

LIGHTCLIFFE CE (VA) PRIMARY SCHOOL

ANTI- BULLYING POLICY

Our mission statement is 'Giving all the opportunity to succeed'. We firmly believe that it is the basic entitlement of all children and young people that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society, and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective. Anti-bullying is a major priority in safeguarding our children.

We recognise the need to ensure that all children in our care do not become victims or bullies. We aim to promote a culture of openness to enable the existence of bullying to be acknowledged. We endeavour to prevent and to always deal with bullying if it occurs and acknowledge that the management of bullying is the responsibility of all of us.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The following policy and procedures set out our ambition to reduce all forms of bullying and reflects our commitment to ensure that pupils are protected from all forms of bullying and where our pupils experience bullying that they are supported and the bullying effectively challenged. Bullying is neither an acceptable nor inevitable part of childhood.

Bullying is a subjective experience and can take many forms, making it extremely difficult to define however; all bullying involves an imbalance of power which may result in the individual who is being bullied feeling defenceless, vulnerable and isolated. The experience of bullying can have a profound, and sometimes lifelong impact on the individual.

We believe that bullying occurs when an individual or group knowingly and persistently threatens, hurts and frightens others. We recognise that bullying can be physical and/or verbal in nature and therefore, bullying can consist of emotionally or physically harmful behaviour which could include name-calling, taunting, mocking, making offensive comments, physical abuse, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet, cyberbullying gossiping, exclusion from groups or spreading hurtful or untruthful rumours. Bullying can take place anywhere for example schools, within the community, on the way to and from school on the bus, via text or internet or anywhere where children and young people come together.

The Anti-Bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

The DFCSF (Department for Children, Schools and Families) Safe to Learn guidance describes bullying as:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Calderdale Youth Council defined bullying as:

Physical or emotional attacks that invade our personal space, usually on a passive victim, that can be direct or indirect, and result in the victim feeling uncomfortable or hurt

Legislative framework and Statutory Guidance

All schools have a statutory responsibility to address bullying including:

- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- The Equality Act 2010

In addition the DSCF has issues a range of guidance to schools namely:

- **Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (2014)**

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

- **Supporting children and young people who are bullied: advice for schools (2014)**

This fact sheet is for all school staff and will be of particular interest to those who provide pastoral support.

It provides advice and information about support for children whose social, mental or emotional health is affected by bullying including cyber-bullying.

- **Cyberbullying: Advice for headteachers and school staff (2014)**

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

- **Embedding anti-bullying work in schools (2007)**

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities. We have a responsibility to create a culture in our school where bullying is not tolerated, no child deserves to suffer the pain and indignity that bullying can cause.

- **Cyberbullying (2007)**

Cyberbullying can be defined as the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to face bullying, with technology providing the bully with another route to harass their target. It involves an invasion of personal space.

- **Homophobic Bullying (2007)**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual or transgender people. Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes pupils may not want to tell anyone about it in case other adults assume they are gay.

- **Bullying Involving Children with SEN and Disabilities (2008)**

Bullying is one of the most damaging forms of discrimination. This guidance provides advice on dealing with bullying involving children with special educational needs (SEN) and disabilities.

Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

"Every child is unique — in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind" (Thomas Hammarberg, 1997)

- **Tackling bullying related to race, religion and culture (2006)**

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

In addition, the DCSF has also issued a range of guidance documents which advises on how to deal with bullying outside school including play and leisure, youth activities, Children's Homes, Extended Services in and around Schools, further education colleges and on journeys.

OBJECTIVES

- To raise awareness of bullying (through the curriculum) and to teach social skills in a conscious and systematic way.
- To promote an ethos of emotional health and wellbeing.
- To promote a consistent coherent approach towards identifying, challenging and responding to bullying.
- To promote the emotional resilience of children and young people to deal more effectively with bullying.
- To ensure that any racist or sexist language or actions of pupils and adults will always be tackled and recorded as part of our monitoring process.

ACTION AGAINST BULLYING

- We realise that bullying can take place anywhere including through cyberspace. We believe that bullying occurs when a group or individual targets others who they perceived to be weaker or in some way different. If a child or parent reports an incident of bullying, action will be taken immediately.

Parents are openly encouraged to report incidents affecting their child to the school.

- We endeavour to be watchful for distress in pupils, and to recognise that this may be an early sign of bullying which could manifest itself in deterioration of work, illness, isolation, erratic attendance and the desire to remain inside the school or with adults.
- We give all pupils the opportunity to talk about bullying in class, groups and through assemblies. Raising awareness will also be through PSHCE work integrated into our curriculum.
- Teaching and support staff are watchful for bullying and all accessible areas of the school are patrolled during break and at lunchtime.

Commitment to addressing Bullying

Addressing the issue of bullying is twofold (1) intervention and (2) prevention.

Intervention frequently seems more urgent — something has happened and a pupil is distressed. It is only later that staff may feel that a preventative framework is needed. However, it is much easier to respond and intervene effectively to an incident when there is preventative framework already in place.

We are committed to ensuring that there is an effective preventative and pastoral framework in place through embedding this policy within the curriculum through:

- SEAL
- PSHCE
- Equality and Diversity
- Circle Time
- Displays and posters around school
- Supporting the Annual National Anti-Bullying Week
- By ensuring there are no unsafe spots around school and grounds
- By working with children and parents to ensure they understand cyber bullying and how to deal with it

And through the active involvement of pupils, parents and carers through the use of

- Home school agreements
- Homework diaries
- To give pupils a voice, through PSHCE and School Council re: bullying issues

The following procedure is explicit to all staff and pupils

- All incidents of bullying are listened to and are recorded in our Bullying File (kept in the Headteacher's room).
- Where possible, the bullied pupil records the events in writing.
- The bully also records the events in writing.
- The contact teacher records their discussions with both parties.
- The parents/carers (of both victim and bully) may be invited into school to discuss the situation with the teacher and or the head and deputy.
- The unacceptable nature of the behaviour and the consequences of any repetition are made clear to the bully and to his/her parents/carers. These may include exclusion from the playground during playtime and lunchtime.
- Teachers will work with bullies and use ways, as detailed in the school's Behaviour Management Policy, to reward non-aggressive behaviour. Parents/Carers are also involved in order to change their child's behaviour to conform to the school's ethos. It is made clear to parents of victims and bullies the action we are taking, why and what they can do to reinforce and support our actions.
- Every case of bullying is followed up to ensure that the victim is given as much support as possible and in order to prevent a recurrence of the behaviour.

Review

This policy will be reviewed regularly. The review will be led by the Designated Safeguarding Lead. Comments from staff and governors will be taken into account and changes to policy agreed before ratification.

Date ratified at Full Governing Body: _____ Review Date: _____

Updated Oct 2008 Jan 2010 November 2010 March 2012 September 2015