



SLCF

Anti-Bullying Policy

SLC Federation Vision - A successful learning community for all children to excel, feel valued, be creative and prepared for tomorrow.

Anti-Bullying Policy

At SLCF we intend to provide a safe, secure, caring and friendly environment where everyone is valued and respected equally.

- Bullying behaviour is always unacceptable, in any form
- SLCF will always respond to concerns and take appropriate action(s)
- It is a shared responsibility
- We address prevention and intervention
- We will learn in a relaxed and secure atmosphere

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)

Physical: Pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focusing on, the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber: All areas of internet, such as e-mail and internet chat room misuse, mobile threats by text messaging and calls and misuse of associated technology, ie camera and video

We also aim to support the victims of bullying behaviour and help those who bully to acknowledge and deal with their problems.

Well-being

Respect

Learning

Bullying

Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves.

We do not tolerate bullying of any kind at SLCF.

Any incident of apparent bullying is investigated.

Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.

Objectives

- To promote an atmosphere of openness, trust and support in which all children feel they can report any bullying-type behaviour to an adult (Appendix 1)
- To allow opportunity for those involved in bullying-type incidents to discuss the problem with a relevant adult before responsibility is attributed to either party
- That a child who is the victim of bullying-type behaviour can receive support within school
- To help bullies to empathise with the victim and consequently understand what they are doing and why
- To make the bully aware of the consequences of their actions
- To give those involved in bullying-type incidents strategies to help them overcome the problems of bullying, raise their self-esteem and help with confidence
- Allowances will not be made on the basis of gender, colour, age or disability
- Situations will be dealt with on a factual basis, sensitively and fairly by all adults concerned

Prevention of bullying

- Criticism should be aimed at the child's behaviour, not at the person
- Everyone should be aware of how language can be bullying in nature
- Children should be encouraged to inform an appropriate adult of any bullying behaviour and not keep things secret because of threats of intimidation
- If a child reports an incident that appears to be bullying, it will be dealt with effectively
- Anti-bullying procedures are promoted within classrooms
- Whole school focus once a year during Anti-Bullying Week

Teaching opportunities across the curriculum including assemblies

- Rights and responsibilities of the individual – children need to be taught that they have rights, but that there are responsibilities attached to these rights. Every child has the right to personal security and the responsibility to ensure that the security of others is not threatened.
- Celebration of differences – children should be taught to value and appreciate differences of gender, race, age, ability, belief and physical appearance.
- Friend or enemy – children sometimes need reminding that, if someone is not their friend, then this does not automatically mean they are an enemy.
- Provocation – children should be made aware that their actions might lead others to be provoked into bullying behaviour.
- Imagination and empathy – in order for children to be able to empathise, they need opportunities to develop their imagination through both play and work situations.
- Living by the rules – children should be taught what the school rules are and to understand the importance of their application. Teachers need to establish class rules and apply these consistently.
- Social responsibility – each child is responsible for their own behaviour and needs to be taught self-discipline and self-control.
- Assertiveness – children should be taught to respond to provocation in an assertive rather than aggressive manner – e.g. "I don't like that".

Roles and responsibilities across the Federation

Governing Body

- Promote the wellbeing and ensure the safeguarding of all children in schools
- Ensure the schools carry out both the letter and the spirit of the legislation and statutory duties, and observe national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the federation's anti-bullying practice

Head teacher and senior staff with key responsibilities

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all children, parents/carers and staff
- Promote the wellbeing and ensure the safeguarding of all pupils in the federation
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors

All teaching and support staff

- Contribute to building and maintaining an ethos which is welcoming, supportive and inclusive of all children and staff
- Promote the wellbeing and ensure the safeguarding of all children
- Behave with respect and fairness to all children, carrying out the letter and spirit of the anti-bullying and equalities policies

Children

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents / carers, create a positive working atmosphere where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the federation

Parents/carers

- Demonstrate positive support for SLCF anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report any concerns regarding children involved in bullying
- Support work undertaken by the federation to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures

Monitoring and review

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually.

This policy is monitored on a day to day basis by the Head Teacher who reports to governors each term.

Governors January 2019

APPENDIX 1

RESPONDING TO A REPORT OF BULLYING BEHAVIOURS

When a possible incident of bullying is reported it must be recorded. This will be the responsibility of the staff member concerned. The Head Teacher must be informed and a copy of the report given to them. All children concerned should be interviewed and their version of events recorded.

Key questions relate to degree of:

- Intent
- Hurt
- Repetition
- Duration

Leadership Team will discuss and consider threshold level of the incident(s).

Low Level - should be handled quickly and sensitively without making too much of the incident. This will involve an appropriate member of staff using the following procedures:

- Talk with the victim to understand feelings
- Talk with the bully to give the 'evidence' of distress/hurt; reinforce that the behaviour is unacceptable; encourage the bully to make a response to the victim in the form of an apology and seeking to improve the relationship
- In talks with both victim and bully seek to discover whether there are underlying 'reasons' for behaviour
- Feedback to victim
- Monitoring (may involve use of peer supporters)

Medium Level – priority is to protect and provide support for the victim(s) of bullying, then to seek to resolve the conflict and if possible work to affect change in behaviour of those involved including bystanders. Strategies we use in school are:

- Circle of friends
- Restorative justice
- Support group

Whichever strategy is used, it is essential that the situation is monitored. As part of the monitoring strategy it is important to set targets and arrange for reviews to take place. At this level we need to consider whether additional support work is needed with both victim and bully, helping them to address issues such as:

- Self esteem
- Resilience
- Assertiveness
- Anger management

High Level – the incident is so serious and so severe that the Head Teacher is involved in dealing with it. The reasons for this would be:

- Previous strategies have not prevented bully continuing his/her behaviour
- Impact on victim
- Large degree of imbalance of power between bully and victim
- Bully shows no remorse for actions
- Bully seems to be incapable of empathy
- Parents support bully in his/her behaviour

Judge whether we have the capacity to resolve the situation, particularly whether we can meet the needs of the victim to ensure future safety. Consider the needs of the bully and judge whether he/she is able to effect a change in behaviour without the support of an agency with staff trained to meet his/her needs. The bullying incident may be so serious, or the needs of those involved so great we need to refer those involved to relevant external agencies.

It is imperative we are seen to be taking action within our Behaviour Policy and that sanctions are appropriate to match the severity of the behaviour. This may have to include exclusion, temporary or permanent but is avoided if possible.

Although such cases are rare we may judge the severity is such that it needs to involve the Police and/or follow Child Protection procedures.