Anti-Bullying Strategy

Devoran School

Approved by:	Governing Body	**Date:** January 2021
Last reviewed on:	October 2017	
Next review due by:	October 2023	

Purpose

At Devoran School our policies and procedures along with daily systems and structures reflect our strong ethos of all stakeholders being 'Ready, Respectful, Safe'.

In line with this ethos, pupils are taught
• That all bullying, of any sort, is unacceptable.
• How to seek support if they feel they are being bullied.
• What to do if they think another pupil may be being bullied

Anyone who knows that bullying is happening is expected to tell the staff.

Equality Impact Assessment

The school aims to design and implement services, policies and procedures to ensure that none of our school population or workforce are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.

What is Bullying?

Bullying involves an imbalance of power, is pre-meditated and usually forms a pattern of behaviour. Bullying is therefore:
• Deliberately upsetting
• Recurring, often over a period of time
• Difficult to stand up against

It can take many forms, but the main types are:
• Physical: pushing, kicking, hitting, punching or any use of violence
• Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
• Verbal: name calling, insulting, making offensive remarks
• Racist: racial taunts, gestures
• Sexual: unwanted physical contact or sexually abusive comments
• Homophobic: because of, or focussing on the issue of sexuality
• Cyber: using social media, emails, texts and phone calls to harass another person or to spread rumours
• Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Aims and Objectives of the policy

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

• All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
• All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it

when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened to go out on their own
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

All reports will be taken seriously and will be followed up by the class teacher or a member of the Senior Leadership Team. Often, concerns that have been raised may require further investigation, which may include talking to other adults who work closely with the children involved or interviewing the pupils involved. Where bullying is of a racist nature, we will report this to the Local Authority using the Racist Incident Report Form.

Parents/ carers should be informed and maybe be asked to come into a meeting to discuss the problem

1. An attempt will be made to help the bully (bullies) change their behaviour
2. The victim of bullying will be supported appropriately

3. Refer to Online Safety Policy for procedures specific to online bullying
4. If necessary and appropriate, police will be consulted

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
2. If possible, the pupils will be reconciled
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In serious cases, suspension or even exclusion may be considered

Prevention

We will use appropriate methods for helping children to prevent bullying. As and when appropriate, these may include:

• signing a behaviour contract
• concept cartoons
• reading stories about bullying or having them read to a class or assembly
• role-plays
• having discussions about bullying and why it matters
• using social stories

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

• Mutual Conflict - In mutual conflict situations, there is an argument or disagreement between pupils but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem.
• Single episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a pupil is verbally abused or pushed on one occasion they are not being bullied.
• Nastiness or physical aggression that is directed towards many different pupils is not the same as bullying. However, since we have a duty of care to provide a pupil with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned.

The Pupils

Pupils will be regularly reminded about the effects that bullying has on the victims, especially the harm that such acts can cause. Pupils are strongly encouraged to tell an adult if they feel that someone is bullying them. They know that they must do this as a matter of urgency and not hold back thereby hoping that the problem will go away. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in changing in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Our Personal, Social, Health, Cultural, Emotional (PSHCE) curriculum deals with the subject of bullying in ways that the children can understand.

Roles and Responsibilities

The role of Parents/ Carers

Parents/ carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have the responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of the Staff

Staff take all forms of bullying seriously and intervene to prevent incidents from taking place. CPOMS is used to log incidents that happen in their class and incidents that they are aware of in the school. Incidents are reported to a senior member of staff. The staff ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or Deputy Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. If staff become aware of an act of bullying, they do all they can to support the child who is being bullied. The member of staff will deal with the incident immediately. A clear account of the incident will be written and given to the Headteacher.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher will interview all concerned and will record the incident (or the Deputy Headteacher when the Headteacher is absent). All staff, including Class Teachers' TAs and Lunchtime assistants will be kept informed. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy. The Headteacher, whole staff and Governors set the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher is responsible for ensuring that parents are made aware of the policy.

The role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in the school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body reviews the effectiveness of the policy regularly.
- Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body becomes involved if parents complain that procedures have not been followed fairly or correctly.

Associated Policies:

- Online Safety Policy
- Peer on Peer Abuse Policy
- Safeguarding and Child Protection Policy

Monitoring and Review

The school will review this policy every two years and assess its implementation and effectiveness annually. The policy will be promoted and implemented throughout the school

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org

- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harrassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
  - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying