

Benedict Biscop CE Academy

ANTI-BULLYING POLICY

Review Date:
Next Review Due:
Person in Charge:
Governance:

Spring 2021
Spring 2023
Headteacher
Chair of Governors

This policy should be read in conjunction with the following policies:

- Policy for Positive Behaviour Management
- Policy for Personal Development
- Single Equality Duty
- Restorative Practice Guidance

Anti-bullying Policy

Pastoral Care

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in His instructions to the disciples on this matter. “Love your neighbour as yourself” - Matthew 22 : 39. “This is my commandment: love each other”. John 15 : 17. Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Northern Lights Learning Trust derives its policy for pastoral care.

We have series of overlapping network of relationships which includes governors, staff, parents, children, parents, church members and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which include all who have particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Northern Lights Learning Trust. It will affect how we value work and achievement of pupils and staff. It will be seen in the way in which the school environment is created and cared for, the way in which the needs of pupils, parents and community are met, and the way in which the teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policies are written and implemented.

The academy’s policy for ANTI-BULLYING is part of the school’s pastoral and safeguarding systems and should be read in conjunction with the Cyber bullying policy.

School Council have decided that Article 19 should be placed on all relevant policies regarding Children’s Rights: “Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone who looks after them.”

Introduction

Northern Lights Learning Trust is committed to the protection and safety of its pupils and staff.

Northern Lights Learning Trust has zero tolerance with incidents regarded to be bullying.

Sometimes bullying may occur when there is discrimination. This will not be tolerated by anyone within the Academy and anyone who is connected to it.

The Equality Act 2010, is very clear in definition of groups where it is unlawful to discriminate against. The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The Single Equality Duty outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as an Academy, an employer and a service provider.

The Single Equality Scheme details our vision to create an environment where all people who are part of our school community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We believe that this Scheme will help us to meet our legislative responsibilities in relation to equality and diversity, and we will strive to make improvements where these are identified; these are set out in our three year action plan at the end of the document.

We see this Scheme as one that belongs to the whole school community, which is why we have consulted with a wide range of people, including staff, pupils, parents, governors and community groups.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

Where there is concern that “bullying” may be taken place parents will be informed and also informed of the outcome at the end of an investigation period.

A Definition of Bullying

(Quoted from ‘Sheffield Project’ - intended to be read by children)

“A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that.

When bullying is identified these things may happen frequently and it may be difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.”

Northern Lights Learning Trust’s definition of Bullying was devised by the School Council through a process of negotiation within classes. [see Appendix 1]

“Someone is being bullied when one person or a group of people repeatedly set out to offend someone or to hurt another person physically or psychologically.”

Before any incident is deemed to be bullying – investigation between and among all relevant staff and individuals will take place led by a Senior Member of staff.

Factors such as the language used, ages of the pupils ie older child with younger child, frequency of offences, may be used to define an incident as bullying.

All incidents deemed to be bullying are recorded on the Headteacher’s Termly Report to Directors / Trustees. [Board of Governors]

They are logged for data collection by individual bodies ie, Department for children schools and families [dcsf], LA, Diocese under the Freedom of Information Act.

Aims of policy

- to provide a secure, safe environment for pupils
- to develop a culture where bullying will not be tolerated and all staff and pupils feel safe
- to promote firm action against all forms of bullying
- to provide clearly defined procedures for dealing with inappropriate behaviour
- to encourage a listening, caring environment where the concerns of each individual are valued

Objectives of policy – linked to Aims of the Academy [see Appendix 2]

- to establish a positive ethos in school where pupils can speak openly to pupils and staff
- to ensure clearly defined guidelines to assist parents/carers and staff to eliminate bullying, are in place
- to provide pupils with the necessary life skills to deal with various forms of bullying [see Appendix 3]
- to provide support for the bully so that he/she can modify their behaviour
- to provide immediate short term and long term support for the victim
- to discourage bystanders and encourage all children and staff to report and take positive action to ensure that the behaviour ceases immediately

Preventative Steps To Minimise Bullying

The Academy adopted a Restorative Practice approach to all incidents when managing behaviour. This is to further support the identification of bullying and encourage pupils to take greater responsibility for their actions by understanding the impact of their behaviour on other pupils. This will increase pupil voice. We will ensure pupils are aware of the academy's attitude towards bullying through:

