



Anti-Bullying Policy

Document history	
Date approved	7 October 2021
Approved by	Full governing board
Review date	1 Year
A copy of this document can be obtained from	The schools' website/The schools' network
Related documents	

Purpose of the policy

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. Bullying can be carried out physically (including sexual harassment), verbally, emotionally or through cyberspace.'

Commented [EA1]: Perhaps could add an extra sentence: This policy also applies to instances of sexual harassment.

Aims

The school will:

- Work on the premise **that bullying is a behaviour that can be changed.**
- Promote everyone's right to feel safe, respected and learn.
- Encourage everyone to understand that with rights go responsibilities for our actions.
 - Operate a pro-active anti-bullying approach through direct teaching of social and emotional skills (JIGSAW), assemblies, online internet safety tools.
 - Operate a pro-active anti-bullying approach through our therapeutic approach to behaviour management
 - Ensure all members of our learning community develop a shared understanding of what bullying is and know how to deal with it.
 - Work to avoid bullying becoming habitual.
 - Adhere to its duty of care to the victims of bullying and those responsible for bullying.
 - Work in partnership with parents of both parties.
 - Implement consistent responses, reporting and recording.
 - Promote positive relationships through which all individuals regardless of faith, gender, culture, sexual orientation and background are valued and respected.
 - Engage all learners in valuing the similarities and differences between members of our school community.
 - Equip children with the skills of the 'restorative practices' approach:
 - to consider their actions and impact on others
 - to reflect on what they should have done and how they would deal with a similar situation another time
 - to identify ways to make things better/mend relationships.

Commented [EA2]: This aim indirectly might refer to sexual harassment as it talks about being respectful to others?

The aims and values of the school reflected in this policy are within the context of the Therapeutic Behaviour Policy, the Equal Opportunities Policy, Racial Equality Policy, the Inclusion Policy (Local offer and SEN Information Report) and the Child Protection/Safeguarding Policy.

Procedures

Within the John Rankin Federation, we aim to create an ethos in which any risk of bullying is minimised. We work together to create a climate that supports all children and encourages them to care for and about each other. Concerns about bullying are taken seriously and followed up. Reports of bullying or harassment are investigated and recorded; our priority is to support those being affected and prevent and deal with this behaviour. In some cases they are reported to the Local Authority (anonymised data).

Commented [EA3]: Change to 'Reports of bullying or harassment of any kind are investigated and recorded. Our priority is to support those affected and prevent this behaviour.'

All concerns should be reported to the Senior Leadership Team who will then alert other staff. **This policy should be read alongside our school Therapeutic Behaviour Policy which gives additional information on how we promote positive behaviour and reinforce our school ethos.**

All concerns about bullying will be reported in writing to the Executive Leadership Team and relevant staff informed and proven incidents reported to the Governing body each term through anonymised data.

Prevention

We aim to take positive steps to prevent bullying so that every member of the school community:

- Feels valued as an individual.
- Feels safe and secure at school.
- Knows their concerns will be listened to.
- Understands who they should inform if they feel they are being bullied.
- Understands the shared definition of bullying.
- Trusts staff to gather evidence and deal with the situation.
- Learns how to be assertive when facing bullying behaviours
- Develops an understanding of their own behaviour.
- Is able to provide a description of conflict situations.
- Engages in dialogue to seek solutions to incidents.
- Learns to walk away and get help from an adult.
- Develops the skill to negotiate verbally rather than retaliate physically.
- Has an awareness of appropriate and inappropriate behaviours (right and wrong).
- Understands what bullying, harassment or prejudice look like in person and online.
- Has an understanding of empathy and forgiveness and their appropriateness within a given situation

Commented [EA4]: Add the following:
Has an awareness of appropriate and inappropriate behaviours.
Understands what bullying or harassment look like in person and online.

