young people feel that there will be a consistent response whichever member of staff they tell?
Is bullying dealt with promptly?
Is bullying dealt with consistently and fairly?
Are children and young people aware of sanctions that may be applied to cases of bullying?
Are children and young people who display bullying behaviour supported to change their behaviour?
Do children and young people who are the targets of bullying feel supported?
Is the policy and practice consistent with equal opportunities legislation and guidance?
Is support at times of transition and for particularly vulnerable groups clearly identified?
Do staff respond to racist, homophobic and gender/sexist bullying?
Does the policy take into account the cultural diversity of the community?
Do all people within the setting respond in line with the whole-setting approach?
Do all people within the setting feel they have had adequate training about bullying and how to respond to it?
Are there peer support schemes in place?
Do visual displays within the setting demonstrate a non-tolerance of bullying and show what help is available in the setting (websites, helplines etc.)?
Are records kept of incidents of bullying?
Is the data from this analysed for patterns (people, places, groups)?
Does this analysis inform changes to practice?
Do parents know who to contact if they are worried about bullying?
Do parents know about the complaints procedure and how to use it?

Documents used to develop this policy:

- DfE Preventing and Tackling Bullying July 2017
- Behaviour and Discipline in Schools Jan 2016
- Enable – Antibullying Pack for Parent/Carers
- Keeping Children Safe in Education Sept 2016