- the curriculum - supporting the development of self esteem and raising awareness that some behaviour is unacceptable and could lead to bullying. Children learn about different types of bullying as they progress through school. They also learn about different ways bullying can occur.
- RE - Christ's teaching 'Love One Another'
- worship themes e.g. friendship, conflict, power, trust, changing our ways, learning to love one another, forgiveness etc.
- through our personal development and Sex and Relationships Education curriculum
- through our Computing curriculum, focusing on online safety
- clear representation around school of Rights, Rules, Rewards, Consequences, - negotiated by children and staff
- Development and embedding of a Rights Respecting School approach e.g. adults as duty barer and pupils right to feel safe
- termly reminders of school rules [appendix 4-7] [please note during period of COVID additional school rules]
- class rules/charters devised annually in September giving clear codes of behaviour for all children. These are linked to UNCRC and are regularly addressed throughout the year
- discussion & drama - role play, theme related opportunities, design posters and Art work which highlights bullying
- National support of Anti-bullying week & Internet Safety Day.
- displays around school
- gaining Platinum Anti Bullying Charter mark
- regular opportunities for Rights Knights to discuss with Governors and feedback to children re: bullying in school
- development of outdoor provision [with increasing emphasis on the OPAL curriculum]
 - all pupils to be invited to comment on Bullying in the school and give views – annually through questionnaire – information shared through Rights Knights. Where Questionnaires are not anonymous any concerns will be discussed with children to ascertain a fuller picture [see Appendix 13]

- annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct [see Appendix 15]
- Rights Knights to write own policy in child speak which is shared within the community and understood by all.
- Clear representation and understanding of incidents and types of cyber bullying.
- Online safety support guidance shared with parents via the monthly newsletter – supporting appropriate behaviours online.

Ensure staff are informed:

- provide Professional Development for all staff - devising core values of behaviour [see Appendix 4-12]
- provide professional development for all staff devising Rules and class charters, Rights, Rewards and Consequences linked to restorative practice. [see Appendix 4-12]
- ensure communication channels are open re. pupils, all staff
- ensure professional development for all staff to ensure records are accurately kept via school's electronic system (CPOMS).
- ensure all staff are aware of any particular 'situation' to be monitored and monitoring is recorded accurately (as above)
- review &/or revise break/lunch time arrangements re. supervision as necessary
- annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct [see Appendix 15]
- seek professional development training for strategies to support teaching [see Appendix 16]
- seek professional development training to support Inclusion

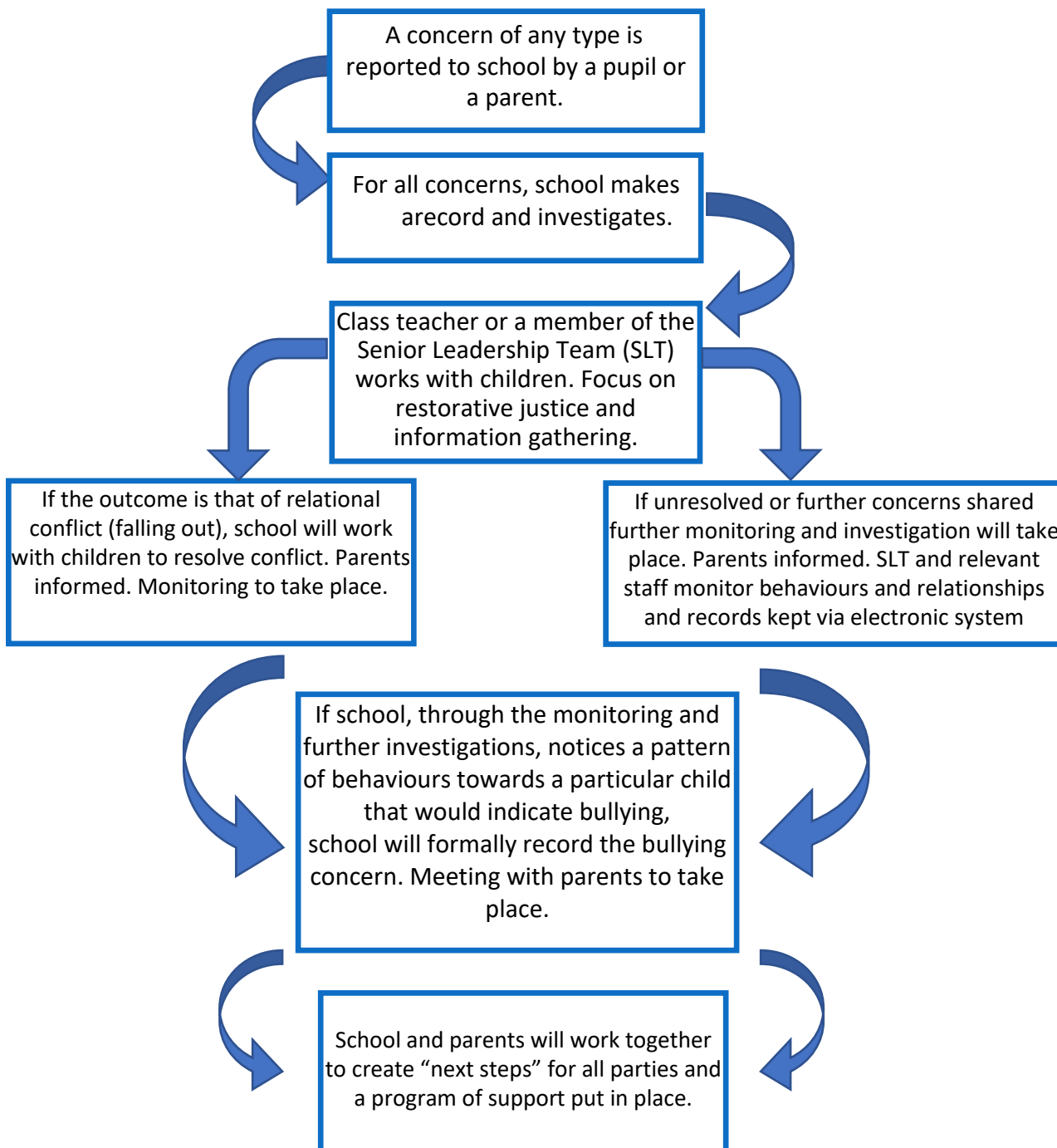
Ensure communication with families:

- provide opportunity for parents/carers to share any concerns with school staff
- Rights Knights to work towards Charter mark – Anti Bullying involving parents in devising policies and share these where appropriate.
- all parents to be invited to comment on Bullying in the school and give views – annually through questionnaire – information shared through school council and data reported back to parents with appropriate action if needed [Appendix 13]
- any parent commenting on bullying through the questionnaire will be contacted by the Headteacher for further discussion if the questionnaire is not anonymous any incident/ongoing incidents to be reported to parents/carers by class teacher [see Appendix 13]
- annual Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct [see Appendix 15]
- opportunities for parents to attend sessions on cyber bullying with Anti- Bullying strategy team and or other appropriate providers.

When dealing with incidents: [see Appendix 17,18]

- member of staff who is first approached &/or observed incident deals with situation immediately & seeks advice from other staff (class teacher, Deputy-head teacher, Headteacher) if required
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- all incidents to be reported - as above, at end of break/lunch time &/or close of day
- incidents are to be treated fairly with an open mind during initial discussions (Restorative Practice approach)

If an allegation of bullying is made: (taken from children's policy)



Next Steps will be a blanket of support for the child being bullied as well as appropriate opportunities to re-instate self-esteem and worth.

We will always include the appropriate disciplinary sanctions for the bully in accordance with the school's Behaviour Policy. We recognise that this alone does not make for learning and so support will also be given for the bully, as well as appropriate opportunities for them to re-instate their self-esteem and worth. Restorative justice will focus on ensuring, where possible, relationships are strengthened between all parties.

We also recognise that bullying is a social problem and so would also work with the pupils' class(es) to remind them of the importance of friendship and kindness.

Procedures for reporting & monitoring :

Ensure incident is recorded on CPOMS and categorised appropriately enabling:

- all incidents to be reported to Headteacher
- all incidents logged to be evaluated for trends

The following information must be recorded:

- child/children bullied
- child/children who are bullying
- nature of incident ie. verbal, physical
- brief outline of incident
- action taken
- if parents informed*

N.B. Individual records should be based upon fact and not speculation.

Please make sure details are linked to both pupils involved via CPOMS.

* The decision to inform parents/carers should be taken after discussion with Headteacher and /or Deputy Headteacher, as appropriate.

Parent contact form to be completed & signed by Headteacher.

Consequences

See school's policy for promoting good behaviour

- All incidents to be investigated thoroughly
- When dealing with an incident as a starting point for discussion it should be relayed to the child as "as a consequence ofie the behaviour..... what do you think should happen? Etc
- When dealing with an incident the consequence should be clear. It should reflect the severity of the incident. [see appendix 11,12]

Monitoring

- Key Stage staff to review situation termly and all incidents relayed to staff
- Yearly management review of the number of incidents recorded, to evaluate effectiveness of policy

Self Evaluation

- Information collected from the monitoring process and from any feedback about the policy should be used to review and update the school's anti-bullying approach.
- Included in Headteacher's Report to Local Governing Body
- Annual review of parent and pupil questionnaires using information provided to evaluate future developments
- Self Evaluation Form update reflecting views of parents, staff and pupils with evidence provided
- Any relevant areas for development to be included in the School's Improvement Plan

Appendices

Appendix 1	Definition of Bullying [displayed in every classroom]
Appendix 2	Aims of School
Appendix 3	Who are the victims?
Appendix 4	Value statement - Right of Children
Appendix 5	Rights of children
Appendix 6	Value Statement – School Rules
Appendix 7	School Rules
Appendix 8	Value Statement - Rewards
Appendix 9	Rewards
Appendix 10	Value Statement - Consequences
Appendix 11	Consequences
Appendix 12	Severe Consequences
Appendix 13	Questionnaire to pupils
Appendix 14	Questionnaire to parents
Appendix 15	Home School Agreement
Appendix 16	Teaching strategies relevant to bullying
Appendix 17	Discussing bullying incidents with children.
Appendix 18	Dealing with incidents.

Northern Lights Learning Trust

Definition of Bullying

“Someone is being bullied when one person or a group of people repeatedly set out to offend someone or to hurt another person physically or psychologically.”

This definition was determined by the School Council [and has been annually reviewed] following negotiation within classes and between children to identify the difference between bullying and boisterous behaviour, bullying and unkind incidents.

The School Council discussed this at a Local Governing Body meeting. The school Council have shared aspects of this definition with parents at open evenings. The school council were awarded the Platinum Anti Bullying Charter mark in academic year 2018.

This provided the starting point for children to become more actively involved in managing and changing their own behaviour, for children to report any incidents of bullying which they witness.

Aims

We aim to promote Christian values within the school as exemplified by the life and teaching of Jesus Christ, so that everyone develops confidence in their own ability, with healthy self esteem, working collaboratively, showing tolerance, commitment, responsibility, respect and care for everyone.

We aim to stimulate in each child a sense of curiosity and excitement about the world and to encourage him/her to search for truth, meaning and purpose in life: to provide an opportunity to search for a faith by which to live.

We aim to encourage each member of the Academy's community to develop their full potential by promoting the highest standards of achievement in all areas, to enable pupils to grow and achieve fullness of life through discovering and developing their talents.

We aim to provide a broad and balanced curriculum which will develop lively enquiring minds to prepare each child to meet the challenges of the future with confidence.

We aim to provide a welcoming, stimulating learning environment in which the contributions of all members of the school community are valued and celebrated.

We aim to develop strong links and positive relationships between home, school and the local communities.

Our values are developed through the curriculum and made real in our everyday lives.

Appendix 3

Who are the victims?

Any child can be bullied. There are certain risk factors, which will make pupils more vulnerable to bullying. These include:

- low self esteem
- lacking confidence
- worried about something
- lacking close friends in school
- being shy
- coming from an extremely protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect from the majority [glasses, smallest in class]
- having special educational needs
- being a 'provocative victim' - a child who behaves inappropriately with others, barging in on games or being a nuisance.
- family information or influences
- family responses to their understanding of "bullying"

None of these characteristics can excuse allowing a child to be bullied.

It is very important that a victim of bullying is given a named member of staff whom they can talk to or seek comfort from when they feel vulnerable.

Online bullying is now a critical element of bullying and will be treated as seriously and fairly as any incident of bullying.

All members of the Academy's community have a clear understanding of appropriate behaviour.

Rights

These are the rights we have in our school:

Pupil's right to learn

Teacher's right to teach

**Everybody's right to safety
(physical and psychological)**

**Everybody's right to dignity and
respect**

Our agreed rules provide clear expectations that create a happy, safe and secure environment in which effective learning and teaching can take place, allowing the children to take shared responsibility for their actions.

School Rules

1. Treat everyone and everything with respect.

Be polite in all situations and never hurt others feelings with your words or actions. Handle equipment carefully and value our resources.

2. Always do your best.

Feel proud of yourself at all times and try your hardest, even if you find something difficult in and outside of the classroom. Be organised, be on time and be here.