Implementation of the policy

- Developing a curriculum through which children have a clear understanding of how their actions affect others, which includes:
 - Anti-bullying awareness through Circle Times and Assemblies
 - Participation in cross community special events
 - Agreed class charters, rules, code of conduct, rewards/protective consequences
 - Support programmes (ELSA, social skills, small gardens, play plans, therapeutic plans) for vulnerable pupils through the pastoral care system
 - JIGSAW PSHE programme of study, online SMSC resources and internet safety tools
- Thanking children for following Golden Rules. (Ref Paragraph 2 of the Appendix)
- Discussing feelings, and encouraging pupils to empathise with each other.
- Valuing kindness and caring acts as much as good learning.
- Encouraging children to develop a sense of responsibility for their own actions and feelings.
- Discussing the cause and effect of examples of a range of behaviours.
- Encouraging children to reflect on their own behaviour and consider how the things they do affect others.
- Using stories to promote discussions about human behaviour.
- Encouraging children to explore consequences of positive and negative actions through drama and role play.
- Avoiding the use of blame when settling disputes.
- Helping children to consider the choices (good and bad) available to them, when they are faced with a problem and the consequences of these.
- Developing skills of negotiation and collaboration, empathy and forgiveness.
- Collating a list of "class rules" and school rules or pro-social behaviours, in dialogue with the children, and refer to them whenever they are breached or when unsocial or anti-social behaviours are present.
- Respect for religion or race, sexual orientation.
- Separating the child from the behaviour, when helping children to reflect on transgressions.
- Involving pupils, for example peer support.
- Implementing the school's Therapeutic Behaviour Policy consistently.

Commented [EA5]: Including online safety

In addition to this:

- All classes will discuss, through circle times, PSHE lessons, worries workshops, online safety, ways children can keep themselves safe and strategies for talking to adults about concerns and worries. This may involve setting up a system like 'thinking books' or 'bubble time', 'emotional check in stations'.
- Children will be made aware that all adults are there to help if they can and all adults will ensure they actively listen to concerns that children raise.
- Classes will encourage the sharing of positive feelings and ensuring there are opportunities for children to develop relationships as a class - for example by sharing 'good news', giving children opportunities to share their individual strengths outside of school.
- Classes will be encouraged to understand that all children have worries and emotions that they are dealing with (using the 'fizzy bottle' method) through Therapeutic Thinking workshops.

DEALING WITH BULLYING

It is the schools' responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken. This will be completed through the 'Stages of Behaviour' model (See appendices).

The school will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour using therapeutic approaches and protective consequences.

Please see Paragraph 3 of the Appendix for further details on how bullying behaviour is dealt with, including an overview of the conversation which will take place between adults and the child who has been bullied.

Protective Consequences

Use of protective consequences are agreed with the Executive Head and Leadership Team and planned carefully to ensure that learning takes place to understand, repent and prevent repeat behaviour.

Protective consequences have to meet the needs of the child (equity model) and keep other safe and happy. What works with one child, may not with another.

We avoid reinforcing the negative behaviour by ensuring responses to bullying situations are calm and purposeful.

Praise and support are more powerful tools, to avoid the opportunity for bullying to be repeated and becoming habitual.

Please refer to Therapeutic Behaviour policy and Stages of Behaviour model for a list of appropriate consequences.

After any incident of bullying:

Monitor and support in order to minimise opportunities for further bullying to take place.

- See the child just before play – encourage the child by saying that you are looking forward to seeing/hearing that s/he has been kind.
- Check the child has someone to play with and that others are inclusive.
- Ask the child to see you at end of play – praise and reward.
- Offer alternative structured clubs and areas of the playground to support social skills or monitor pupils (small gardens)

Ways of supporting a child who has been bullied:

Teach assertiveness skills:

- Children are taught to say (to the person who upset them) "I don't like it when you...". The child who has been bullied can explain exactly what it is that the other child does to upset/hurt them.
- Engage the children in giving positive suggestions about what to do instead.
- Reassure the child that there are systems in place for them to talk to an adult if they have any concerns or worries.
- Implement restorative practices (see Paragraph 5 of the Appendix).
- Develop self-esteem (where necessary) through use of ELSA and Circle Time.
- Use small group social skills, circle of friends, friendship codes of conduct as appropriate to support them in developing social skills/assertiveness.

