Heathfield School

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POLICY OR DOCUMENT

ANTI BULLYING

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Signed:
Co-Chair of Governors: June Goble\Colin Knight

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ANTI - BULLYING

We understand bullying to be '***Behaviour by an individual or group, which is persistent, consistent and over a period of time that intentionally hurts another individual or group either physically or emotion and is carried out with express intention of causing distress.***

School Philosophy: We believe that:-
Each individual has a right to enjoy and achieve. They have the right to be treated with dignity, courtesy and respect. Children's education should encourage children to respect others human rights and their own and other cultures. Everyone in our school community has the right to be safe and each member of the school community has a right to learn and a right for their learning not to be interrupted.

The School distinguishes between the inappropriate behaviour to others that arise through the impact of Special Educational Needs and associated Social or behaviour problems and those that occur through bullying. Bullying is not teasing, quarrelling, rejection, random acts of violence, physicality or conflict. Children will often tease, fight and fall out with each other from time to time. With our rights we have a responsibility to ourselves and others that allows them to enjoy, achieve and to be safe. We recognise that good autonomous decisions are made by people with high self-esteem and that learning and social interactions require good decisions to be made by those in the school community.

Children need to clearly understand the types of behaviour which are considered to be bullying and that they are unacceptable. A no –blame approach to bullying incidents encourages co-operative behaviour among pupils but negative logical consequences will follow repeated bullying incidents.
The maintenance of a consistent anti-bullying policy which is understood and accepted by all teaching and non-teaching staff, pupils and parents underpins this policy.

Principles within the School Anti-bullying policy.

1. An active school behaviour policy is an important pre-requisite for combating bullying. The behaviour policy identifies an environment that relates to anti-bullying.
   - It is the right of all members of the school community to be respected and treated in a fair and consistent manner.
   - Heathfield is committed to maintaining a safe, supportive environment where pupils are encouraged to develop caring attitudes towards each other.
   - We promote the physical and emotional safety for all individuals within the school
   - A pride in themselves and in the community they represent enables pupils to respect and value their personal environment, including buildings and property.

2. Active awareness of potential bullying helps counter incidents by:
   - Staff being aware of each pupil's emotional state, and responding to their needs.
   - Reviewing potential 'trouble spots' in the school physical environment such as playgrounds, corridors, lunchtimes, bus journeys.

3. Recognising anti-aggressive behaviour and acts of courtesy promotes good role models among pupils.
   - School Rewards Systems promote positive behaviour and encourage children to behave appropriately.
   - Staff or children can recognise and praise or model appropriate behaviours within the classroom.

4. Teaching specific core skills and attitudes promotes positive attitudes and counters bullying.
   - The PSHE, and SEAL resources are crucial parts of teaching new or alternative skills that can be used by both 'the bully' and 'the target'.
   - We have 3 ELSAs who can provide support to both the victim and the perpetrator. Referrals can be made to this service via the purple referral forms. Activities which raise self-esteem for all in the school environment aid a no-bullying culture.
   - Classroom, school routines and school activities can promote positive attitudes.

5. A support group method of dealing with incidents helps to counter bullying by
   - Helping the bully to satisfy his/her needs through working with others rather than in a confrontational or competitive way.
   - Using all pupils as resources in countering bullying.
   - Circle Time provides opportunities to explore positive attitudes and behaviours and reflects on inappropriate behaviours.

Procedures

There are two main principles that staff will be aware of when dealing with a bullying incident:

- To stop further bullying and make the target feel safe.
- Encourage better behaviour from the bully through specific discussion and then teaching activities within the school programme.

