

## Anti Bullying Policy

### Policy Data Sheet

|   |                      |
|---|----------------------|
| <b>Policy Name:</b>                           | Anti Bullying Policy |
| <b>Document Reference:</b>                    |                      |
| <b>Version Number:</b>                        | V2                   |
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## 1. Context

This policy complements other school policies; PSHE, Teaching and Learning, Behaviour, Equality, Special Educational Needs, E-Safety and Safeguarding. The policy also incorporates government and OFSTED requirements and guidance.

### Aims

- To stop bullying
- To promote an ethos in school where all members of the school community feel able to tell about bullying
- To provide support for all members of the school community that may be involved in a bullying situation
- To make our school a safe place to work, play, teach and learn

## 2. Values and Ethos

**We believe strongly that bullying is unacceptable, it contravenes our school ethos and our school rules.**

We know that some groups of pupils are more vulnerable to experiencing bullying, for example, those with special educational needs or a disability, looked after children, travellers and those for whom bullying is motivated by racism or homophobia. We also know bullying can take place during any type of school activity including off site activities. Our policy and practices are carried out to ensure that all members of our school feel able to disclose bullying and feel supported in resolving it.

### Our school Golden Rules:

- Treat everyone with respect
- Be kind and polite at all times
- Listen to instructions and follow them
- Always try your best
- Take care of property and the environment

We believe that pupils learn best when:

- They feel happy, secure, confident and valued
- They have time to talk and reflect about their experiences
- They are able to work together and independently
- They know what is expected of them
- There is progression, as well as consistency and continuity of approach throughout school
- Learning is relevant to their lives at home and in the wider community.

## 3. Definition of Bullying

Definitions are different and individuals have different experiences; however from the accounts we have heard from pupils and young people Big Life Schools consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harming, carried out by an individual or a group; hurting another person, whether physically, emotionally or psychologically
- An imbalance of power leaving the victim feeling defenceless

## 4. What might bullying look like?

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|                |  |
|----------------|--|
| 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 focusing on the issue of sexuality<br>Direct or indirect  |
| Verbal         | Name-calling, sarcasm, spreading rumours, teasing  |
| Cyber bullying | All areas of internet ,such as email & internet chat room misuse<br>Mobile threats by text messaging & calls. Misuse of associated technology i.e. camera & video facilities |

## 5. Preventing Bullying

Some unsupervised situations are accepted school routines e.g. taking messages or going to the toilet. Some areas of school are physically hidden e.g. corners of the playground or corridors. Cyber bullying is also unseen.

Behaviour of a bully or a victim may hide bullying from us: the bully may be more articulate than the victim or bullying may be disguised as “friendship”. Either a victim or a bully may withdraw if confronted.

Positive action is taken to raise awareness of bullying issues through Personal, Social, Health and Emotional lessons (PSHE) and e-safety, also known as cyber bullying. Pupils are given opportunities to think what kinds of behaviour count as bullying and to understand why some people bully. The whole school takes part in activities during the annual anti-bullying week. Pupils are actively encouraged to report bullying and when they do so they are listened to and taken seriously. The school uses the “STOP” approach: Several Times On Purpose and Start Telling Other People. This approach is reinforced at appropriate times during the school year.

Self-esteem is addressed through the PSHE curriculum. Pupils for whom this is a particular difficulty may benefit from a variety of interventions from the pastoral care team. These interventions respond to individual needs but may take place 1:1, in a small group or whole class. When appropriate the school will also involve other agencies with self-esteem work eg play therapist, behaviour and learning needs teacher.

All staff are trained on e-safety. Strategies on how to stay safe on-line are taught to the pupils through assemblies and class workshops. Parents/carers are also offered support and workshops on e-safety including links on the school website.

Bullying incidents can be discovered through a variety of means

- a child who is being bullied
- a parent/carer will come into school to report an incident/incidents,
- other pupils who have witnessed bullying will report it
- a member of staff who has observed bullying will raise the concern.