Each case has to be dealt with on an individual basis. Persistent bullying requires an individual behaviour modification programme, devised in consultation with the Senior Leadership team, Inclusion Lead, Pastoral team, child, class teacher and parents.

Guidance for parents if your child is being bullied or is involved in Bullying

- Encourage your child to talk about it but be patient as s/he may be distressed.
- Stay calm but show you are supportive.
- Echo back what your child has said to show you have listened.
- Avoid dwelling on sensitive issues and help your child to see that solutions will be found and something will be done.
- Reassure your child you will support them to do something about it.
- Try to help him or her to see the difficulty as a problem that can be solved.
- Ask your child if they see ways of changing things.
- Talk to staff at John Rankin about the bullying and work with them to improve the situation.
- Help your child to develop coping strategies.
- Help everyone to keep a sense of proportion, as children are all learning from different starting points.
- Try to help your child gauge what has happened from different perspectives/points of view.
- Allow the school to contact parents of other children, to avoid confusion.
- Aim to maintain positive relationships with the parents of other children and refrain from encouraging your child to take action on their own.

Guidance for members of staff if a parent reports an occurrence of Bullying:

- Listen carefully.
- Echo back your understanding of their concerns.
- Reassure that we do not tolerate bullying.
- Explain that we need to investigate exactly what is going on, to observe and gather evidence.
- Note full details of the concern – use 'Stages of Behaviour' to determine severity
- Description of the incident/s and who was involved, what happened, where, when, who was present etc. This is to be recorded on Cpoms software.
- Arrange a follow-up meeting.
- Explain to parents how we will deal with the situation, in line with our school behaviour policy.
- Ensure that protective consequences and small gardens are used as part of restorative practice.
- A pastoral referral may be appropriate (Please see guidance in Pastoral policy)

Recording

Bullying Incidents are recorded on a bullying report in the first instance (Paragraph 6 of the Appendix) which includes details of:

- Nature of incident(s) – outline of what happened, where, when, type

- Names of those involved – those who took part in the bullying, those being bullied and bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring - feedback from those involved, including parents.

This information will also be uploaded to CPOMs out online system.

Monitoring

Log the incident:

- Log A = antecedent: what happened to trigger the problem?
- Log B = the behaviour: what happened, what they did.
- Log C = the consequences: consequences of action/effect on pupils/how we dealt with it.

Follow up:

- Alert all staff to observe and report any further incidents.
- Use circle time to enable children to discuss any upsets/incidents.
- Look for the child being kind, playing well with others and praise.
- Avoid unsupervised visits to the cloakroom and circulation areas.
- Appoint one person to be responsible for observing the bully over a period of time, to offer early intervention and implement avoidance strategies as necessary.
- Report back to parents of the bullied child and those of the bully.
- Implement other strategies to support both the bully and the child who has been bullied as necessary.
- SLT will monitor trend over time using CPOMS

Roles and Responsibilities

Every member of the school community: Governing body, Executive Headteacher and Senior Leadership, all members of staff, Pupils and Parents share a responsibility to implement this policy.

Appendix

1. Supporting documents

The following documents and the guidance they offer contributed to the formulation of the Schools' Bullying Policy.

- Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (DfE Oct 2014),
- Behaviour and Discipline in Schools Guidance (DfE Feb 2014),
- Ofsted School Inspection: Framework and Evaluation Schedule of Judgements Sep 2015,
- *Education Act 2002 (Guidance Safeguarding Children in Education and Safer Recruitment in Education – DCSF)* 'Schools have a duty to safeguard and promote the welfare of pupils'.

The school believes that each child has the right to learn and thrive in a safe and caring environment, protected from harm or prejudice of any kind.

