



Policy for Anti-Bullying

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Policy for Behaviour

References:

Revision History

Version	Date	Summary of Revision	Revision Author
1	Dec '21	Trust version created and recommended for approval	HS and ND
2	March '21	P.2 SET amended to Edukos, P.6 insert comma after self-esteem, full stops after "effectively" and "environment" and a new sentence for "The School Community".	LT

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Policy Statement

At Edukos Trust (SET) we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 6 core values:

- **Family and Community;**
- **Trustworthy;**
- **Inspiring;**
- **Unique;**
- **Creative;**
- **Aspirational.**

Purpose

The staff, trustees and governors of Edukos Trust schools are committed to making our them a place where all who attend and work are valued, nurtured and enabled to fulfil their potential in an atmosphere of support and harmony without fear of criticism and free from ridicule. This policy is intended support all stakeholders in ensuring this happens and where is does not, what can be done.

Scope

This policy applies to all schools in the trust.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Anti-Bullying is applied across the Trust.

The **Head Teachers** are responsible for ensuring that staff adhere to this policy and procedure in a consistent manner.

Employees are encouraged to follow the policy and procedures associated with it.

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

What is Bullying?

There are many definitions of bullying but the DfE found that most have three things in common:

- it is repeated
- it is intended to hurt someone either physically or emotionally
- it is often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying can take many forms but the main types are:

- **physical:** hitting, kicking, taking another's belongings
- **verbal:** name calling, insulting, making offensive remarks
- **indirect:** spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

'Bullying' is often when the following apply:

- the bully or bullies want to cause distress
- the victim feels less powerful than the bully or bullies
- the bully has selected the victim
- it is part of a pattern (generally bullying is persistent but we accept that a single incident can be bullying if the other conditions suggest that this is the case)

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied. Everyone should be aware of these possible signs and that they should investigate if the child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic) or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or self harming
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- becoming short tempered
- change in attitude to people at home.
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong or gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous and jumpy when a cyber message is received
- lack of eye contact

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Rights and responsibilities of our children and staff

We recognise the effects that bullying can have on self-esteem, on learning and ability to work effectively. The school community will actively promote an anti-bullying environment.

We believe that our children and staff have the right to:

- be included, feel happy and feel both physically and emotionally safe
- work in an environment without harassment, intimidation or fear; all bullying, of any sort therefore, is unacceptable
- be supported where bullying is experienced
- keep their own possessions safe
- be free of insult, derogatory terms and teasing
- enjoy companionship and friendship with others

At the same time they should also take responsibility for:

- the physical and emotional safety of others
- the security of everyone's personal possessions
- the freedom from hurt by name-calling and teasing
- including everyone in play, learning and work activities

Instances of bullying as a serious matter

We recognise that bullying happens in all schools and we try to encourage children or staff to speak out when confronted with a problem, either to a friend, a parent or a member of staff. Staff are also alert to signs that a child is unhappy and may talk sensitively to the child if concerned. If parents find a problem, we would encourage them to share their thoughts using their own school's procedures (see Local School Protocols).

Some forms of bullying are attacks not only on the individual but also on the group to which they may belong.

Within our schools we will pay particular attention to:

- racial harassment and racist bullying or bullying because of religion and culture
- sexual or sexist bullying
- the use of homophobic language
- bullying of pupils who have special educational needs or disabilities
- bullying due to age; and
- the use of cyber technology to bully

Responding to incidents of bullying when they occur

Action can be taken by children who have been bullied, children who observe bullying, staff, parents and the bully themselves. Children should be encouraged to devise solutions, not just make allegations.

A child who has been bullied should be encouraged to:

- report this as soon as possible
- adopt an assertive approach rather than being aggressive or timid
- attempt to ignore minor nuisance as this can deny the bully the reaction they seek
- stay with friends or ask a classmate to help
- concentrate on making the future better rather than dwelling on what went wrong in the past (Appendix 1)

All children should be encouraged to:

- value individual differences
- offer friendship
- refuse to join in unkind behaviour
- tell an adult about any incidents (Appendix 2)

Members of staff should:

Each school will have expectations of how their staff respond to an incident of bullying. These can be found in the Local School Protocols. However, the following basic principles will apply:

- Listen
- keep records of bullying that is persistent or causes serious distress using the school's preferred system
- record the type of bullying that is taking place
- where necessary establish close liaison with parents
- use strategies from the School's Behaviour Policy
- teach children how to be assertive rather than aggressive or timid
- use stories, poems and discussion to help children understand the issues
- use strategies to raise children's self-esteem. (Appendix 3)

Parents should:

- listen
- encourage children to disclose any anxieties they may have
- encourage the child to report incidents immediately to the adult who is most able to help
- concentrate on how the child feels rather than the exact details of the incident
- contact the school if the child is unlikely to tell a teacher (Appendix 4)

Bullying that occurs outside of school

We are concerned with our children's conduct and welfare outside as well as inside our school and we will do whatever we can to address any bullying issues that occur off the school premises. Each school will follow their own set of agreed steps to tackle such events. These can be found in the Local School Protocols.