## 6. Procedures for Reporting and Responding to Bullying

When a bullying incident occurs or is reported we respond using a Solution Focused Support Group approach developed and described by Sue Young (Solutions in Schools and Educational Psychology in Practice 2003).

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Every allegation of bullying will be investigated and followed up.

### Stage 1

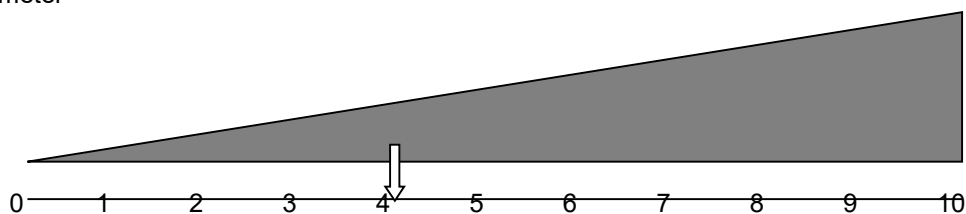
- a) On identification of a bullying incident or report an Initial Concern Form is completed (**Appendix 1**)
- b) Following this initial concern the incident is investigated thoroughly recording all interviews with relevant pupils, meetings with parents/carers are recorded on this form. (**Appendix 2**)
- c) Following this, an assessment is made in negotiation with the “victim’s” parents/carers as to whether the issue has been resolved at this juncture or if an anti-bullying support group is needed.

### d) If an anti-bullying group is set

#### The “victim” is interviewed more fully (appendix 1)

- This happens on a 1:1 basis with a member of staff who is closest to the child (perhaps a teaching assistant who normally works in their class or a learning mentor) or a more senior member of staff. This will be determined by the nature of the bullying.
- The interview begins with non-problem talk; perhaps a compliment about their clothes and a brief exchange about what they were doing in class recently. The aim is to convey the idea that we do not see the child only in terms of a problem.
- The first questions should be easy to answer: How old are you now? Can you remind me what your last name is?
- The main part of the interview could begin with something like “I’ve just seen your mum. She is worried about you, isn’t she?” This is because it can be easier for a child to admit that someone else is worried than deal with his or her own worry. “Do you think she is right to be worried?”
- The use of a “Feelometer” can be helpful as it encourages the child to focus on what they have already achieved in making life better. The scale can be used to focus on a variety of feelings or questions such as “Happy in school...?”, “anxiety about playtime”. Pupils rarely scale themselves at a zero (the pits, the worst it’s been) which enables the member of staff to say “Wow, so you’re already at a 4, how did you manage to reach that far already?”

A Feelometer



The child is then congratulated on taking control of their predicament and doing well given the circumstances. This acknowledges the difficulty without focusing on it.

The following 3 essential questions are then covered

- **Who do you find it difficult to deal with or who is making you unhappy?**

The names of the pupils are written down. Two to five names are usual. (No need to ask how or why they are causing the unhappiness)

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- **Who else is around when this is happening?** Again, the names are written down. Two or three names may be mentioned.
  - **Who are your friends or who would you like to be your friend?**
- e) From the names given a support group is selected (**Appendix 3**) It can include the pupils who are causing the difficulties plus a couple of friends or more neutral pupils; the child who is being bullied will decide on the group with the support of the member of staff who is facilitating.
  - f) The interview then moves on to consider the preferred future, how will things be at school when you are a 5 on the Feelometer?
  - g) How can school help to make things better for you to try and reach 8+ on the Feelometer?
  - h) Throughout all of this session the child is given as much reassurance and support as is necessary so that they understand bullying is unacceptable and the school will ensure it stops. They are told key members of staff will be informed and the situation will be monitored closely to ensure no further bullying takes place or that it is tackled the moment it does occur.
  - i) A date is set for about a week later so that the child and member of staff can meet again to evaluate how the child is feeling. Future meeting dates are then set at intervals agreed by the child and member of staff until such time the child is satisfied the situation has been resolved (and this will also be with the agreement of the child's parent/carer).

