STROUD SCHOOL: ANTI-BULLYING POLICY AND GUIDELINES
This policy is applicable to all pupils including those in the EYFS

Stroud School's Values and Beliefs

Stroud School believes bullying, of any sort, is totally unacceptable. In line with our core values of Honesty, Respect and Happiness; we believe that all members of our school community have the right to feel happy, safe and included.   We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Staff, older pupils and parents can all help create an environment of good behaviour and respect by setting helpful examples and celebrating success. We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

This policy has been devised with regard to the DfE guidance on bullying – *Preventing and Tackling Bullying* to July 2017*)* - and is reviewed annually by the senior management team and Governors. It applies equally to all forms of cyberbullying (see E-Safety & Mobile Device Policy) and bullying outside school. The policy is available on the school website for all current and prospective parents.

Details of disciplinary sanctions, reflecting the seriousness of the incident and the need for sanctions to act as a deterrent can be found in the Behaviour, Rewards and Sanctions policy – but include the issuing of Yellow Cards for the pre-cursors to bullying, Red Cards for more serious offences and for the most severe offences the possibility of exclusion.

Staff training, via INSET and Twilight sessions, ensures the principles of this policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, the school will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual, transgender or questioning pupils. Further useful information can be found on the DfE website.

Aims of the Policy

- To ensure all members of the school community are treated fairly, with respect and dignity.

- To provide a learning environment free from any threat or fear, that is conducive to the achievement of individual aspirations and to reduce and eradicate, wherever possible, instances in which pupils and staff are made to feel frightened, excluded or unhappy.

- To establish a means of dealing with bullying, and of providing support to members of our school community who have been bullied.

- To ensure that all pupils and staff, teaching and non-teaching, are aware of the policy and that they fulfil their obligations to it.

- To support staff by providing procedures to follow – so that it is easy to report bullying (including cyber-bullying and bullying outside school); to ensure the threshold for reporting a bullying issue to external agencies (such as police/children's social care) is known; and so records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

- To meet any legal obligations which rest with the school and to adhere to the DfE publication Preventing and Tackling Bullying (July 2017).

Definition of Bullying

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). It can have a serious, long-term impact on well-being, both physical and emotional (which may cause psychological damage).

Signs of bullying

Changes in behaviour that may indicate a pupil is being bullied include:
- The pupil being upset, withdrawn or unusually quiet;
- Failure to produce work or producing unusually bad work or work that appears to have been copied, interfered with, or spoilt by others;
- The pupil's bags, books and belongings suddenly going missing;
- The pupil is laughed at by others or appears embarrassed when asked a question in class, or is awkward when working in small groups in class;
- Frequent visits to the School Nurse or spurious illness;
- Frequent absence, erratic attendance, late arrival to class, staying behind after lessons, clinging to adults, reluctance to go into the playground or to go home;
- Improbable excuses for any of the above.

On their own, any of the above may be caused by another reason, trivial or serious, and may not indicate bullying, but repetition or a combination of even a few of these signs might be a reason to suspect it, and should be investigated.

The School Policy: The No Blame Approach

This is the anti-bullying approach that has been adopted by Stroud School. This approach is strictly for when incidents of bullying occur and not for single one-off acts of aggression. In order to establish that bullying has occurred an investigation will be undertaken by the Head of Department to ensure that an allegation is correct. If it is established as a one off act of aggression then the guidelines within the discipline policy should be used instead. If it is confirmed as a case of bullying then the guidelines below should be adhered to for the anti-bullying policy to be effective.

It is a method of shared concern with a constructive solution being achieved by the pupils through a positive and non-punitive approach. <u>There are 7 steps.</u>

> **1) Interview the bullied pupil**
> - They will be reassured that they do not deserve to be bullied and this is not their fault
> - We will assure them that it was right to report the incident
> - We will encourage them to talk about how they feel
> - We will try to ascertain the extent of the problem
> - We will engage them in making choices about how the matter may be resolved
> - It may be necessary for the bullied pupil to change his/her behaviour
> - We will try to ensure that they feel safe
> - We will discuss strategies for being safe and staying safe
> - We will ask them to report immediately any further incidents to us
> - We will affirm that bullying can be stopped and that our school will persist with intervention until it does
>
> **2) Arrange a meeting for the pupils involved**

Set up a meeting for all pupils who are directly or indirectly involved, including any bystanders who are not directly involved, but not the victim.
- We will listen to their version of events
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop
- We will seek a commitment to this end
- We will affirm that it is right for pupils to let us know when they are being bullied

3) Explain the problem
Tell the pupils how the bullied child is feeling without allocating blame to any of the group.

4) Share responsibility
The teacher does not attribute blame but states that he/she knows that the group is responsible and can do something about it. Focus on resolving the problems.

5) Identify solutions
In turn ask each pupil to suggest a way in which they can help the bullied pupil feel happier in school. Do not insist that they implement them.

6) Let the pupils take action themselves
End the meeting by giving responsibility to the group to solve the problem. Arrange a time and place to meet again and find out how successful they have been.

7) Meet them again
After one week see each pupil alone to see how things have been going. It is important to find out if the bullying has stopped and if the bullied pupil is happier. This will be repeated within two weeks and again within the following half-term.

All incidents of pupil bullying should be reported to the Head of Department by the class/subject teacher or non-teaching assistant, who should pass on all information to the Deputy Headteacher (Pastoral) who will maintain appropriate records. Please note that an investigation will be undertaken by the Head of Department to ensure that an allegation is correct only if the alleged bullying incident is not being treated as a child protection concern, or, if it is, on the advice of local children's services. Any incidents of staff bullying should be reported directly to the Headteacher or Deputy Headteacher (Pastoral).

