



POLICY NAME: Anti-bullying policy

<u>Purpose:</u>	This policy outlines what The Vineyard School will do to prevent and tackle bullying
Statutory:	<input type="checkbox"/> NO
Status:	<input type="checkbox"/> Approved
Date Approved:	March 2018
Date of Next Review:	March 2021
Frequency of Review:	<input type="checkbox"/> Other Details: Every 3 years
Approving Authority:	<input type="checkbox"/> School D&P Committee
Cross references/ related policies:	Behaviour and Discipline
<u>Audience:</u>	Staff, Children, Parents and all visitors to school
<u>Summary of Contents:</u>	Definition of bullying, expectation for dealing with bullying, process to deal with bullying
<u>Impact Statement:</u>	Consider asking: <ul style="list-style-type: none">• Is implementation going as planned?• Is the policy making a difference?• What impact is the policy having on improving standards?• What are the strengths and weaknesses of the policy?• What more is being done, or needs to be done?
Recommendations for Amendments:	



THE VINEYARD SCHOOL

Anti-Bullying Policy

Date: January 2015

Reviewed and updated: March 2018

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 and it is recommended that schools read this guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1) Objectives of this Policy

At The Vineyard we are committed to providing a caring, friendly and safe environment for all pupils and so we are committed to eliminating all forms of negative behaviour. This policy outlines what The Vineyard School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people is tolerated.

2) Our school community If bullying does occur everyone should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively; they will know that bullying is too important not to report.

The Vineyard aims to:

1. Ensure that bullying is eradicated and to do everything we can to prevent it.
2. Create a school culture and systems that enables bullying incidents to be reported without feeling it is 'telling tales'.
3. Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
4. Ensure that all incidents and allegations are taken seriously, investigated and acted upon effectively and sensitively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
5. Ensure all feel empowered to deal with a situation themselves, before or as well as, going to an adult. This will enable them to be viewed by the perpetrator as assertive and not weak, and will lessen the likelihood of a repeated act of bullying. This gives the victim some power in the situation. Whether a child is able to do so will depend on the nature of the incident and the individuals concerned.
6. Offer pupils strategies to deal with incidents:
 - Encourage pupils to say 'Stop it, I don't like it, if you do it again I will tell (name of adult)' or words to that effect.
 - If a child feels unable to do so, he/she should go to a member of staff, or to a peer mediator for help.
 - If the perpetrator carries on the child should speak to an adult about it.
 - Pupils will be taught that certain (very serious) incidents must be reported and that it is right to do so.
7. Ensure all serious incidents are reported and reviewed – this will aid the evaluation and reviewing processes for this policy.

8. Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
9. Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3) Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014)

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.

Types of bullying

- a) Verbal Harassment - teasing, name calling (including racist or homophobic name calling), taunting, making offensive comments, making threats, telling tales and ridiculing.
- b) Non-Verbal Harassment - purposefully ignoring or evading, gossiping and spreading rumours about someone, excluding someone from a group; unfavourable gestures or actions made to someone relating to his/her disability, difference or Special Educational Needs.
- c) Physical Harassment - the perpetrator physically attacks the victim, kicking, hitting, pushing, taking and damaging belongings.
- d) Harassment as a result of difference - eg physical or verbal harassment because of colour or culture, family makeup, looked after children, those who are physically or learning disabled, those on free school meals, or coming from low socio economic background, sexual orientation, others that are perceived to be different because of size, shape. etc.
- e) Sexual: harassment, touching and verbal threats of a sexual nature
- f) Online/cyber – sending offensive text messages, emails, setting up ‘hate websites.’

What is NOT bullying

One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

5) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and mutual respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

6) Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying. In each class the teacher will ensure that all children know how to signal to adults that they need to talk or have some concerns. By having a 'listening box' in the classroom, pupils can write down their concerns about bullying and know that the teacher will speak with them and support them.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is Dr Fern Carter (our safeguarding governor).

The named member of staff with lead responsibility for this policy is Richard Rosewell.

11) Monitoring & review, policy into practice

This renewed and updated policy was approved by the Governing Body: March 2018

This policy will be monitored and reviewed: March 2021

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Additional Content

Curricula approaches

Class rules and class charters, are agreed at the start of each academic year in consultation with the pupils in the class. Staff will support pupils through discussion, teaching, role play and circle time to help them to be assertive. The PSHE and SEAL programme will support teachers to work with pupils so that they can tackle issues associated with bullying. Social skill development is a key feature of the PSHE programme, assemblies and daily interaction to enable pupils to be assertive and to develop constructive relationships with others. The Vineyard's mission statement and values reinforces the importance of showing respect and care for one another. Our Values are displayed present in classes and used to reinforce appropriate behaviour, as are class rules. All adults within the school are role models for the pupils and ensure that they model constructive and productive relationships with one another.

Peer Mediators

As part of The Vineyard's approach to supporting pupils and keeping them safe at playtimes, children who apply to do so, in Upper Key stage 2 undergo training to become peer mediators. They then take a turn every week on peer mediator duty to care for younger pupils at playtimes.