## Stage 2

- a) Once all facts have been established and gathered from the "victim" (and other witnesses if appropriate), the perpetrator will be interviewed. This will be conducted by a senior member of staff.

As anti-bullying is given such a high profile within the school all pupils understand bullying is totally unacceptable; this message will be strongly reinforced to the perpetrator. Their parents/carers will be invited to a meeting with the senior member of staff taking the lead and a way forward will be agreed. Depending on the circumstances a sanction may be issued to the perpetrator or alternatively some form of support. The situation will be closely monitored to ensure the perpetrator does not bully again.

## 7. Involving parents/carers

The school believes it can tackle incidents of bullying most effectively when working in partnership with parents/carers. Parents/carers of all pupils involved in incidents of bullying are kept fully informed throughout the process. The school can only address bullying issues if they are made aware of them and so parents/carers have a crucial role in reporting any incidents the moment they occur so the school can take swift, decisive action.

***See appendix 1 for paperwork and forms which are used to record meetings and correspondence with parents/carers when their child has been involved in incidents of bullying.***

## 8. Involving other members of staff

When incidents of bullying are reported other key members of staff will be informed and kept up to date of developments. Staff will be vigilant and will intervene promptly if there are any further signs or reports of bullying. Support staff may be called upon to carry out observations and report back to the lead member of staff dealing with the issue. This will ensure the situation can be monitored closely and is a way of providing evidence that the matters have been resolved.

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## 9. Records

Detailed records are kept of all meetings with pupils involved in incidents of bullying and their parents/carers.

**See appendix 1 for all paperwork and forms which are used to record the response and action taken to tackle bullying incidents.**

Records may help to disclose and provide evidence for Child Protection situations.

The progress of a vulnerable child may be informed by these records.

Well-kept records indicate to parents/carers that we take bullying seriously and have an effective system for trying to stop it.

## 10. Monitoring and Evaluation

A record of all bullying incidents and action taken is retained in the school's Anti-Bullying File kept in the Principal's office.

The Designated Senior Persons for Safeguarding meet once per term to monitor the effectiveness of the strategy. This is judged by looking at the number of meetings needed to resolve a situation. **(appendix 3)**

The group looks at the number of situations disclosed each term. Major fluctuations in the number of issues are investigated to identify background causes. These are considered in the context of other factors such as events in the community and social or domestic issues in the lives of pupils or adults. Creative solutions are sought such as activities for PSHE lessons and school assemblies. The number of bullying incidents will be reported to governors termly.

## 11. Conclusion

Big Life Schools prides itself on having a warm, friendly, welcoming and safe ethos. It is a place where bullying is not tolerated and where all are expected to treat others as they themselves would like to be treated.

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**Appendix 1 – Concern Form**

|       |  |
|-------|--|
| Date: |  |
|-------|--|

|  |  |
|--|--|
| Name of child experiencing difficulties      |  |
| Name of person reporting bullying allegation |  |
| Name of adult recording the allegation       |  |

|   |
|---|
| <b>Detail reported allegation;</b><br>Names of all persons involved<br>Dates of reported incident/s |
|   |

|   |
|---|
| <b>Who else is around when this is happening?</b> |
|   |

|   |
|---|
| <b>Who else has this been reported to? – List names, contact details.</b> |
|   |

|   |
|---|
| <b>Agreed next steps;</b><br>- <b>Who has this been reported to?</b><br>- <b>Agreed follow up</b> |
|   |

|         |  |
|---------|--|
| Signed: |  |
|---------|--|

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**Appendix 2 - First interview**

|       |  |
|-------|--|
| Date: |  |
|-------|--|

|   |  |
|---|--|
| Name of child experiencing difficulties |  |
| Name of facilitating adult              |  |

**Brief non-problem talk.** *A compliment about clothes or hair or chat about recent class activities.*

**Easy questions.** Have I got your last name right? How old are you now? What are you good at?

**Introduce the main session.** I've just seen your mum/your teacher – she/he is worried about you, isn't she? Do you think he/she is right to be worried?

