

# 2018 Market Harborough CE Academy Anti-Bullying Policy



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<b>This policy replaces</b>	Previous Anti Bullying Policy
<b>Date policy approved by Governing Body</b>	September 2018
<b>Date of next review</b>	September 2020
<b>Reviewer</b>	Staff and PSE Governors

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“The most important is, ‘Hear, O Israel: The Lord our God, the Lord is one.  
The second is this: ‘You shall love your neighbour as yourself.’ There is no other  
commandment greater than these.”

Mark 12:29/31

## **Aims**

At Market Harborough CE Academy, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at our school and will not be tolerated. We aim to ensure that all our pupils can identify the different forms of bullying, that they understand what to do if they become a victim and that they know that prompt and effective action will be taken to deal with it.

This policy has been developed in conjunction with the policies listed below, all with the aim of providing guidance and procedures which support all members of the school community in creating an environment which reflects ‘deeply Christian Values’ and a desire for everyone to live life to the full and to grow spiritually, intellectually, physically, emotionally, morally and socially.

- SMSC
- Peer on Peer Abuse Policy
- Relationships Policy
- Personal, Social and Health and Citizenship Education
- Religious Education
- Collective Worship
- Equality
- E- safety
- Curriculum
- Teaching and Learning

## **Key principles for anti-bullying from our Relationships policy**

The following key principles form the rationale for developing positive relationships and behaviour at Market Harborough CE Academy.

- Developing a curriculum which puts our VALUES at the heart of learning is crucial if children are going to develop a strong moral code. Behaviour does not occur in isolation and is driven by an individual’s personal belief systems.
- Developing positive behaviour, through developing values which reflect a ‘deeply Christian’ lens and the desire for human flourishing for all. These values are embedded in school systems

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and the school ethos. Through these we promote in pupils a recognition and acceptance of responsibility for their own actions, decisions and for their consequences.

- Positive behaviour in school stems from our Christian Values which are based upon mutual respect for all individuals in school and the desire for all to have fullness of life.
- Everyone in school will take collective responsibility for developing positive behaviour within an agreed framework.

We will ensure that **every member of our school community;**

- Feels valued and respected.
- Feels safe and secure within the school environment and can become responsible and independent community members.
- Is treated in a caring and considerate way by others.
- Will learn about our values and learning muscles to enable them to flourish in their lives.
- Can achieve academic, personal and social success.
- Understands the clear strategies and expectations that form the Behaviour Policy in school.

## Market Harborough CE Academy Values

These values were developed in consultation with parents, staff and children [2016-2017]. It was agreed the following Christian values would form the core values at our school:

**Helpfulness and Relationships**

**Generosity and Thankfulness**

**Forgiveness and Compassion**

**Hope and Trust**

**Courage and Perseverance**

**Respect and Dignity**

The following five statements are based on our school values and will guide the behaviour of our school community.

In our school, with God's help we:

- Respect ourselves, value others and our environment and show compassion in all we do
- Build strong relationships based on good manners, trust, generosity and forgiveness
- Follow instructions and always try our hardest even when we find things difficult
- Think carefully about the choices we make and try to be wise and courageous
- Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before.

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It is our aim to prevent bullying occurring in the first place by creating an 'ethos of good behaviour where pupils treat one another and the school staff with respect, because they know that this is the right way to behave.' (DFE Preventing & Tackling Bullying 2014)

## Who this policy covers

Bullying can happen to anyone and although this policy focuses on our pupils, our whole school community (pupils, teachers and other staff, governors, parents and visitors) has the right to feel safe and we have a duty to develop an environment and a climate where this can be achieved.

## Definition of bullying

"Bullying by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally." DCSF 2007

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" Torfaen definition 2008

Bullying generally takes one of four forms:

- Indirect:** being unfriendly, spreading rumours, excluding, tormenting e.g. hiding bags or books
- Physical:** pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal:** name-calling, teasing, threats, sarcasm
- Cyber:** All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera and video facilities

Common examples of bullying include:

- Peer on peer abuse (see appendix 1)
- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance
- Extortion where money and/or goods are demanded with threats

## The difference between bullying and harassment

It is important to recognise the difference between bullying and boisterous, thoughtless behaviour. Bullying is characterised by its sustained, intentional and targeted nature and is in this way different from arguments, fights or falling out with friends. Boisterous behaviour tends to be more natural and uncontrolled. It is not usually vindictive or unfriendly and may be high-spirited.

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Bullying is a wilful or conscious desire to hurt, threaten or frighten.

*Bullying is continued, prolonged and repeated acts against an individual or group.*

## Roles and responsibilities

### The role of the head teacher

Our head teacher has a legal obligation as set out by the School Standards and Framework Act 1998 to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

### The role of the governors

Our School governors take a lead role in monitoring and reviewing the anti-bullying policy.

### The role of teaching and non-teaching staff

All our Teaching and non-teaching staff should be aware of the policy and implement it accordingly.

They will:

- Foster in our pupils self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens;
- Be alert to signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to our designated teacher for child protection/head of pastoral care;
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### The role of pupils

We expect all our **pupils** to understand and uphold the anti-bullying policy.