3. Move around our school safely.

Walk sensibly and calmly in school. Have fun at playtimes but be considerate towards others and use self control.

4. Make sensible choices

Take responsibility for your own actions and think before you act or react.

5. Follow instructions at all times

When you are in school or on school visits, willingly do as you are asked by an adult, when you are asked to do it.

Our agreed rewards raise self-esteem by recognising each individual child's achievement and positive attitude. This develops the positive ethos within the academy and creates a motivational learning environment.

Rewards

Praise

Stickers

Good comments

Individual class/team/house points

Roll of Honour Book

Happy Book

Letter to parents

Our agreed
consequences
ensure children
recognise and take
responsibility for their
own actions, so that
mutual respect for all is
promoted within our
school.

Benedict Biscop CE Academy

Consequences

First verbal warning

Second verbal warning

Stay behind at end of lesson to discuss with teacher

Loss of playtime

Withdrawal of privileges

Letter Home

Discuss behaviour with Deputy Headteacher

Discuss behaviour with Headteacher

Headteacher's Behaviour Management Plan

This is the hierarchy of actions used when a pupil has not responded to the usual set of consequences and has been sent to the Headteacher.

- Counselling the child
- In school [time out] – working in silence
- Informing parents about the behaviour
- Requesting parents to attend school to discuss a way forward
- Fixed term or permanent exclusion (parents are asked to collect the child from school immediately)

Consequences leading to an exclusion as a result of bullying. Immediate reference to Exclusion Policy with strict procedures adhered to.

Brief Summary of a Procedure:

- If a severe warning is to be issued - only the Headteacher or representative of the Headteacher may do so.
- If the behaviour is so severe the Headteacher will seek a fixed term exclusion following the DfE Guidelines, informing the Chair of Governors as soon as possible.

Parents will be telephoned and asked to collect their child from school.

The school will follow this with written notification confirming the details.

Parents have a right of appeal to the Local Governing Body.

The child and parents must undertake an interview with the Headteacher before the child is able to return to school at the end of a fixed term exclusion.

- If the behaviour is so severe that a permanent exclusion is being considered the Headteacher or representative will follow Diocesan and Local Authority Guidelines, the Headteacher or representative will convene a meeting of the Governing Body and inform the parents.
The child will be issued with a fixed term exclusion ensuring they remain off school premises until the outcome of the meeting to discuss if this is to be permanent.

- The parents of the victim[s] will also be informed of the above events keeping information to a minimum.

WHAT DO YOU THINK ABOUT OUR SCHOOL?

Benedict Biscop C.E. Academy
School Council Survey

		Yes	Mostly	Sometimes	No
1	Do you like being in our school?				
2	Do you find out new things in lessons which make them interesting?				
3	Does the teacher encourage you to work by yourself or with a friend without asking for too much help?				
4	Do you get help when you get stuck or do you know what to do when you are stuck?				
5	Does the teacher tell you how well you are doing?				
6	Do you have to work hard?				
7	Do adults show you how to improve your work?				
8	Do other children behave well so that you can learn?				
9	Do you get on well with other children at your school?				
10	Is there an adult you would go to in school if you were worried?				
11	Are the teachers fair to you?				
12	Do the teachers listen to your ideas?				
13	Are you trusted to do things on your own?				
		Yes	Mostly	Sometimes	No
14	Do you enjoy the activities after school or at lunchtime?				
15	Do you feel safe in our school?				
16	Do you receive praise for things you achieve?				

17	Do you think the school cares about you and how well you do?				
18	Do you think this is a good school and are you proud to be here?				
19	Do you think our school is clean and tidy?				
20	Does the school enable you to take regular exercise?				
21	Is the school good at dealing with bullying and racism?				
22	Does the school ask for your views and then values and acts on those views?				

At Benedict Biscop C.E. Academy we all would like to know what you think about our school.
Year group:

Benedict Biscop C.E. Academy

Year _____

Boy girl.