Playtime Pals

In Key stage 1 pupils participate in training to become playtime pals– this is a role carried out at playtimes in which children are trained to 'be a good friend' to others. Playtime Pals carry out their role endeavouring to ensure that all KS1 pupils are happy at playtimes and have friends to play with.

Pupils' Voice

The school council is involved in discussing and contributing to this policy and reviewing the use of peer support and strategies to combat bullying.

Dealing with Incidents

Staff will always respond when a child approaches them. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. The following steps will ensure that pupils are treated in a consistent way by all adults.

Responding to a child who comes for help

The child should:

- If necessary, be comforted, reassured and helped to calm down
- Be taken seriously
- Be listened to in a quiet and calm manner
- Be given time to tell
- Be asked to consider whether he/she was assertive and asked the other child to stop it.
- Be thanked for telling
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- In all cases it is vital to find out whether the negative behaviour was deliberate, premeditated, provoked or accidental, endeavouring to identify if the incident was a bullying incident, as defined in this policy.
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers will be kept informed
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Responding to a bullying incident

- Assess whether perpetrator/s understand fully the implications of his/her action.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- If perpetrator is not fully aware of the seriousness of the incident talk to him/her to ensure that this is becomes clear.

- Ensure that the serious nature of the incident is fully understood by the perpetrator.
- Involve the perpetrator in a discussion with the victim. The perpetrator and the victim need to understand each other's feelings with regard to the alleged bully's actions. It may be, in some circumstances, that the victim's behaviour contributes to the bully's actions.
- State that it is totally unacceptable.
- Ensure there is a genuine apology to the victim. Enforced apologies are rarely beneficial.
- The perpetrator will be encouraged to identify two acts of kindness to participate in a restorative process. This is in order to give them ownership of repairing the relationship as well as having to take responsibility for their choices.
- If appropriate, ensure children involved record what happened on our proformas.
- Refer the incident to a senior member of staff and ensure the incident is recorded on a peach form, or a red form if it is a racist or homophobic incident.
- Record the incident including date, time, those involved, action taken, and pass a copy of this to the headteacher.
- Inform the headteacher, or relevant school leader in their absence, who will review action.
- In most circumstances parents of both the perpetrator and the victim will be informed. The headteacher, or relevant school leader in their absence, will make this decision.
- Monitoring of future behaviour by the bully to the victim (s) and others is a crucial feature of the process and the method of doing so must be made clear to all involved.
- Serious incidents of bullying, including racist name calling, are very likely to result in an internal exclusion and possibly external exclusion depending on the seriousness of the incident.

Supporting Pupils

Pupils who have been bullied will be helped by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change. Ask him/her to imagine how he/she has made the victim feel.
- State how the behaviour has made the adult feel.
- Try to find out what led to the incident.
- Remind the perpetrator about our school values and endeavour to ensure that a genuine apology is offered to the victim/s. Enforced apologies are of little benefit.
- Focus on and reinforce what the appropriate behaviour should have been.
- Take action as deemed appropriate depending on the severity of the incident.
- End on a positive note, reinforcing what the appropriate behaviour in the situation should have been; action will be taken to raise his/her self-esteem.
- Ensure that the perpetrator has a number of strategies, eg walking away, ignoring, counting to ten etc. to use in the future to reduce the chance of a repeat incident.
- Refer perpetrator to member of staff who will support him/her in the future and will reinforce acceptable behaviour and support.
- Informing parents/carers to help change the attitude and behaviour of the child.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

An incident that warrants internal or external exclusion will result in the monitoring of and support for the perpetrator in that he/she will be helped to make sense of what has happened, how he/she and the victim felt, and what strategies he/she can employ to ensure it does not happen again.

Other pupils involved will be helped by:

- Any child, other than the victim/s, involved in a bullying incident will be spoken to. There may be other pupils present, but not directly carrying out the 'bullying' action.

- They have to understand that they are also involved and should have made it clear to the perpetrators that they should stop. Their passivity is condoning the action of the bully.
- They will be reminded of the school strategies to stop bullying –i.e. saying 'stop it, or I will tell someone' and what action they should have taken, and should take if it every happens again.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

Advice for pupils who observe bullying

- Don't let someone to be deliberately left out of a group.
- Don't smile or laugh when someone is being bullied.
- Tell a member of staff what is happening.
- Never physically intervene
- Encourage the victim to join in or play with you and your friends.
- Tell the bully to stop what he/she is doing.
- Show the bully that you disapprove of her/his actions.
- Never support a bully or be tempted by a bully to do what he/she is doing.

Advice for pupils who are being bullied

- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult.
- Don't blame yourself for what has happened.

Ideas to explore in class through the curriculum

- What is bullying?
- What causes people to bully?
- How does it feel to be bullied?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?
- Why can we do to stop bullying?
- What are bullies like?
- What can we do about it?
- Message to the bullies.....
- Posters to display our anti-bullying policy