*[At this point you can do the scaling exercise if it seems helpful.]*

|   |
|---|
| <b>Who do you find it difficult to deal with or who is making you feel unhappy?</b> |
|   |

|   |
|---|
| <b>Who else is around when this is happening?</b> |
|   |

|  |
|--|
| <b>Who are your friends or who would you like to be your friend?</b> |
|  |

**Suggestions**

Encourage the child to make a suggestion about how they themselves can do something over the coming week that will help to improve things. If could be linked to a previous comment and compliment.

|                   |
|-------------------|
| <b>Suggestion</b> |
|-------------------|

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|  |
|--|
|  |
|--|

|              |  |
|--------------|--|
| Review date: |  |
|--------------|--|

**Second interview**

|       |  |
|-------|--|
| Date: |  |
|-------|--|

|   |  |
|---|--|
| Name of child experiencing difficulties |  |
| Name of facilitating adult              |  |

*Settle the child with brief non-problem talk as before. Refer to the scaling feelometer if appropriate.*

Then ask how things have been and congratulate the child on any specific efforts they have made to improve things. It may be appropriate to ask...

How did you manage that?

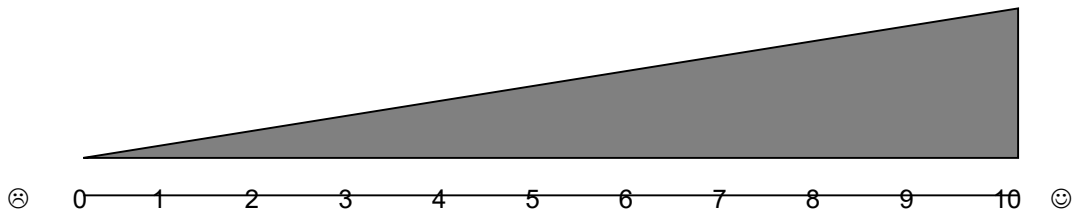
...and congratulate the child.

*Arrange a further review if the child wants one. Note date below.*

|              |  |
|--------------|--|
| Review date: |  |
|--------------|--|

**Scaling** *(not essential but can be fun and revealing)*

A Feelometer



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On a scale of 0-10 - where zero is the pits, the worst it's been and 10 is 'happy in school' – where are you now, say today, or this week? *The child can make a mark on the scale.*

*Respond positively if possible:* Ah, about a five, that's good. So how come you managed to reach as far as that already?

Whatever the answer (Usually something like "I've been trying to keep away from that group of kids.") respond with something such as

So...good...how do you manage to do that?

**Congratulate the child on strategies used so far and then ask**

Let's say we talk again in about a week or so...and you say I'm a six now. What will be different?

Pick out positive concrete details about the child's response that imply things will improve over the week and there is a real possibility of being one point happier. Compliment the child for good ideas.

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## Appendix 3 - The Support Group

### First Meeting

|       |  |
|-------|--|
| Date: |  |
|-------|--|

List names of supporting children, one in each box, below.

#### **Non-problem talk**

*Be welcoming!*

Are you ok sitting there? Have you got enough room? Can I see all your faces? Thank you for coming....

#### **Establish the aim**

*[Do not say that X is being bullied as it may make members of the group resentful or defensive.]*

I'm hoping that you will be able to help me to help X today. They have not been very happy in school and I feel sure that you will have some good suggestions how to make things better.

#### **Raise empathy**

Have any of you ever been unhappy at school? *Brief discussion with examples from the children.* It isn't nice being unhappy at school is it, that's why I'm asking you to help me make X happier.

