CHANGE SCHOOLS PARTNERSHIP TRUST

Anti-Bullying Policy

Date of Policy: Spring 2016
Date Adopted: Spring 2016
Date for Review: Spring 2018

Our Vision
Aiming High; Changing Lives

Our Values
The Core Values of the CHANGE Schools Partnership Trust both underpin and articulate the behaviours and beliefs that direct our policies, actions and behaviours. They have been revised and agreed by key stakeholders, including pupils, staff and governors and are as follows:
- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PESERVERANCE

The Three Rights
Everyone in school has:
- The right to feel and to be SAFE
- The right to LEARN
- The right to RESPECT

Rationale:
We are therefore committed to making the spiritual, social and emotional well-being of each child central to our work so that they can achieve their potential.

We believe that all children should have a high self-esteem. They should feel safe, protected and able to talk to a member of staff on any matter that concerns them.

Bullying is therefore totally unacceptable. We seek to respond to all allegations of bullying immediately and take all concerns very seriously.

We endeavour to ensure that every child within the CHANGE Schools Partnership Trust knows how to access help and support. The Pastoral Care Manager (PCM) is available to listen to any concerns (including bullying) that a child may have and act accordingly. The PCM along with all other staff, works to identify children who may be considered more vulnerable to bullying on the basis of their perceived difference from others. These vulnerability factors may include race and ethnicity, disability, emotional and learning needs. Careful monitoring ensures these children remain safe at all times.

Definition of Bullying
"Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude." (ECC Anti-bullying Steering Group 2008)

It can therefore be explained as
- Deliberate, hurtful behaviour
- It is repeated, often over a period of time
- It is not random acts of aggression
- It is difficult for those being bullied to defend themselves

Forms of Bullying
Bullying can take many forms but the three main types are:
- Non-verbal (Physical): hitting, kicking, taking belongings, intimidation – invasion of space
- Verbal: name calling, insults, racist, homophobic or gender based remarks, threats, taunting
- Indirect: Spreading rumours, exclusion from social groups

- Cyber bullying: (see expanded section below)

Any of these may also have contexts that discriminate in relation to race, ethnicity, sex, sexual orientation, SEN or disability.

Bullying can occur in any place at any time in places such as:
- playground
- classroom
- lunch arrangements
- toilets
- to/from school
- via cyber bullying

Children are taught explicitly about bullying – what it is and how to deal with it as part of the PSHE curriculum.

Issues around homophobic bullying and transgender are taught in Year 5 and above, although where situations arise in a younger age group, these are dealt with in an age appropriate manner. At all times children are taught to respect difference and celebrate the diverse world we live in.

Other behaviours may also occur which cause harm (sometimes unintentionally) to individuals without constituting bullying. We recognise the importance of developing clarity around this distinction to ensure that incidents are resolved appropriately and reflectively. Examples of this behaviour include:
- friendship disputes

- harm caused accidently

- occasional loss of temper /angry/responses to an incident

- teasing, making jokes where there is no intention to upset another individual.

These incidents will be resolved using a restorative approach which enables all parties to discuss the incident and accept responsibility for their own actions and consider how to avoid the same situation in the future.

Cyber bullying
Cyber bullying can be defined as the use of *"Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else."* (DCFS 2007)

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places, such as the home. Cyber bullies can communicate their message to a wide audience with remarkable speed and can often remain unidentifiable and unseen.

Categories of cyber bullying include:
- text message bullying
- picture/video clip bullying via mobile phone cameras
- phone call bullying via mobile phone
- email bullying
- chat room bullying
- bullying through instant messaging
- bullying via websites

Cyber bullying may occur at any time of day and night and can be carried out by people of different ages. Sometimes it can be unintentional i.e. becoming the recipient of a message intended for someone else.

Strategies for dealing with Cyber bullying
We ensure that all e-communications used on the school site or as part of school activities off site are monitored. Blocking technologies are continually updated and harmful sites blocked. Security systems are in place to prevent images or information about pupils being accessed improperly outside school. School policy states that mobile phones are not to be brought into school by children.

Children are taught explicitly about e-safety and cyber bullying as part of the PSHE curriculum and workshops are run regularly for parents by CEOP accredited staff. Information is made available on our website to support parents and an E-safety policy is also in place.

Although cyber-bullying is most likely to happen outside of the school, the school will support and liaise with parents, children and if necessary the police and other agencies to manage incidents successfully.

Action for isolated incidents:
Discipline will be dependent upon nature of incident but in line with our behaviour policy. Senior staff and PCM will be involved and records of any incident will be kept. PCM will continue to monitor.

Procedure for all incidents
All allegations of bullying are brought to the attention of a member of the Leadership Team and Pastoral Care Manager (PCM) and are investigated thoroughly. The PCM is the lead person for anti-bullying in school (with the support of all other teaching and support staff).   It is the responsibility of any member of our school community to report concerns they have about bullying /
- class teachers and support staff
- midday assistants and play leaders who should report concerns to class teachers
- parents, who should receive immediate acknowledgement of their concerns

It is important that any individual who may have received bullying behaviour, feels safe to report any concerns, as soon as possible.

Stage 1
Pastoral Care Manager gathers information from relevant parties (e.g. class teacher, other members of school staff, parents, pupils)
Stage 2
Headteacher/Head of School consulted and action agreed
Stage 3
Decision made by PCM and Headteacher/Head of School as to whether an allegation is isolated incident or part of a pattern and therefore constitutes bullying.
Stage 4
Appropriate action taken including logging on the school's behaviour management system
Stage 5
Liaison with relevant parties during and following action taken.
Stage 6
Ongoing monitoring by PCM
Action for "pattern of behaviour" incidents

1. PCM and Headteacher/Head of School (in consultation with relevant parties) draw up action plan in response to incident, to include appropriate interventions for both victim and perpetrator.
2. Parents contacted by phone to discuss the situation and arrange a meeting. The Headteacher or Head of School will be involved. The meeting, to discuss the incident and agree the action plan, will include the victim, parent/carer, Pastoral Care Manager, Head teacher or Head of School.
3. A meeting will also take place with the perpetrator, parent/carer, Pastoral Care Manager, Headteacher/Head of School to discuss the incident and action plan using the restorative justice that is part of our Behaviour Policy
4. Action plan implemented and monitored.
5. Situation reviewed according to agreed timescales.

Reporting

All behavioural incidents are logged on the school's behaviour management system, categorised and reported to the governing body at least termly.   This policy will be monitored and the effectiveness evaluated in the light of the numbers of bullying incidents recorded, staff response to bullying behaviour and any concerns of children, staff and parents regarding bullying.