



<b>Policy Name:</b>	ANTI BULLYING POLICY 2018		
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Finance/resources Governors			
Standards Governors			
Teaching Staff	✓		
Support Staff	✓		
Lunchtime Staff	✓		
Parents	✓		
Other	Children		



**The RCFS Team Commitment**

I, the undersigned, have read this policy and as part of the RCFS team I am committed to its implementation.

Name	Role	Signature	Date



### **Principles and Values**

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. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of 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.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

### **What Is Bullying?**

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

In other words, bullying at Richard Clarke is considered to be;

“Unacceptable behaviour that is hurtful and occurs 'lots of times, on purpose'.”

Bullying can be short term or continuous over long periods of time.

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 email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities, I-pad, games consoles

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 and from school, on residential trips and cyberspace. It can take place during the school day, in the classroom, in the corridor or toilets, on the playground, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

### **Bullies and Targets**

Bullying takes place where there is an imbalance of power of bully over target. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity — through the use of cyber bullying or using email, social networking sites, texts etc

Research indicates, (Lereya et al 2013) that parenting style has an important impact on the chances of any child becoming an intimidator or intimidated. We would therefore like all parents to be aware that their responses to their child alleging they have been bullied, is a key factor in deciding whether that behaviour will be continued or not. Therefore the school would like to encourage all parents who may have any concerns relating to their child's relationships with others, to consult school at the earliest opportunity for advice on how to ensure that all children are protected and also



develop resilience to issues such as teasing, which may not be unkindly intentioned but still can result in feelings of isolation and distress.

Staff must remain vigilant about bullying and approach this in the same way as any other category of Safeguarding; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall target to bullying as well as those who may demonstrate bullying behaviour.

Provocative target — research shows that some children are provocative targets —this means that they actively seek responses from others, often using their own behaviours to insight a reaction from others to either bring attention to themselves or to get others into trouble.

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

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

### **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 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 school work
- 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 and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

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

### **Outcomes**

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
2. Parents of the target may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. Eg a parent being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying eg police, counsellor, Behaviour Support, Local Support Teams, CAHMS
5. In serious cases, suspension or even exclusion will be considered and will be in conjunction with the school's Behaviour Policy.
6. If possible, the pupils will be reconciled.
7. After the incident / incidents have been investigated and dealt with, each case will be recorded in the Behaviour Log and monitored to ensure repeated bullying does not take place.

### **Prevention**

At Richard Clarke we use a variety of methods for helping children to prevent bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school Vision and Assembly Themes, Anti-bullying week focus. SEAL, Friendships and young leaders, circle times, E-Safety work, Worry Boxes, School Council etc. Children are also consulted through in-school pupil questionnaires and pupil voice discussions. The results of these questionnaires are promptly responded to by staff.



The ethos and working philosophy of Richard Clarke means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

Take part in Anti-Bullying week.

Staff to follow the equality policy; welcoming every child to our school.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together.

Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Headteacher. General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded using the Behaviour Incident Report Form and given to the Headteacher.



All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Pupil Support Committee).

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied **DO:**

1. Report bullying incidents to the class teacher or a member of the Senior Leadership Team
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour.

### **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.

### **National charities and helplines:**

**Childline** 0800 111, the UK's free, 24-hour helpline for children in distress or danger. Trained volunteer counsellors comfort, advise and protect children and young people who may feel they have nowhere else to turn.

**Family Lives** 0808 800 2222 is a U.K. registered charity offering support to anyone parenting a child. Their 'Be someone to tell' resources give advice for parents about bullying.

**Beat Bullying** is a valuable source of support, information and advice.





[NSPCC](#) is the UK's leading charity that aims to end cruelty to children, provides advice for young people being bullied.

[Young Minds](#) is a charity offering advice to children, parents and staff in school on children and young people's mental health. It produces information leaflets on bullying, self harm and depression, amongst other topics.

The [Anti Bullying Alliance](#) was established by NSPCC and NCB to bring many organisations into one network with the aim of reducing bullying and creating safe environments in which children and young people can live, grow, play and learn. Contains advice and resources for children and young people, professionals and parents and contact details to access regional co-ordinators. Information on how you can celebrate Anti-Bullying Week is included.

[Kidscape](#) is a charity offering resources and workshops for professionals and children and young people and online advice for parents on dealing with bullying.

[Bullying U.K.](#) is an award winning website for a charity with information for pupils, including bullies, parents and schools



Appendix 1 – Child friendly version of policy shared with School Council, children and displayed in classrooms

### **What is important?**

Children at our school should feel safe and happy. No one should feel upset because of what another has said or done to them. However, sometimes children do or say things that make another unhappy.

### **What if you are unhappy because of what someone has said or done?**

Tell someone. This might be your friend, your teacher, any other adult or your parents. Don't keep it to yourself. The person you tell will listen to you. Your teacher will talk to the person who has upset you. Between you all, it will be decided what can be done to put things right.

### **Is this bullying?**

Well it might be but only if the child who upset or hurt you does it lots of times on purpose. Bullying usually happens where there is someone has more power than another. That means the child who has got things wrong is:

- bigger
- stronger
- in a group
- upsetting another on the internet

More often children upset each other when they get things a bit wrong. This is why you must tell a teacher so that they know who needs help to talk and act towards others in a good way.

### **What should children do when they see someone being unkind to others? – the bystander**

Remember that everyone in the school needs to look after everyone else. Making someone unhappy or letting them feel lonely is unkind. We all need to make sure that no one at our school feels that way. If you see someone being bullied you must help them or you are just as bad as the bully.

- Help get them away from the situation
- Nicely tell the bully they are wrong
- Tell the teacher!

**REMEMBER WE ALL HAVE THE POWER TO STOP BULLYING – THE POWER OF ONE!**