Record Keeping

It is important that where a bullying incident occurs a record of the incident should be completed using the school's preferred system. Details of how your school will do this is included in the Local School Protocols.

Curriculum

Schools will promote appropriate behaviour through direct teaching and by creating an emotionally and socially safe environment where these skills are learned and practised. The aim is to create a climate where bullying is not accepted by anyone within the school community.

The teaching of Anti Bullying

This will take place from Reception to Year 6. Teachers will deal with issues as they arise through class discussions and circle times.

Please refer to the Local School Protocols to see how the teaching will be implemented in individual schools.

Creating an anti-bullying environment in schools

Each school will have its own set of rules, policies and procedures for dealing with behaviour. These explain how they will promote positive behaviour in their school to create an environment where children behave well; where children take responsibility for each other's emotional and social well-being, inclusion and support of each other.

Anti-bullying Guidelines for Children

What can you do if you are bullied at school?

If you have been hurt or upset, tell someone as soon as possible

The class teacher or teaching assistant is usually the best person to tell or the teacher on duty in the playground, the Head teacher or Deputy or a midday supervisor. Keep reporting any incidents until you feel the problem has been resolved.

Ask teachers, other staff and parents for advice

Nobody deserves to be bullied but adults might help you to think of things you could do that would make the bullying less likely to happen.

Be assertive

Tell the bully that you do not have to put up with what he or she is doing and if it continues you will report it. Avoid being aggressive and hitting back as that is as likely to make things worse as to make them better (and may well get you into trouble).

Don't give the bully what they want

The bully is looking for a reaction. If someone is calling you names or saying silly things and you ignore what is happening, it may stop quite quickly. Walk away from confrontation but in a way that suggests you haven't time for this silliness, rather than you are afraid.

Think about the future rather than the past

If you have been hurt you will want to see justice done but try to concentrate on making the future better rather than dwelling on unpleasant incidents in the past, especially when they happened weeks, months or even years ago. People's memories are not always reliable and it may never be possible to prove what happened.

Understand that it may not all be one-sided.

If you have been hurt you may want the bully also to suffer but he or she may have a complaint against you as well. Be ready to acknowledge any mistakes you may have made.

Stick together.

Where possible keep with friends who will stand by you and tell the bully to stop. However, don't encourage them or older children, to attack the bully on your behalf.

Believe in yourself and those who care for you.

You are unique and special. You have many gifts. There are bound to be things you can do which the bully cannot. The adults who look after you will never stop trying to help you. They can protect you because they are far more powerful than bullying children could possibly be.

Be an Active Bystander. Anti-bullying Guidelines for All Children

What can you do to stop other children being bullied?

Celebrate difference

Accept and enjoy the fact that everyone is different; it would be a very boring world if we were all the same. Being different is no reason to pick on someone.

Do not join in or encourage bullying

Refuse to join in any bullying you see and that includes spreading rumours or passing unkind messages. Do not encourage people to fight by cheering them on or calling them names if they walk away.

Tell

Report bullying if you think the bullied child may not do so. Bullying is too serious a matter not to tell. If a friend is bullying, he or she may need help to stop doing this – a true friend will get help rather than keeping quiet and watching things get worse. Be a good witness; say what you remember seeing and hearing.

Stick together

Stand by anyone who is being bullied and tell the bully to stop but do not attack the bully or that will probably make things worse and get you into trouble as well.

Make friends

Play with and try to befriend children who are on their own.

Anti-bullying Guidelines for Staff

What can I do as a member of staff do to stop bullying?

Listen

It is very important that the child knows he or she will be listened to. Always listen when a child wants to tell you he or she has been hurt or upset by someone. This can be very time consuming, but experience suggests that the number of reports will eventually reduce. This will be because of the children's social learning rather than because they think there is no point reporting things. It may be necessary to postpone the report because of other priorities, for example getting the class started on work. Sometimes a pause for a few moments can even help the child to put the incident into perspective – but the delay should not be longer than a teaching session.

Be alert to the possibility of bullying

It might be a clue that a child is being bullied if he or she is:

- not wanting to come to school or wanting to be escorted
- becoming withdrawn, isolated, self-conscious, avoiding contact or stammering
- becoming anxious for approval and over sensitive to criticism
- not eating properly or being hungry because somebody else has his or her dinner
- going home with damaged or missing clothes, books etc.
- having unexplained cuts, scratches or bruises
- doing poorly at schoolwork
- crying at night, having nightmares
- having any sudden change in behaviour or personality
- refusing to say what is wrong or giving implausible excuses for any of the above

The difficulty for staff is that these signs could also result from anxiety about problems at home, illness, bereavement, abuse etc.

