

Policy

Purpose

The purpose of this policy is to raise awareness among teachers, support staff, governors, parents and pupils, that bullying, and its impact is taken seriously. This policy outlines how bullying can have a serious effect on individuals, families and schools.

Introduction

Beamish and Pelton Federation is committed to providing a safe, supportive and caring environment in which all children are free from the fear of bullying. As a school we ensure that bullying will not be tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying and anyone who knows that bullying is happening is expected to tell a member of staff. The incident will be dealt with immediately by the member of staff informed, and then discussed with the head teacher for further action to be taken.

All staff are aware that children can bully other children and that it can happen both inside and outside of school, as well as online (cyber bullying). It is important that all staff recognise signs and indicators of bullying and understand how to respond and report bullying incidents if they were to occur. Staff know that bullying can happen at any time and understand that it is not always reported. This means that all staff will take a 'zero-tolerance' approach to bullying of any kind and report concerns immediately.

What is Bullying?

Most people understand bullying as behaviour by an individual or group, repeated over time, that is intended to hurt another individual or group either physically or emotionally. A bully habitually seeks to harm or intimidate those who they perceive as vulnerable.

Children's Definition

Bullying is physically, verbally and mentally hurting people. This has to happen more than once, over a long period of time. Bullying is when one or more people choose to hurt another person on purpose.

Types of bullying

- **Emotional**- being unfriendly, excluding individuals, tormenting, threatening behaviour.
- **Cyber bullying**- use of social media, gaming messaging, images, videos and calls. The use of technology and social network sites such as Facebook, Twitter and Snapchat are used as another form of bullying, usually making it less visible to others as the victim is directly targeted in an unseen environment.

- **Physical**- hitting, punching, kicking, nipping, biting, shaking or any use of violence which causes physical harm to others.
- **Racist**- taunted because of their skin colour, nationality, ethnicity or cultural group.
- **Sexual**- unwanted physical contact, abusive comments.
- **Initiation**- when a group welcomes a newcomer and subjects them to a trial which 'allows' them to be part of the group.
- **Homophobic or biphobia**- bullying because of their sexuality or perceived sexuality.
- **Transphobic**- bullied because of their gender identity or perceived gender identity.
- **Prejudiced and Discrimination**- bullied for their disability, special educational need, homelife or social status (poverty, parental jobs and social class)
- **Libel**- passing around notes about someone else.

Aims

1. To make parents, staff, governors, pupils and other interested parties aware that bullying is viewed seriously, and that everyone has an important role to play in dealing with bullying.
2. To create a positive ethos where staff will ensure that children who report any form of bullying is being taken seriously and that they will be supported and kept safe.
3. Children who report a bullying incident will know that making a report is nothing to be ashamed of and will be supported so that they feel happy and safe in their environment.
4. To provide clearly defined procedures for dealing with bullying and ensuring that are understood by all staff, pupils and parents.
5. To teach children strategies for coping.

Objectives

The federation of Beamish and Pelton Schools discourage bullying by:

1. Teaching pupils to deflect, avoid or confront aggressors.
2. Having consistency amongst all staff but also allowing teachers to use their professional discretion when dealing with incidents in line with policies agreed by the school.

3. Making opportunities to discuss bullying generally and reinforce the fact that bullying will not be tolerated in our school.
4. Follow the behaviour plan and bullying procedures which give clear expectations.
5. Allow children to discuss behaviour on a regular basis.

Guidelines

These guidelines are based on three important issues:

1. We cannot always expect children and young people to draw attention to bullying when it happens-the adults must accept responsibility and take necessary steps to make sure that they are aware of what is going on.
2. It is up to all adults within the organisation to take bullying seriously and do something about it.
3. Adults must be a positive role-model in the way they treat other adults, children and young people. Their own behaviour must not be seen to encourage bullying.
4. Any incidents of bullying must be recorded and registered and details completed on the anti-bullying form.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short- and long-term effects on children and adults. It can impact on their well-being, attendance and overall experience in school, creating a significant barrier to learning. Bullying is unacceptable and, in our school, everyone has the right to:

- Be treated with respect.
- Feel safe.
- Learn effectively in a happy environment.
- Not become a target of bullying.

Our federation monitor all bullying incidents and give pupils the opportunity the feedback on how safe and happy they are feeling at school through pupil questionnaires and the enrolment of anti-bullying ambassadors.

Children may display the following characteristics when they are being bullied:

- Not wanting to go out to play.
- Behavioural changes.
- Change in work.
- Becoming isolated.
- Suffering from a real or phantom illness.
- Refuses to come to school.
- Child is tearful.
- Bruising on the child.
- Attention seeking behaviour.
- Possessions go missing.
- Running away.
- Anxiety.
- Telling secrets.
- Bed-wetting.
- Remaining close to a teacher or supervisor.

