



# Anti-Bullying Policy

<b>Governor Review Date</b>	Summer 2017
<b>Review Frequency</b>	Annual
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<b>Head Teacher Approval</b>	
<b>Governor Approval</b>	

## **Anti Bullying**

### **Statement of ethos and values**

At Caedmon Primary School, bullying is treated with zero tolerance. Wherever it occurs and whosoever is involved, we consider it to be totally unacceptable. Victims of bullying experience real distress and if the bullying is severe or prolonged, the effects can be devastating. It also damages individuals who bully and can damage those who witness it.

We have an absolute commitment to the well-being of children and young people. The aim of the anti-bullying policy is to reduce significantly incidents of bullying that involve children and young people, and to encourage children, young people and adults to show respect and consideration for others. First and foremost we promote positive behaviour.

The views of children, parents, and workers have been considered and are reflected in this policy.

At Caedmon Primary School, we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of how we relate to each other.

We acknowledge the importance of social interaction in the development of emotional regulation and in the development of the sense of self. We recognise that low self-esteem levels – how a child feels about themselves – affects relationships, and behaviour, and without careful monitoring a bullying regime could emerge.

Although bullying, in any form, is unacceptable, we recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. It could be due to the fact that they are hurting, and reacting against a situation which is beyond their control.

### **Values & Principles**

- We value all the children in our school equally and also expect them to value each other.
- We aim to create a positive climate within which our children can succeed and so develop.
- We give our children the right to speak out but this also carries the responsibility of listening to both children and adults.
- We promote, through example, politeness and care for others.
- We encourage relationships based on kindness, respect and understanding of the needs of others.
- We ensure fair treatment for all, regardless of age, gender, race, ability and disability.

- We reward good behaviour rather than merely deterring anti-social behaviour.

## Definition of Bullying

If an anti-bullying policy is to work, it is essential that there is an understanding of the definition of bullying.

*Bullying is when a person or a group of people are deliberately unkind to another person over a period of time.*

## Caedmon's Anti-Bullying Steps

If you think you are being bullied;

- 1) Find the nearest adult and tell them.
- 2) The adult will talk to everybody involved. If they find it is a bullying incident, they will tell the headteacher (HT), deputy headteacher (DHT) or assistant headteacher (AHT).
- 3) HT, DHT or AHT will speak to the children involved and their parents.
- 4) If it is the first incident, the bully will lose a playtime and be given a warning about future bullying. If it is not the first incident, the bully will work in remove for one day.
- 5) If the bullying continues, an anti-bullying planning meeting will be held with the bully's parents. An anti-bullying plan will be written that the bully and their parents sign. The bully will work in remove for 3 days.
- 6) The Head Boy and Head Girl will meet with the person being bullied once a week to see how they are feeling. If the person being bullied is still worried, the Head Boy and Head Girl will inform the HT, DHT or AHT.

## Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence.
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as social media and apps Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

Bullying may be related to:

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

Bullying can take place in the classroom, playground, toilets, on the journey to or from school, on residential trips, in group activities, between families in the local community and online.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **The abuse or unjust use of power**

Bullying is a form of aggressive behaviour, deliberately hurting or harming another person. We are all in agreement that the distinguishing feature of bullying is that there is an imbalance of power between the individuals involved so that it is difficult for the victims of the bullying to defend themselves.

### **The repetition of bullying**

It is commonly felt that bullying is a repeated action – that only persistent or long-standing targeting of a victim amounts to bullying.

Bullying might be of recent origin however, it is still important that action is taken to stop it.

## **LEGISLATIVE AND POLICY CONTEXT**

The following is taken from the Redcar and Cleveland Anti-bullying Policy and Toolkit. This document is also used for staff training and as a reference document.

Law relating to bullying is contained in domestic and European legislation, guidance, common law and case law.

### **THE UN CONVENTION ON THE RIGHTS OF THE CHILD**

Article 19 requires the state to take all appropriate measures to “protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child”.

### **THE HUMAN RIGHTS ACT 1998**

The Human Rights Act requires U.K. legislation to be consistent with the European Convention on Human Rights and gives individuals new rights in relation to public authorities.

ARTICLE 3 prohibits torture. "No one shall be subjected to inhuman or degrading treatment or punishment".