Keep records

Record incidents of bullying, particularly when it is persistent or causes serious distress.

Inform and seek advice

Tell the class teacher if you become aware of bullying. Class teachers should inform their Head teacher if the bullying is serious or persistent. All staff will need to be alerted if a child is particularly at risk from bullying.

Liaise with parents

Close liaison with parents is important. The victim's parents will almost certainly welcome this contact. The bully's parents may at first be defensive but will probably also welcome involvement with the School when they realise we are trying to help the bully as well as the victim.

Have an open mind

Never make up your mind what happened until you have heard both (or more) sides of the story. People's perceptions of events are bound to be affected by their emotions at the time.

Focus on the future rather than the past

It may be necessary to investigate an incident carefully but what really happened may not become known. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence.

Teach the children to be assertive

Explain how to be assertive rather than aggressive or timid. Encourage children to use this approach. This may mean we have to accept a child telling us how they feel about something even if it is not what we want to hear. We can, however, insist that views are expressed politely.

Discuss bullying

Help children to understand issues through discussion. Reading an appropriate story or poem can help a child to realise that others have been through similar experiences (or worse) and have come through them safely.

Raise self-esteem

Anything that will make children feel good about themselves will reduce the likelihood of being selected as a victim or of being a bully.

Anti-bullying Guidelines for Parents

What can parents do to stop bullying?

Listen.

It is very important that the child knows he or she will be listened to. Encourage your child to tell someone at school immediately he or she is being bullied.

Be alert to the possibility of bullying

It might be a clue that a child is being bullied if he or she is:

- not wanting to come to school, or wanting to be escorted
- becoming withdrawn, isolated, self-conscious, avoiding contact or stammering
- becoming anxious for approval and over sensitive to criticism
- not eating properly or being hungry because somebody else has his or her dinner
- going home with damaged or missing clothes, books etc.
- having unexplained cuts, scratches or bruises
- doing poorly at schoolwork
- crying at night, having nightmares
- having any sudden change in behaviour or personality
- refusing to say what is wrong or giving implausible excuses for any of the above.

The difficulty for us all is that these signs could also result from anxiety about work, problems at home, illness, bereavement or even abuse etc.

Keep records

If the problem persists it can be helpful to keep a log so that patterns might emerge.

Inform the school

Tell the class teacher if you become aware of bullying. We want to work with you to sort out whatever has gone wrong. We are interested in helping your child, whether the victim or the bully in the situation.

Advise your child

Nobody deserves to be bullied, but some behaviour tends to make a child more likely to be bullied. An assertive approach is more likely to be successful than being aggressive or timid. Try not to advise your child to fight the bully. Research suggests that this is not particularly effective and it will inevitably cause your child to get into trouble at school.

Have an open mind

It is likely that you will only have heard one side of the story. People's perceptions of events are bound to be affected by their emotions at the time and memories can be unreliable. Beware of making your child promise that what he or she is saying is the truth. A change of mind at this point would indicate a deliberate lie before, which is a difficult thing to admit. If children receive very emotional responses from listeners, it can make it difficult for them to accept that they have made mistakes and tempting to repeat or exaggerate similar reports in future. This is particularly a risk if the child is seeking attention, perhaps because the family's attention is temporarily focused elsewhere.

Focus on the future rather than the past

It may be appropriate to investigate an incident carefully but what really happened may never be proved. This is a strong argument for the recommended emphasis on people's feelings rather than establishing guilt or innocence.

Discuss bullying

Help your child to understand issues through discussion. Reading an appropriate story or poem can help a child to realise that others have been through similar experiences (or worse) and have come through them safely.

Raise your child's self-esteem

Anything that will make your child feel good about himself or herself will reduce the likelihood of being selected as a victim or of being a bully.

Incident Report Sheet

“The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”

‘Bullying’ is when all of the following apply:

♦ the bully or bullies want to cause distress; ♦ the victim feels less powerful than the bully or bullies; ♦ the bully has selected the victim; ♦ it is part of a pattern (generally bullying is persistent but we accept that a single incident can be bullying if the other conditions suggest that this is the case)

Any logged incidents should be handed to the head teacher to be kept on file. You also should keep a copy for your own records.

Type of Bullying Incident (please tick all that apply)

Racist or Religious		Name Calling	
Homophobic		Physical	
Sexual or sexist		Cyber and technology bullying	
Due to SEN/Disability		Age	

Child's Name:

Name of person reported to:

Date:

Time:

Location:

Reporting child's account:

‘Accused’s’ account:

Third person's account (where necessary):

Agreed definition of incident:

Action Taken/Agreed/Restorative Practice:

Parents Informed where necessary:

Any other information: (Please use both sides of the paper.)