Anti-Bullying (Friendship) Policy

September 2017
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Anti-Bullying Policy

Date of Policy: September 2017

Review Policy: September 2018

Foreword To All School Policies
The separate document ‘Foreword To All School Policies’ should be considered as part of every school policy as it places our policies and our work in their full context.

1. Anti-bullying is part of ‘Children Matter’
Anti-Bullying is an element of our ‘Children Matter’ work. This Anti-Bullying Policy is also included within our broader ‘Children Matter’ Policy.
We believe that bullying of any kind is unacceptable. Our school is committed to providing a safe, caring and friendly environment for all staff and pupils, volunteers and governors. Bullying is an unacceptable behaviour and will not be tolerated in our school. Staff will use every opportunity to reinforce this message.

The school’s aim is to prevent bullying and harassment occurring by encouraging children to respect one another, other adults and the community at large. Our school is a Church school where Christian values are at the heart of everything we do.

BISHOP ALDHELM’S VALUES / THE SPIRIT OF BISHOP ALDHELM’S
When addressing ‘Children Matter’ issues, staff must reference incidents/solutions to the ‘Bishop Aldhelm’s Values’ and ‘The Spirit of Bishop Aldhelm’s’ wherever applicable, e.g. when speaking to a child showing bullying behaviours… ‘Your actions have not demonstrated our Value For Love’.

Our Values are at the core of all of our ‘Children Matter’ work:
- Love – a strong feeling of affection and/or a great interest and pleasure in something.
- Inspiration – the process of being mentally stimulated to do or feel something, especially to do something creative.
- Unity – the state of being united or joined as a whole.
- Courage – it takes courage to identify wrong-doing, courage to admit wrong-doing and courage to move forwards; all three are at the heart of our Children Matter Policy and practice.

2. Objectives of this policy
- To ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying arises.
- To ensure that all governors, staff, parents/carers and pupils have an understanding of what bullying is.
- To set out a co-ordinated approach to preventing and tackling bullying at school.

3. Definition of Bullying
The Department for Education (DFE) defines bullying as;

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms 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”.
(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies. Department for Education, July 2013).

Types of bullying:
- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
• Homophobic / trans-gender- focussing on the issue of sexuality;
• Verbal - name-calling, sarcasm, spreading rumours, teasing;
• Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology.

**When is it bullying?**
A distinction must be made between the one off incidents which happen during the normal school day which are dealt with by Teaching staff, Teaching Assistants and Lunchtime Supervisors and those which are prolonged. It is not the odd occasion of falling out with friends, name calling or an occasional argument. When such incidents occur these are dealt swiftly by staff. **It is bullying if it is sustained, prolonged and frequent anti-social behaviour.**

**Why is it important to respond to Bullying?**
Bullying hurts. No one deserves to be a victim of bullying. Every body 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.

4. **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 of walking to or from school
• doesn’t want to go on the school/public bus
• begs to be driven to school
• changes their usual routine
• is unwilling 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 school work
• comes home with clothes torn or books damaged
• has possessions which are damaged or “go missing”
• ask 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 improbably excuses for any of the above
• is afraid to use the internet or mobile phone
• is nervous and 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.
5. **Preventative strategies:**
The school will seek to prevent all types of bullying through its work within the curriculum as well as through the establishment of a caring, open, school ethos. The school will make all staff and regular volunteers aware of the policy and procedures involving all aspects of safety, including anti-bullying.

6. **Support through the curriculum**
The school will teach safety and anti-bullying issues as part of the curriculum. This includes work within Computing, science, sex education, PE, RE, PSHE as well as through a whole school anti-bullying focus.

7. **Responsibilities of all stakeholders**

   **The Responsibilities of Staff**
   Our staff will:
   - Foster in our pupils self-esteem, self-respect and respect for others to ensure all remain safe.
   - Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
   - Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling an adult about bullying when it happens.
   - Be alert to signs of distress and other possible indications of bullying.
   - Listen to children who have been bullied, take what they say seriously and act to support and protect them.
   - Report suspected cases of bullying to the Headteacher
   - Follow up any complaint by a parent about bullying, and report back promptly
   - and fully on the action which has been taken.
   - Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
   - Keep up to date with advice and training regarding anti-bullying (via CPD training on [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk))

   **The Responsibilities of Pupils**
   We expect our pupils to:
   - Refrain from becoming involved in any kind of bullying.
   - Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
   - Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances to ensure all remain safe.
   - Anyone who becomes the target of bullies should:
   - Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

   **The Responsibilities of Parents**
   We ask our parents to support their children and the school by:
   - Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
   - Advising their children to report any bullying to their class teacher or Headteacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
   - Advising their children not to retaliate violently to any forms of bullying.
   - Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
   - Informing the school of any suspected bullying, even if their children are not involved;
   - Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves

8. **Reporting Incidents**
   - Anyone who is being bullied, or anyone who knows about it, will be listened to and we will try to act in a swift, sensitive way.
- Staff will listen and will offer support to any child who is a victim of bullying and where such action is sustained the Headteacher will arrange to inform the child's parents and will involve immediately the parents of the child/children carrying out such action.
- In the first instance the behaviour will be discussed with the individual suspected of the bullying to explain the distress that is being caused to the victim and necessary support and possible sanctions necessary.
- Further measures will be put into place if incidences of bullying continue through both internal or external exclusion.
- Parents will be informed of actions taken and future next steps.
- Governors will be informed of bullying incidents that have been reported.

9. **Recording incidents**

**My Concern**
MyConcern® is a safe and secure software for recording and managing all safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which may include bullying incidents.

All teachers and teaching assistants have been given access to ‘My Concern’ and are responsible for reporting any incidents/concerns/matters linked to safeguarding concerns, including behaviour, bullying, e-safety, racism and pastoral concerns which are of any significance and which require follow-up beyond the member of staff first dealing with the incident/matter/concern. Similarly any incidents/matters/concerns which indicate a ‘pattern’ must be recorded.

The Designated Safeguarding Lead team (DSLs) have access to all concerns reported on My Concern. This enables them to closely monitor and manage all concerns and enables the recording of decisions and the allocation of staff actions. For each pupil an automatic chronology for all concerns are built which help aid further reporting and actions required by the DSLs.

10. **Helpful Organisations**

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<thead>
<tr>
<th>Organisation</th>
<th>Contact Details</th>
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</thead>
<tbody>
<tr>
<td>Advisory Centre for Education (ACE)</td>
<td>0808 800 5793</td>
</tr>
<tr>
<td>Children's Legal Centre</td>
<td>0845 345 4345</td>
</tr>
<tr>
<td>KIDSCAPE Parents Helpline (Mon-Fri 10-4)</td>
<td>0845 1 205 204</td>
</tr>
<tr>
<td>Parentline Plus</td>
<td>0808 800 2222</td>
</tr>
<tr>
<td>Youth Access</td>
<td>020 8772 9900</td>
</tr>
<tr>
<td>Bullying Online</td>
<td><a href="http://www.bullying.co.uk">www.bullying.co.uk</a></td>
</tr>
</tbody>
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11. **Monitoring and Review**
This policy will be reviewed annually alongside all other Children Matter policies.