Please circle as appropriate

		Strongly Agree	Agree	Disagree	Strongly disagree	Don't know
1	My child is happy in our school.					
2	My child is making good progress in our school.					
3	Children behave well in our school.					
4	My child is not bullied in our school.					
5	My child feels safe coming into our school.					
6	My child learns well in our school.					
7	My child is offered a broad and balanced curriculum in our school.					
8	My child is motivated to learn in our school and is expected to work hard and do their best.					
9	I am kept informed about how my child is getting on in our school.					
10	I feel comfortable about approaching our school with questions or a problem.					
11	Staff expect my child to work hard to the best of his or her ability.					
12	I know how to support my child and move their learning forward at home.					
13	The school is a welcoming place for parents/carers.					
14	Staff treat my child fairly.					
15	The school seeks the views of parents and takes account of their suggestions and concerns.					
16	Staff encourage my child to become more independent.					
17	My child is encouraged to grow within the Christian Faith.					
18	My child feels valued at Benedict Biscop CE Primary School.					
19	I think the school is well led and managed.					
20	Staff encourage my child to become mature and independent.					
21	I think this is a good school and I am proud my child attends.					
22	The school encourages and enables my child to take regular exercise.					

23	The school encourages my child to eat and drink healthily.					
24	The school deals with anti-social behaviour such as bullying, harassment, and racism.					
25	Where appropriate the school consistently provides home work.					
26	There is a good range of activities that my child finds interesting and enjoyable.					

Please add any comments below if there is an area not covered by a question or you wish to give more detail.
 Many thanks for your continued support.

Sarah Armstrong

Teaching Strategies relevant to bullying

Pupils who are bullied:

In the classroom teachers can be aware of pupils being pressured or teased by their peers. It is important that teachers pick up on these kinds of incidents and do not leave them unchallenged.

As well as challenging the bullying behaviour themselves, teachers can support pupils in responding to the incident.

Pupils in the nursery and upwards can be taught to refuse to comply with bullying pupils' demands. Encouraging one pupil to say to another: 'I don't like you doing that. I want you to stop it' gives the bullied pupil an opportunity to respond assertively to the situation with the backing of the teacher.

If a child who has been bullying apologises for their behaviour children are to be encouraged to forgive but to say –“I accept your apology but please don't do it again” and not respond “It's ok.”

Pupils who observe bullying: Bystanders

The majority of pupils in the school may not be involved in bullying behaviour themselves, but they are likely to know that it is happening. They may even witness it taking place. These bystanders may do nothing because they are afraid, uncomfortable or because they do not know what they should do. It is not the intention to encourage pupils to take on the role of vigilantes who 'stop bullying'; but it is possible to motivate peer pressure so that pupils take an active stand against bullying behaviour.

Pupils can be encouraged to be active bystanders by:

- not allowing someone to be deliberately left out of a group
- not smiling or laughing when someone is being bullied
- telling a member of staff what is happening
- encouraging the bullied pupil to join in with their activities or groups
- telling the bullying pupil to stop what they are doing
- showing the bullying pupil that they disapprove of his/her actions

Pupils can be shown how being passive about bullying behaviour cannot only collude with it but also sometimes encourage it. Role-play helps pupils to rehearse more challenging strategies.

Discussing bullying incidents with children

- Children involved in bullying others may feel quite justified in their actions, and may be reluctant to admit to them.
- Some children may even make false allegations of bullying against a fellow pupil to get them into trouble.
- It can be difficult for staff to build an accurate picture of events or to be sure of who is telling the truth.
- Staff and pupils may be prejudiced by previous behaviour or incidents with the alleged bully - it is critical to remain objective and deal with facts and evidence
- Incidents witnessed by staff will be dealt with in a different way to incidents relayed by fellow pupils in the first instance

If the incident is not too serious, ‘problem solving’ approach may help:

- The member of staff tries to remain neutral and deliberately avoids direct, closed questions, which might be perceived as accusatory or interrogational in style
- He/she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the behaviour from recurring
- It can be more helpful to begin by acknowledging that there was a problem rather than trying to find out the detail of who had done what to whom.
- The member of staff can aim to help the pupils find their own solution to their personal disagreement, and also discuss with them how their proposals will be put into action.
- A follow up meeting with the pupils can find out whether their solution has been effective or not.
- Curriculum time [Personal Development] should be spent developing positive relationships through circle work etc to ensure positive ethos for being honest with each other

Appendix 18

Dealing with incidents

- A reprimand may be sufficient to deter a pupil from name calling or mild teasing.
- Instant sanctions can be useful in responding to one-off incidents.
- Longer-term sanctions may be necessary in response to a series of incidents.
- Counselling or problem-solving approaches may also be useful, especially if a number of pupils are involved.
- A serious response should be considered in consultation with the Headteacher, for bullying which results in damage to person or property.
- Ensure all incidents and action are recorded.