ARTICLE 14 prohibits discrimination. "The enjoyment of the rights set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status".

The phrase "or other status" has been interpreted in Strasbourg to include, among other things, disability and sexual orientation.

Emotional/Health and well-being.

The understanding of how different emotions are evoked and the effect that they have on other people and their surroundings.

The profile of emotional literacy is delivered, in great part, through the SEAL (Social, Emotional Aspects of Learning Strategy) programme. At Caedmon Primary School we deliver SEAL's curriculum materials in the form of themed assemblies, focussing on raising children's awareness of emotions and desired behaviours. These assemblies lend themselves to follow up work within the classroom environment; staff and children follow a series of activities to develop the whole school theme. Weekly child-led assemblies serve to raise the profile of the children's stake in this programme.

Social, emotional and behavioural skills support almost every aspect of school, home and community life, including effective learning and getting on with other people. We believe these skills to be of paramount importance in a child's life.

## **Roles and responsibilities**

### **Children**

Children must be given a voice. This generates a feeling that what they have to say matters, that they will be listened to and their suggestion acted upon where appropriate. The school council supports this ethos and this involves children in the life of the school and helps to secure their support in achieving the desired outcomes.

### **Parents**

Parents have been informed about the policies of the school towards behaviour, discipline and bullying. This will continue and will help to promote a shared understanding of the rules and beliefs that underpin the actions of the staff. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied, please tell the class teacher or another adult. The school's anti-bullying steps will then be followed.

**Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

**Head Teacher**

The Head Teacher has the responsibility for setting the overall tone of what is acceptable and desirable conduct and for ensuring that staff are trained and able to implement this policy. The Head Teacher needs to be kept informed of incidents of indiscipline and bullying. All incidents are to be recorded on the CPOMS system and a separate bullying log is kept by the Deputy Head Teacher. The Head Teacher is also responsible for ensuring that the school is a safe place for everyone who enters it. The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child.

**Staff**

Staff (both teaching and non-teaching) have a duty to implement consistently the agreed policy of the school. Dealing with inappropriate behaviour and the application of sanctions would normally be part of the class teacher's responsibility. Parents are asked to speak to the class teacher first where they have concerns about misbehaviour or bullying as the teacher is most likely to have the greatest insight into the circumstances surrounding a particular problem. If necessary the problem needs to be passed on to the Head teacher.

**Supervisory Team**

The Supervisory Team have a particular influence over the climate that prevails during lunchtime. Staff training is carried out to develop a shared understanding of the issues surrounding lunchtime and its supervision.

**Governors**

School Governors have a duty to ensure that the school has a coherent policy that ensures the children develop positive attitudes, have high standards of behaviour and self-discipline and acquire respect for themselves and others. Governors should support the staff in the task of developing school policy on behaviour.

**Staff development**

Outside Agencies such as the Learning Support Service, the Behaviour Support Service, the Educational Welfare Service, BEST and the County Psychological Service exist to facilitate the identification and support of special needs, which would include behavioural difficulties.

As a routine part of staff development, INSET requirements in respect of behaviour issues will be assessed. The school seeks to make full use of the range and wealth of experience of the current teaching staff when planning INSET. Learning Support Assistants requirements in their supporting of pupils' needs will also be considered frequently. Where appropriate, staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils

that have a special need. The School's INSET needs will be included in the School Development Plan .

### **Record Keeping**

Where the behaviour of a child is a real cause for concern or there has been a serious behavioural incident, a child will start a two week behaviour monitoring chart. The parents should already be aware of the problem and previous attempts to improve behaviour should have involved the parents at some stage. The school will record the steps taken to meet pupils' individual needs. Members of the SEN Team will oversee the maintenance of records and ensure access to them. Teachers are responsible for making sure that all incidents, including 'bullying' incidents, are recorded for all children, not only those with SEN. Accordingly, the school operates a fully integrated and networked SEN management system: a system that is transparent, where appropriate, that offers ownership to all staff, requiring everyone's input and views, thus recognising the importance of their input and having them recognise their responsibility to the maintenance of that system.

**Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.**

***Any policies that have been referred to in this policy are available on the school website ([www.caedmonprimaryschool.co.uk](http://www.caedmonprimaryschool.co.uk)) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.***