The School's definition of bullying takes into account:

- The DfE's definition: '*Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.*'

and that of

- The Anti Bullying Alliance: *Bullying is 'the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power.'*

The schools acknowledge that bullying can be pupil on pupil, pupil on staff, staff /adult on pupil, adult on adult and that some types of harassment or threatening behaviour or communications could be a criminal offence: *Protection from Harassment Act 1997 / Malicious Communication Act 1988 / Communications Act 2003 / Public Order Act 1986 / Offences Against the Person / Theft Act.*

2. Golden Rules

The Golden Rules are at the core of our Federation's ethos and underpin our values.

- We are gentle
- We are kind and helpful
- We listen to each other
- We work hard and concentrate
- We are honest
- We look after property

3. How bullying is dealt with

Immediate response:

- Always listen to everyone involved - this takes time.
- Gather information from all children involved.
- Discuss with each child individually, away from the group.
- Alert Head of School and the class teacher.
- Establish the truth. Check what has happened.

Explain to all involved:

- It is important to make a distinction between the child and the behaviour.
- We do not behave like that in our school.
- We like the child/children, but we do not like what they have done.
- We are disappointed with this behaviour.

- We want to work with the children in order to find a solution and a way to repair the relationship.

Engage the children in order to repair relationship and avoid reoccurrence:

Find a resolution to support the child who has been bullied:

- With the child's permission, talk as a group about apologising and repairing.
- Ensure that apologies are exchanged and accepted and repair is understood.
- List behaviours that are desirable and how to achieve them.
- Discuss consequences for the child/ren who took part in the bullying.

In order to help the 'bully' find a way forward:

- Suggest everyone is going to help the child who took part in the bullying to be kind from now on.
- Engage the child/ren in thinking about ways through which they will show kindness.
- Reassure that adults will help.

If a child complains of bullying:

- Listen carefully.
- If they are upset, give them a moment to calm down and ensure that they are regulated (Use regulation table from Therapeutic Behaviour Policy and materials).
- Reassure them that if we have a problem we sort it out by talking about it and try to find solutions.
- Ask the child to explain what has happened – get all perspectives and consider questioning to get to a common truth.
- Encourage the child to describe specific behaviour : “What happened?” “What did s/he do? What did you do?” “Did anyone see it happen?” “Who were you with?” “What were you playing?” “Where were you?” “Did you tell a grown up?” etc.
- **Note down the main points: those involved, description of the incident, cause of the dispute - refer to Bullying Log in Paragraph 6 of the Appendix.**
- Speak to witnesses to check their perceptions.
- Quietly go to and talk with the child who did the bullying, without any apportioning of blame.
- Ask him/her to help you with a problem.
- Describe the problem in neutral tone.
- Can they tell you what happened?
- How do they think XXXX is feeling? (Restorative practices)
- Can they help to make it better?
- Inform Head of School and parents.

4. Possible Protective consequences

A range of sanctions:

- Loss of privileges
- Withdrawal from activity if it is not safe or is making others unhappy
- Removal from the playground – to learn about better choices
- Time out – to regulate and calm before talking through incidents and their impact
- Withdrawal of attention – ignore unsocial behaviours if they are conscious to get attention (but revisit reasons for conscious behaviours later)
- Parental involvement and agreement regarding home/school joint provision

5. Restorative Practices

When addressing young children, the core script is as follows:

- I can see you're... (angry, upset, sad, etc.) – validate and describe feelings
- What's happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected?
- What can we do to move it forward?

(Please also use 'scripted language' from Therapeutic Behaviour Policy')

6. Bullying Report

Bullying Report		Completed by:
Date:		
Who was involved?		
Where did it happen and when?		
Antecedent	What happened to trigger the problem?	
Behaviour	What happened?	
Consequences	How has the incident affected the pupils	
Did anyone else see what happened?	Note their perception of the incident	
Any other comments?	What happened? Who was involved, Who were the witnesses? Where were they?	
Action taken, by whom?		
How was it followed up?		
Date of follow up meeting if applicable		

Have parents of the child/ren who did the bullying been informed? Yes/No.....By whom?.....

Have the parents of the child who was bullied been informed? Yes/No.....By whom?.....