Responding to Bullying Policy - December 2017

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Responding to Bullying

Aims

- To provide an environment in which bullying is not tolerated and the opportunity for such acts to take place are restricted.

- When incidents do occur there will be an appropriate response with support for the individual or group concerned and counselling for the alleged perpetrator, with appropriate sanctions.

- All staff will maintain an awareness of issues related to bullying and provide effective and preventative responses to situations.

- Staff to be responsible for providing information about what constitutes bullying and how pupils can deal with situations.

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 The School will always teach pupils and consistently remind them to:

'Tell an Adult' – 'Don't Suffer in Silence'

Definition

Bullying is a term used to describe a wide range of behaviours that involve a individual or group feeling intimidated, threatened or coerced by another person or persons over a period of time. This may involve the use of verbal and or physical threats and attacks.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of

bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to:

 Childnet International: http://www.childnet.com/

 Beatbullying : http://www.beatbullying.org/

Context

To be effective, responses to incidents must distinguish between competitive relationships and victimisation by an individual or group.

As pupils grow and develop within the school they learn how to make and sustain relationships within a group setting. In asserting their own wishes and feelings within this context, and in responding to the wishes of others, it is likely they will experience a degree of intimidation and coercion, both as instigator and as recipient. Such situations will be short lived and will usually be resolved by the children involved engaging in negotiation and compromise. Such situations are a normal part of child development and as such will be subject to the appropriate level of supervision and management by all staff (teachers, teaching assistants, midday supervisor etc).

Bullying occurs most frequently in situations where there is an imbalance of *power* related to personality and physical differences created by age, size, gender etc. This can occur where bullies and victims perceive there to be such an imbalance of power, by individuals and groups. These differences are less likely to be resolved fairly by the children themselves. Threats and intimidation will serve to frighten the victim. This in turn may serve to prevent the victim from seeking adult help and intervention. Confidence, self esteem and the ability to assert themselves may be undermined, leaving them vulnerable to further intimidation and abuse.

Children require access to sympathetic adults that are prepared to listen. An understanding and awareness of different behaviours in children helps to identify victims of intimidation.

Response

Effective action on bullying is the responsibility of everyone in school – teachers, parents, support staff, governors and pupils.

The school will take every opportunity to promote a caring atmosphere within the school population and to develop an ethos of concern and support for others.

Through school assemblies, classroom work and raising specific issues, the school will continue to take effective preventative measures against bullying. This will serve to reassure all pupils that they must tell a member of staff about an incident of bullying in the knowledge that this will be dealt with sensitively and effectively.

The confidence, ability and opportunity for pupils to confide in staff and parents about bullying in school are essential to ensure incidents are dealt with. Everyone involved must be sensitive to changes in the mood and behaviour of pupils providing opportunities to confide. Parents and teachers have a major role in this process. Good communication between adults and pupils will enhance effective action against bullying.

Careful supervision both in the classroom and during play will serve to prevent and to restrict opportunities for bullying in school. Incidents should be reported to class teachers as a priority. Teachers will provide a response, inform the Head of School and record the incident.

Parents

Parents are encouraged to raise any concerns about bullying with the class teacher or Head of School. All concerns will be taken seriously and investigated thoroughly by a senior member of staff.

The Head of School will raise any concerns about a recurring pattern of bullying with a pupil and their parents. In cases where a pupil is found to be bullying persistently, a temporary or permanent exclusion will be considered in line with Stage 4 & Stage 5 of the school's Behaviour Policy.

Monitoring and Review

All staff and pupils in school contribute to a positive school ethos. Within this community all members must be vigilant, supportive of victims and confident in dealing with incidents.

A school log of incidents and responses will be kept by the Head of School in individual confidential files in cases of serious and/or repeated incidents.

Action and Implications

- All new staff will be inducted into the school process and information in this policy.
- School Governors will be made aware of policy, practice and progress.
- Pupils will be involved through the School Council, in class assemblies, amongst other opportunities.
- Parents will be made aware of this policy through its publication on the website.

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	Jan 2018	Claire Wood
Policy approved by Senior Governor	Dec 2017	Caroline Crowther Light

Date of next review: December 2019

Policy Section: **Section 1B** – *School Management Policies* (**Pupils**)

Policy reference: GBA 1B/ 11 BU

BULLYING INCIDENT REPORT FORM

Date, time & place of incident …………………………………………………………

Victim's name(s) ………………………………………. Class/year. …….

Perpetrator's name(s) …………………………………………. Class/year ………

Details of Incident:

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………………………………………………………………………………………………

Form completed by …………………………………………. Post: ………………………

Date: ……………………………………

ACTION TAKEN

Victim supported by:

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………………………………

Response to perpetrator:

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………………………………………………………

	VICTIM	PERPETRATOR
Class Teacher informed:	……………………..	…………………
Head Teacher informed:	……………………..	…………………
Parent/carer informed:	……………………..	…………………
Report on individual file:	YES / NO.	YES / NO.