Immediate actions taken.

- Listen to the child.
- Reassure the child.
- Keep calm-avoid confrontation.
- Investigate incidents immediately.
- Record all incidents.
- Ascertain the severity of the problem.
- Take sanctions, if appropriate in line with the school's policy.
- Use internal referral systems (CPOMS)
- Complete anti-bullying form.
- Inform parents and carers of incidents.
- Review incidents.
- Secure the safety of the child from the bully.

- Take actions to prevent this from happening again.

Preventing Bullying

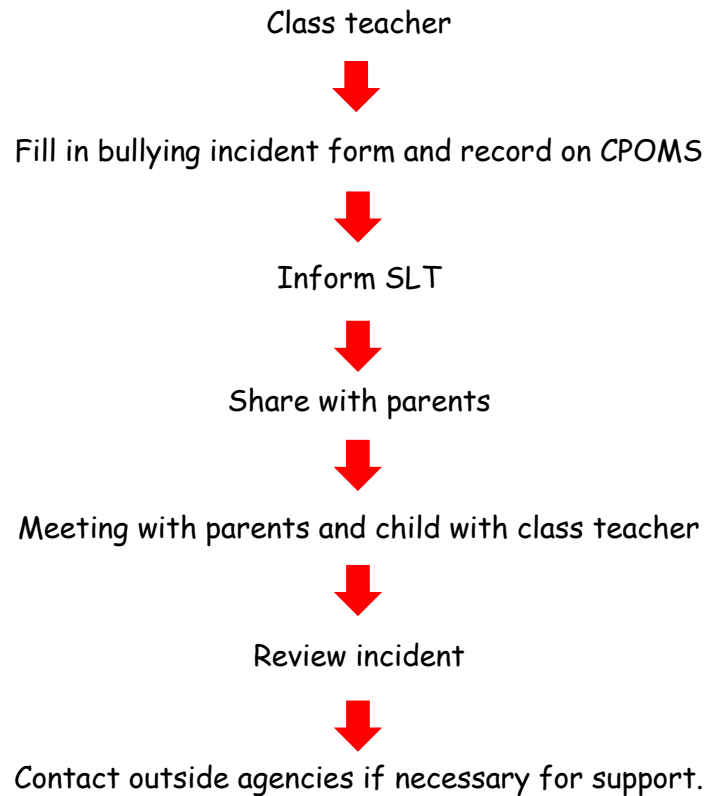
Staff in school take responsibility to ensure that bullying incidents are dealt with effectively. We do this by:

1. Involving the school community by sharing bullying updates and policies online.
2. Review the policy regularly.
3. Use assemblies and PSHE lessons to reinforce the school's ethos and approach to bullying.
4. Meet regularly with anti-bullying ambassadors.
5. Create a safe and happy environment where children feel confident enough to report bullying incidents.
6. Secure the safety and target of bullying and take appropriate actions to ensure bullying stops.
7. Send clear messages to children that bullying of any kind will not be tolerated.
8. Teach children through assemblies the use of 'banter' and 'jokes' regarding bullying behaviour.
9. Complete questionnaires twice yearly.
10. Send a clear message that bullying must stop.
11. Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
12. Publicise the school's Anti Bullying Policy through the use of the Restorative Approach.

It must be realised that instant solutions may not always be possible, but every effort will be made to reach an outcome as soon as possible.

The situation will be monitored as required.

Reporting



Consequences

We use the restorative approach and our behaviour policy states any consequences that would be necessary.

Questions to consider

1. Was the incident witnessed in an open space? If not, does more supervision need to take place in this area.
2. Can each child give the same explanation of the incident?
3. Were there any other children around to witness the incident?
4. What effect does the incident have on both parties?
5. Is the incident seen to be bullying (has it happened frequently)?
6. Do the children know or understand what they have done or are doing?
7. Is the behaviour deliberate?
8. Does the child understand the impact of their behaviour?
9. Are there any potential risks to the victim, other children or staff?

Procedure for Parents

- If a parent has concerns about their child they should speak to their class teacher immediately and necessary actions will be taken by that member of staff.
- If a parent felt uncomfortable talking to their child's class teacher, they can contact the head teacher directly.
- Parents should not confront the bully or their parents. This can complicate the situation and cause distress to the children involved.
- The school will work both directly with the parents and children involved. Support will be given where necessary.
- If parents feel their concern is not being dealt with appropriately they should follow the school's complaint policy.