Record Keeping

The School will keep records of incidents and the action taken in response. Incidents are recorded on the School Management System (iSAMS) by the Deputy Head (Pastoral) to ensure patterns can be identified and the efficacy of the approach adopted and the policy in general can be monitored.

The Deputy Head will provide a summary of pastoral concerns to all staff at least termly which will include details of any incidences of bullying.

Parental Involvement

Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent is the child's class teacher. Class teachers should take the following steps:
- Recognise the parent may be angry or upset
- Keep an open mind
- Remain calm and understanding
- Make it clear that the school does care and that appropriate action will be taken
- Explain the school policy and procedures and ensure these are followed

- Liaise with the Head of Department
- Record details of the parental concern on iSAMS

If a parent doesn't feel that the situation has been dealt with adequately by the class teacher and Head of Department, then the next stage is to contact the Deputy Headteacher (Pastoral). See Complaints procedure for further details.

Sanctions:
Sanctions must be proportionate, according to the seriousness of the misdemeanour. Yellow Cards should be used, along with pastoral support, for minor misdemeanours and pre-cursors to bullying, and Red Cards for more serious incidences of bullying (see Behaviour, Rewards and Sanctions Policy).

Where serious or persistent cases of bullying have occurred parents will be invited into school to discuss the situation with the Headteacher or Deputy Head (Pastoral) after discussion with the appropriate members of staff. Pupils may then, where appropriate, receive a reprimand from either the Deputy Head (Pastoral) or the Head; they may be given a formal warning, be temporarily excluded from the School for a period or, in extreme cases, required to leave. Initial one-day temporary exclusions may be carried out by the Head. In exceptional cases this decision will be passed to the Executive Head (KES) for review. A first Head's temporary exclusion will be for up to three days and a final temporary exclusion will be for five days. Drugs offences, sexual relations in School or repetition of a temporary exclusion offence may result either in the removal of the child from the School, or, for the most serious offences, in expulsion. In the absence of the Head, temporary exclusions will be dealt with by the Deputy Head (Pastoral).

Child Protection
A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. A concern should be passed immediately to the Designated Senior Leader (or the Deputy DSL or Head in the absence of the DSL). Please see the Child Protection Policy for further details.

Staff Development
All staff undergo comprehensive training in Safeguarding children and attend school INSET days to update their knowledge and to afford opportunities to discuss current policies and practice. This raises awareness regarding bullying and reduces the risk of bullying at times and in places where it is most likely.

Promoting a bullying-free environment within Stroud

The curriculum will be used to raise staff and pupil awareness by teaching pupils how to constructively manage their relationships with others. Staff will support pupils through our personal, social, health and economic education (PSHEE) programme, assemblies, projects, drama, stories and literature, and with discussions about the differences between people and the importance of avoiding prejudice-based language.

Implementation:
- Class Code of Behaviour that is actively promoted and enforced to this end, the first PSHEE lesson in September for each class, will be to draw up an agreed class contract.
- E-Safety training is provided for pupils, staff and parents
- Cross-curricular activities delivered by subject and class teachers
- Drama and role-play
- Circle Time to promote self-esteem and a caring of our school community
- Group discussions
- Assemblies
- Creating an environment that promotes and encourages purposeful play through activities that are inclusive to all pupils
- Ensuring adequate supervision of all areas outside the classroom environment

- If required the School will provide written guidance for parents on the signs of bullying and what to do if they suspect their child is being bullied at school
- The School will provide guidance (through PSHEE and assemblies etc) to Years 3 - 8 to explain what they should do if they feel they are being bullied or think others are being bullied and to ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- The School will take part in Anti-Bullying weeks and other projects that help to raise awareness and develop understanding

Our Responsibilities

Everyone within school is expected to:
- Act in a respectful and supportive way towards one another, and
- Adhere to and promote the objectives of this policy

Pupils are expected to:
- Report all incidents of bullying – being a bystander is condoning bullying; reporting bullying stops it
- Report suspected incidents that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school

Parents can help by:
- Supporting our anti-bullying policy and procedures
- Attending e-safety presentations and other parents meetings
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way
- Helping to establish an anti-bullying culture outside of school

We recognise that there may be times when parents feel that we have not dealt with an incident of bullying- and ask that this is brought to the Headteacher's or Deputy Headteacher's notice.

Related policies:
Inclusion Policy
Behaviour, Rewards and Sanctions Policy
E-Safety and Mobile Device Policy
Child Protection Policy
Complaints Procedure

Appendix 1 – Specific types of bullying

Bullying related to race, religion or culture
Some focus groups have found that a high proportion of bullied pupils have experienced racist or faith based bullying. Bullying incidents involving black and minority ethnic children are often a result of indirect and direct racist hostility. Children of different faiths and cultures may experience bullying in a number of situations.

Bullying related to special educational needs and disabilities
Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. These children do not always have the levels of self confidence and competence and the robust friendship bonds that can protect against bullying.

Bullying related to appearance or health conditions
Those with health or visual medical conditions such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight and other body image issues, can result in bullying.

Bullying related to sexual orientation
Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or who are perceived to be) face a higher risk of victimisation than there peers. Homophobic bullying is perhaps the form of bullying least likely to be self reported since disclosure carries risks not associated with other forms of bullying.

Bullying of young carers
Children may be made vulnerable to bullying by the fact that they provide care for someone in their family with an illness, disability, mental health or substance misuse problems. Young carers may also face risk of ill-health, stress and tiredness. Many feel bullied or isolated. Children not living with their birth parents may also be vulnerable to bullying.

Sexist or sexual bullying
Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Cyberbullying
Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves. (see E-safety and Mobile Device Policy) The following DfE non-statutory advice documents are helpful for reference- *Cyberbullying: advice for headteachers and staff* (2014) and *Advice for parents and carers on cyberbullying* (2014).