They should:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the **target of bullies** should:

- Not suffer in silence, but have the courage to speak out, keep notes if necessary, to put an end to their own unhappiness and that of other potential targets.

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## **Advice to Pupils**

### **What should I do if I am being bullied?**

If you feel that you are being bullied, you should talk to a member of staff as quickly as possible. This will be usually be your class teacher, but it can be any member of the school staff, teaching or non-teaching. If you feel unable to talk to an adult in school, you should tell someone else you trust. This can be a family member, another trusted adult, such as a scout leader, sporting coach or police officer or a friend.

### **What should I do if I see someone being bullied?**

If you witness bullying you should report it immediately to a member of the school staff, another adult or someone you trust. If you are unable to speak to anyone at school, speak to your parents. You should NEVER join in with bullying.

## **The role of parents and carers**

The role of parents and carers is very much one of a partnership with our school, where we work together to uphold the school's policies and encourage each child to be a positive member of the school community. We ask our parents to support their children and the school by:

- Helping their child to understand the difference between bullying and harassment;
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any forms of bullying;
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school if their children are accused of bullying, to try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **Advice to parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Any complaints or problems will be acknowledged promptly and dealt with on the same day, where possible. Parents will be kept up to date on all actions taken and the effectiveness of those actions. If necessary, the Headteacher and Deputy Head will also become involved

Parents are regarded as partners and will be included in identifying and resolving incidents of bullying, working in collaboration with the school.

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## **Preventing, identifying and responding to bullying**

The school community will work together to **prevent** bullying by:

- Actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience;
- Celebrating success and achievements to promote and build a positive school ethos;
- Involving pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum;
- Encouraging the positive, responsible use of technology, especially mobile devices, including mobile phones;
- Working with other agencies and the wider school community to prevent bullying;
- Provide list of supporting agencies and advice for staff and parents/carers (**see Appendix 3**)

Together we work to **identify** bullying by:

- Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children;
- Completing pupil and parent questionnaires to canvas children and wider community views on the extent and nature of bullying;
- Considering opportunities for addressing bullying in all forms throughout the curriculum, supported with a range of approaches e.g. through displays, assemblies, PSHE sessions, peer support, and the Collective Worship Team and the Student Voice group;
- Regularly updating and evaluating 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.

We will **respond** to bullying by:

- Completion of bullying report form by member of staff to whom it has been reported (**see Appendix 2**)
- Prompt and regular communication with parents and children affected;
- Resolving the issues between those who bully and those who have been bullied swiftly and supportively;
- Challenging practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- Working with other agencies and the wider school community to tackle concerns;
- Offering support to pupils who have been bullied and to those who are bullying in order to address the problems they have;
- Actively creating safe opportunities for children and young people to express their worries or concerns confidentially (worry boxes outside the Rainbow Room), and this will be followed up by the class teacher and Family & Child Support Worker.

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## **Procedures for dealing with incidents of bullying behaviour**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- Prompt contact with parents of the perpetrator and victim
- Meetings with parents and children concerned
- Records kept of all discussions
- Investigation of the situation with all staff concerned (teachers / LSAs / Lunchtime Supervisors)
- Feedback of findings to those concerned and outcomes of actions to be taken
- Sanctions where necessary
- Contacting relevant professionals
- Continuous professional development of staff

## **Monitoring, evaluation and review**

- The school will review this policy annually and assess its implementation and effectiveness, including the use of pupil and parent questionnaires.
- The policy will be promoted and implemented throughout the school.

## **Appendices attached overleaf**



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## Appendix 1: Definition of Peer on Peer Abuse

Whenever the victim and perpetrator are children, the abuse is defined as peer on peer. Peer on peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer on peer abuse can take various forms, including:

- serious bullying (including cyber-bullying)
- relationship abuse
- domestic violence
- child sexual exploitation
- youth and serious youth violence
- harmful sexual behaviour and/or gender-based violence.

For further information, see our Peer on Peer Abuse policy.

The following links are also informative:

[http://www.trixonline.co.uk/website/news/pdf/policy\\_briefing\\_No-198.pdf](http://www.trixonline.co.uk/website/news/pdf/policy_briefing_No-198.pdf)

<https://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf>

## Appendix 2: List of Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- New Choices Inc <http://newchoicesinc.org/educated/abuse/TDV/def>
- This is abuse campaign  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/410010/2015-03-08\\_This\\_is\\_Abuse\\_campaign\\_summary\\_report\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report_2_.pdf)
- Stop bullying.gov <http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 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](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

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- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Whatis.com <http://whatis.techtarget.com/definition/cyberbullying>

## CEOP

- <https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Continued

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice0-to-25>

## Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Show Racism the Red Card: [www.srtrc.org/educational.org/educational](http://www.srtrc.org/educational.org/educational)

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## Market Harborough CE Academy Behaviour/Bullying

### Incident report form

Name of child:	Date:
Name of child being bullied:	Staff:
Other people involved:	Statement given by:
Where incident took place:	When:
What happened:	
Action taken:	Any follow up required:
	Date of follow up:
Reported to Head? YES / NO	Verbal/Written:
Verbal report to parent? YES / NO Written report to parent? YES / NO	
Signed:	Date: