THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Anti-Bullying Policy

Introduction

At both school within the Arun Villages Federation, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We aim to provide an environment in which pupils feel safe in school, understand issues relating to personal safety, including bullying, and feel confident to seek support from adults in school should they feel unsafe.

The Anti –Bullying Coordinator in the Arun Villages Federation is the Executive Headteacher, Mrs Lizzie Martin.

They have responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Reporting to the governors and external sources e.g. Ofsted

Definition of Bullying

ABA (the Anti-bullying Alliance) defines bullying as... *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.* We accept and base our policy on this definition.

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

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the subject to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the subject might be in danger, then intervention is put into place immediately.

Language:

Bullying can be seen as a dysfunctional relationship between individuals or groups of people. The language used is important. We avoid the use of the word "victim" as it can be disempowering; rather, we refer to a subject or target, and help them to feel that they can be a key part of the solution. Equally, we avoid the term "perpetrator" is this can demonise the person bullying and exacerbate the problem.

We encourage pupils, parents and staff to use the word "bullying" judiciously: behaviour needs to meet our criteria in order to be designated bullying. In line with the Anti-Bullying Alliance training, incidents of unkind behaviour are referred to as "relational conflict" using age-appropriate vocabulary.

We teach children the STOP acronyms: Bullying is Several Times On Purpose. We need to Start Telling Other People in order to make sure bullying does not happen in our school.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet (for further details, please refer to the most recent Safeguarding and Child Protection Policy.)
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups and activities.

Bystanders

Although bullying can occur between individuals it more often takes place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

We work particularly hard on addressing bystanding, as this is often what enables bullying to take place and/or continue.

Bystander roles:

Assistants: people who participate in the bullying

Reinforcers: people who do not actively join in but encourage the bullying e.g. by laughing and cheering; by preventing the target from running away or telling.

Outsiders: people who watch on without taking sides but offering "silent approval" by taking no action.

Defenders: people who speak up for the target; try to stop the bullying; offer comfort or friendship to the target; tell an adult.

We aim to encourage all children to be "defenders" if they ever witness bullying and thus to become an "upstander."

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation

- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

Bullying can take place between:

- children
- children and staff
- between staff
- individuals or groups
- Any members of the school community, including parents and visitors

Reporting and Responding to Bullying

Our school has clear and well publicised systems to support the whole school community (including staff, parents/carers, children and any other persons who may be affected), in the reporting of bullying. This includes those who are the subjects of bullying or have witnessed bullying behaviour (bystanders)

- Children in school know that they must always tell an adult
- Parents/carers are asked to talk to the class teacher in the first instance
- All staff and visitors must report concerns to a member of the Safeguarding Team
- Bystanders must always report what they have seen, as above.

Procedures

All reported incidents will be taken seriously and investigated fully, involving all those involved.

- All those involved are interviewed.
- Parents are informed and involved in the resolution
- The response aims to achieve a long-term resolution to the situation: it will be solution focused, taking a restorative approach, and may include strategies such as circle of friends, individual work with those involved, and a referral to outside agencies if appropriate; contracts agreed between the pupils.
- Sanctions will always be in line with those described in the Behaviour Policy. Serious cases of persistent bullying which are not resolved by the strategies outlined above may need to be addressed by exclusion.
- Incidents are recorded and followed up, and the person managing the situation will maintain regular contact with all those involved.
- Support is given to the subject and the bully and anyone else who needs it. This could involve working with the ELSA or other appropriate adult.

Recording Bullying Incidents

The school uses CPOMS, an electronic recording system, to record incidents.

Bullying incidents are initially recorded by the member of staff who is dealing with the incident, with actions taken clearly shown.

The information stored is used to ensure individuals incidents are appropriately followed up. It is also used to identify trends and inform preventative work in school and the development of the school's policy.

This information is collated and presented without individual names to the governors as part of an annual report.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

These include:

- Embedded values.
- Regular assemblies promoting respect and tolerance, including specific work on bystanding.
- Relationships and Health education.
- Specific curriculum input on areas of concern such as cyberbullying, internet safety, personal body awareness, etc.
- Specific plans being put in place, e.g. safety plans, behaviour plans, etc.
- Pupil voice through the School Council
- Involving parents/carers
- Parent information events/information
- Staff training and development for all staff
- Restorative Justice
- Learning Mentoring
- Seeking advice and involvement from external agencies, e.g. Family Safeguarding Team, Early Help, etc.

Roles and Responsibilities

The Governing Board: agree, monitor, evaluate and update the policy as agreed at the September FGB meeting, or at other appropriate times e.g. in response to a specific incident. The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is the Safeguarding Governor Melanie Edge.

The Executive Head Teacher: take overall responsibility for the policy and its implementation and liaise with the governing body, parents/carers, LA and outside agencies and acting as the Anti-Bullying coordinator who has general responsibility for handling the implementation of this policy.

All other staff: be familiar with the policy and follow it; to make and keep accurate records; to liaise as appropriate with the ABC; to promote the use of restorative approaches; to ensure that all pupils in their class or that they work with have an adult to whom they can turn if they are worried; to establish a safe and supportive ethos within their class or group and to address friendship issues promptly and in a proactive way.

Parents/Carers

To support the principles of the policy and to work with the school in the event of any bullying incident involving their child.

Children

To understand and follow the policy; to do their best to be "upstanders" in order to minimise the risk of bullying.

Evaluating the Policy

The policy will be reviewed and updated regularly by the Governing Board. The policy review may be linked to the School Development Plan, or to local or national guidance or legislation, to support the school in further development its inclusive ethos. It will also be reviewed and updated in line with changes to technology e.g. wider use of mobile phones by younger children.

Links with other policies

Behaviour and Relationships Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities Policy – including Race, Gender, Sexual Orientation, SEN and Disability

PSHE and Citizenship Policy

Confidentiality Policy

Online Safety Policy