

| Title | Author/ Reviewer | Approved | | Review Date |
|----------------------|---------------------|-------------|--------------|----------------|
| Anti-bullying Policy | A Chamberlain | Trust Board | October 2019 | Oct 2020 |

To be reviewed annually or as required

ANTI-BULLYING POLICY

RATIONALE

At Selby Educational Trust we believe that every person has the right to come into our schools without the fear of being bullied. We recognise the seriousness of bullying as an issue for the whole school community to tackle. We acknowledge that everyone should own the problem of bullying and endeavour to maintain an effective network of communication between all groups involved. We promote an ethos of anti-bullying by listening to and supporting all those involved in bullying. We teach children social, emotional and behavioural skills through Thrive and PSHE but these are underpinned by the way adults model positive relationships with everyone in school on a daily basis.

As a UNICEF Rights Respecting School, we use the UN Convention on the Rights of the Child 1989 as an integral part of our learning and teaching.

Every person, child or adult, has the right to:

- Feel happy and safe
- Be different and individual
- Be treated with respect
- Have a voice

Every person, child or adult, can expect to be treated with:

- Courtesy
- Fairness
- Consideration

and should expect to treat others with the same respect.

Selby Educational Trust describes bullying as:

Bullying is 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 (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. (DfE Preventing and tackling bullying 2012)

AIMS

Our overall aim is to end bullying but we need to be realistic and have objectives we can achieve and measure:

- To develop robust systems to report and respond to the incidence of bullying
- To reduce the duration of bullying incidents when they happen [swift intervention action]
- To increase the number of children who feel confident enough to report bullying
- To increase the number of children who would help someone who is being bullied
- To increase the number of children, and parents, who feel that school takes effective action to deal with bullying

- We will evaluate the effectiveness of this policy through annual pupil and parent questionnaires and school logs

Bullying includes:

- **Physical:** e.g. being hit kicked, punched, having money or things taken
- **Verbal:** e.g. being teased or called names
- **Emotional:** e.g. being ignored or left out
- **Cyber:** e.g. email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

GUIDANCE

Preventing Bullying

- Promote pro-social behaviour [catch children behaving in a caring and supportive way and acknowledge and encourage]
- The use of the class charter- each class has it's own charter which is written by the class and is signed and agreed by everyone in that class.
- UNICEF champions and UNICEF work done in class
- Celebrate Diversity
- Be constantly vigilant for any signs of bullying
- Dispel any myth that bullying is 'only playing' or 'a natural part of growing up'
- Teachers to use Circle Time and Thrive activities to pre-empt bullying or to address issues in their class
- Promotion through Anti-bullying week in November.
- All teachers to go through the anti-bullying policy with their classes to share advice and strategies

Identification of Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Instances of bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for situations above;
- Is afraid to use electronic media
- Becomes withdrawn, anxious or lacking in confidence;

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

Reporting and Recording Procedures

Always acknowledge a child's reporting of bullying

All levels of bullying will be handled quickly, sensitively and calmly without making hasty judgments. [Whether we have become aware of the bullying through our own vigilance, or another person's, the same process applies]:

All staff should use the following procedures:

- Ensure children feel safe by calmly separating all those involved
- In the first instance assess whether restorative practice is the most suitable course of action
- Talk with victim to understand their feelings
- Where appropriate take witness statements
 - ask other adults to help and interview the children involved separately
 - endeavour to do this before children develop a 'shared version'
- An appropriate adult should then follow up by talking with the perpetrator at a suitable time so that the child/ren
 - understand the distress / hurt felt by the child on the receiving end;
 - understand that the behaviour is unacceptable;



- make a response to the victim in the form of an apology and seek to improve the relationship - a short time may need to elapse to give some thinking time but ideally it should be that day.
- In talks with both parties the adult will seek to discover whether there are underlying "reasons" for behaviour
- Further feedback to victim to reassure – could be a 1:1 chat with an adult or with the other child/ren concerned
- Diaries offered to children who feel they would like to write down their experiences Appendix 1.
- Both sets of parents will be informed.
- Monitor all incidents through class teacher's behaviour log on CPOM's.
- Lunchtime staff will give information to class teacher's about incidents and record it in their books.
-
- In certain cases, all children in the school will be addressed
- In more serious cases of bullying, or continued incidents, parents of both parties will be asked to come into school
- When a bullying incident is so severe that it is categorized as being high level, school may need to call in the police, social services or deal with it as a safeguarding issue. (The term 'High level' may be due to the nature of the bullying, or to the fact that bullying has continued in spite of measures being taken to make it cease)
- Where bullying takes place outside of school and is reported to school staff, it will be investigated and acted upon. The head teacher will consider whether it is appropriate to notify the police or children's social care.
- Incidents of racial bullying are reported anonymously to the Local Authority on a Termly basis.

COLLECTIVE RESPONSIBILITY

- Anti-bullying is the responsibility of all our staff

This policy has been developed and shared with the whole Trust community

This policy was reviewed in September 2019

Appendices

- 'Childline' anti-bullying diary sheet
- Guidelines for Children
- Guidelines for Parents/Carers



Anti-bullying Policy Appendix1

Diary sheet

| Date and time | What happened ? What was said or done to you | Who was involved in the Incident ? Their names or a description if you don't know them | Where did the Incident happen ? | Was anything taken ? | Was anyone with you or did anyone else see what happened ? |
|----------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------|-------------------------------------------------------------------|
| | | | | | |
| | | | | | |

Anti-bullying Policy Appendix 2

GUIDELINES FOR CHILDREN

Safety in numbers

- Go around with a friend or in a group
- Stay near an adult
- Only go to places where bullying has happened to you if you have some friends or an adult near you

Ask for help

- Tell a teacher
- Tell any other adult you trust
- Tell them again, and again, if the bullying doesn't stop or speak to the head teacher.

Try to do something different

- If you are upset, don't fight back, find a teacher you can talk to about your feelings
- Just walk past if people call you unpleasant names
- Practice what you would say to a bully in front of the mirror

Look after yourself

- If you are in danger get away. Don't bother about your possessions
- Don't fight back. Talk to an adult
- If you are different in some way be proud of it. It's good to be individual
- Tell yourself it's not your fault – you don't deserve to be bullied

Anti-bullying Policy Appendix 3

GUIDELINES FOR PARENTS/CARERS

[taken from NYCC Behaviour & Attendance Strategy Anti Bullying guidelines for schools]

- Watch for signs - not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing.
- Listen to what your child says; try to establish if the problem really is bullying and not something else.
- Discuss with your child what you can do:
 - Talk to the teacher or another sympathetic adult at school. Do this for as long as the bullying continues
 - Help your child to deal with the problem by him or herself. Be tactful.
 - If your child needs escorting home, meet him or her from school, perhaps around the corner for an older child, not the school gate.
 - Try not to be over anxious or over protective. It may sometimes be helpful to talk with the bully's parents, but before you do this, take advice from the school.
 - Do not promote a simple "thump back" approach - this rarely helps and may only make things worse for your child.
- Most children are called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- If a name is used which refers to your child's physical characteristics then let your child know that you love him or her, for the way they are, including these particular characteristics which make him or her an individual.