#### **Suggestions**

Ask for any suggestions that might help X to feel happier at school and write them in the box. *[Don't ask for promises or give out jobs. Don't ask for them to be friends with X.]*

| Name | Suggestion |
|------|------------|
|      |            |
|      |            |
|      |            |
|      |            |

#### **Compliments**

That's a good idea. Would it be difficult for you to do?

#### **Pass over responsibility and arrange review**

Thank you, your ideas make a really good plan. I'm sure they will help to make X feel happier. We'll see how you are getting on in about a week.

|              |  |
|--------------|--|
| Review date: |  |
|--------------|--|

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**Second Interview with support group**

*This is held like circle time. You can use something to pass round if it seems needed. Allow each child in the group to say what they have done this week. They can be given compliments as individuals and as a group for their help.*

*[There is no need to check if they carried out their suggestions or refer back to them.]*

*Congratulate them on a job well done and consult with them as to whether they would like to meet again. If so they could make further suggestions for the following week.*

**Suggestions**

*[Again, these are not promises or jobs.]*

| Name | Suggestion |
|------|------------|
|      |            |
|      |            |
|      |            |

|              |  |
|--------------|--|
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|--------------|--|

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**Appendix 4 - Audit tool for incidents**

1. Date incident picked up:

2. How it was picked up –

- Parent
- Child
- Worry Box

Other, please state \_\_\_\_\_

3. Name of child/ young person:

4. School or outside agency staff involved in resolution

| NAME | JOB TITLE | TIME TAKEN  |
|------|-----------|---|
|      |           | > 1 HOUR <input type="checkbox"/><br>> HALF DAY <input type="checkbox"/><br>< HALF DAY <input type="checkbox"/> |
|      |           | > 1 HOUR <input type="checkbox"/><br>> HALF DAY <input type="checkbox"/><br>< HALF DAY <input type="checkbox"/> |
|      |           | > 1 HOUR <input type="checkbox"/><br>> HALF DAY <input type="checkbox"/><br>< HALF DAY <input type="checkbox"/> |
|      |           | > 1 HOUR <input type="checkbox"/><br>> HALF DAY <input type="checkbox"/><br>< HALF DAY <input type="checkbox"/> |

Comments:

Who is the key member of staff? (*this person should also review approximately a Half Term after the initial incident recorded here.*) \_\_\_\_\_

**4. Action taken.**

*Please tick box if any (or several) of the following methods were used.*

- Solution focussed support group approach
- Buddy/ peer mentoring
- Mediation skills in anti-bullying
- Provision Mapping
- Counselling

Other, please give details

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**5. Please give details of other related provision the child or perpetrator is receiving**

Behaviour monitoring   
Behaviour target in IEP   
Therapy

Other, please state \_\_\_\_\_

**6. Type of incident**

Name calling (including, racist, homophobic)\*   
Feeling isolated/ lonely   
Physical

Other please state \_\_\_\_\_

**7. Severity of incident**

Please rank how severe you think the incident is on the following scale where one is not severe and 10 is severe?

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Why have you ranked it there?

**8. Contact with parents/ carers**

Please put date of all contact with parents carers and brief details  
Date(s) of contact

Details

**9. Dates when agreed no further action required:**

Pupil says they are happy in school \_\_\_\_\_

Staff feel pupil is happy in school. \_\_\_\_\_

Parents/ carers feel pupil is happy in school \_\_\_\_\_

Pupil support group feel pupil is happy in school \_\_\_\_\_

**10. Analysis (of immediate resolution)**

**No of days between 1 & 9** (incident reported and pupils,  
parents/carers and staff agree pupil is happy in school)

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**Total hours of staff time**

**11. Review after half a term**

Child / young person

On a scale of 1 to 10, where one is the pits, the worst it has been and 10 is 'happy in school' – where are you now, say today, or this week? *The child can make a mark on the scale*

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

*Parents/ carers*

Date when Parents/ carers contacted to find out if they think pupil is happy in school

\_\_\_\_\_

Details

*Key staff member*

Do you feel the issue was resolved?      YES/NO

Any further action needed?

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