1. All reported cases of bullying should be recorded in the serious incidents file. These may be reported by pupils, staff, or parents.
2. All pupils should be shown that reports of bullying are taken seriously.
3. Adult responses to reported incidents should be non-judgemental, positive and consistent.
4. Any pupil who has been bullied should be made to feel safe. An environment where a bullied child may talk in confidence and be listened to should be provided. The Pastoral Coordinator and the ELSA's can support this.
5. An investigation will be carried out by a member of the Senior Leadership Team. During the investigation all children involved will be interviewed.
6. The school should protect and support all parties while issues are being resolved.
7. All reported incidents are to be dealt with. The bullied child can be interviewed separately from the alleged bullies. A variety of techniques can be employed to resolve the situation.
   - Support group method
   - Circle activity – where the people involved in an incident discuss the problem and raise awareness of each others feelings.
   - Circle of Friends – where the alleged bully discusses the problem with neutral friends to raise issues, discuss feelings and (may) develop alternative strategies.
   - Circle time – where a group or class can discuss the general incidents and formulate responses.
8. Identify any child who may need further individual or group help through ELSA sessions or the Pastoral Coordinator
9. Consider assertiveness training/alternative strategy for a child who may be a 'provocative target' – at a separate time to the incident. **NO target child should be made to feel they are responsible.**
10. Staff can identify the key issues and in conjunction with teachers, Learning Support Assistants, the leadership team or head teacher decide on the intervention needed. This should be recorded, monitored and reviewed as appropriate.
11. Inform Parents of any specific incidents (see advice notes, page 10 of HCC Anti-bullying guidelines.)
12. Look at physical environment issues to see if improvement can counter incidents.
    - Playtime duty staff need to be deployed in specific areas.
    - Should specific children be allowed to remain in class at playtimes?
    - Bus Escorts are to be asked to 'be on the lookout' for danger signs.
13. An appropriate consequence to behaviours will be implemented in line with the School Behaviour Policy.
14. If appropriate other agencies, such as Child Protection, CAMHS, may need to be considered.

15. Where required a child may be put onto 1:1 support in order that ABC charts can be filled in, to establish what is 'really' happening. Additionally, this will support that child in addressing their behaviour.

Resources:

There are a number of resources to help with discussions. Please refer to the Pastoral Support for support and advice on this. **The SEALS packs also provide valuable material. Copy in staff resources, Workroom, online and on DVD.**

Monitoring and Evaluation of the Policy.

This policy is seen as a working document. It is subject to revision appropriate to the impact of implementation or monitoring outcomes. It will be reviewed annually. The school will take responsibility to monitor the:
1. Specific reported incident of bullying within the school.
2. The impact of strategies to reduce reported incidents.
3. Physical layout of building and grounds to reduce environment opportunities for bullying to take place.
4. Records from the Bully Log and the resolution to each incident.
5. The school response to concerns reported by parents.
6. Identification of curriculum opportunities to teach alternative strategies regarding aggressive behaviour.

Evaluate:

1. The impact of specific teaching and learning through pupil interview
2. Recording of reported incidents.

Anti-Bullying – procedures/ teaching strategies.
Appendix 4

What happens	• Child bullies others, physically, verbally or psychologically. • Child intimidates others • Other children are involved, possibly out of fear.
Bulling incident When a report of an incident is drawn to your attention.	• Log incident in classroom behaviour book and serious incident file. • All pupils to know that the report is being taken seriously. • Report incident to Leadership team • Note individuals involved. • Inform parents if incident is serious. • Implement strategies towards alternative solution.
Shared Concern When there are specific incidents of bullying. Circle activity.	• Individual 'chats' with each pupil involved. Make bullied child feel safe. • Find a safe, confidential environment to discuss. • Each pupil to give their point of view individually. Non judgmental format • Non – confrontational talks. – State there has been a problem. Want to ease the situation. How can everyone help? • Focus on how can we help the target child? • Explore feelings of all involved, possible during circle time with all involved in incident taking part.
The support method approach.	• Acknowledge that 'target has been bullied, rather than s/he is responsible for what happened. • Teacher gives a similar approach to all individuals which leads to mutual agreement that the target pupil is feeling unhappy. • Each pupil involved agrees to improve the situation in some way. • Avoid 'detective mode' trying to find a culprit/lay direct blame • Avoid punitive punishments.
Observing incidents Involve those children who may be passive bystanders too.	• How do these pupils feel • What can they do about it • Raise issue of passive bullying.

Provocative Targets.	• Some children contribute to their own problems by their own attitudes • Find ways in which their behaviour might change. Assertiveness training? • Care is needed so the target does not think they are to blame but they may be able to change something.
Quality Circle time. Involve the whole group/class	• SEALS pack • Class discussions can be sought. • What is bullying. • How do people feel • How can we help people being bullied
Prevention Environment Where does it happen	• Check specific places where bullying might take place. • Can we alter this to counter bully? • Note specific places. Is there any pattern.
Awareness	• Has child's persona changed? Emotional state. Is he /she moody depressed. • Will a quiet chat help someone admit to being bullied?
Teaching New Skills	• Do instigators/target need IEP/IBP to address problem? • Encourage pupils to act in more acceptable way.
The bully	• What causes that behaviour • Low self esteem? Competitive environment. How can we help? • Find supportive children to act as befriender of bully. Stop their isolation.