

Anti-Bullying Policy



Context

For children to thrive in both their learning and personal development, they need to feel safe at school and confident that they can be themselves without fear of recrimination.

Our core values of '**curiosity, courage and connection**' are at the heart of how we conduct ourselves as a community so that each of us can thrive. We are curious about other people and how they are feeling, we have the courage to stand up for others, we know that we thrive as human beings when we keep our connections to each other strong.

At St. Ebbe's, we aim to nurture wise, compassionate citizens who choose kindness and who will have the courage to take a stand if they witness another person being a target of bullying or discrimination.

We define bullying as, 'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online.' (Anti-Bullying Alliance)

Whether intended or not, hurtful behaviour will be challenged.

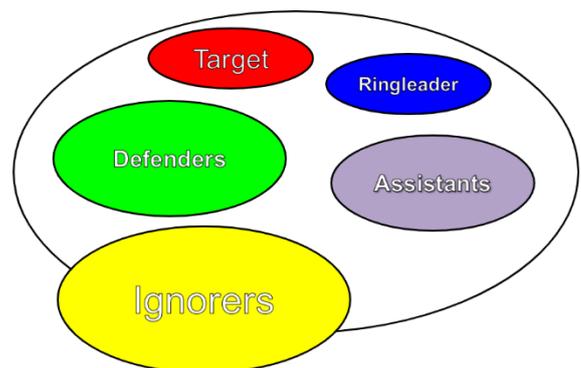
Our Anti-Bullying Policy should be read in conjunction with our Behaviour Policy and Diversity Policy and is built on the following foundational principles:

- That learners can only thrive if they feel safe
- That every member of our school community is clear on the approach to preventing and tackling bullying
- That school and home must work in partnership to resolve allegations of bullying
- In line with our Behaviour Policy, bullying will be seen as a form of communication and children exhibiting bullying behaviour will be assessed for underlying causes, including SEND
- That a restorative approach will be taken to resolve allegations of bullying
- If a restorative approach is unsuccessful then we may need to follow our Behaviour/Exclusions policy
- That victims will be supported and protected
- That bullies will be supported to change their behaviour through a restorative approach
- The UN Convention for Children's Rights Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind and Article 29 – Your education should help you learn to live peacefully

Policy

School will:

- Train all staff in restorative practice
- Take children's concerns seriously, taking the time to listen and fully investigate what children are saying
- Contact parents within 24 hours of an allegation being made
- Model respectful relationships with each other and with children
- Address underlying causes of bullying behaviour
- Be particularly mindful of vulnerable children
- Investigate any allegations thoroughly



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- Teach children the definition of bullying, different types of bullying and how to recognise it using the definitions in the diagram (see Children’s Anti-Bullying Policy)
- Deliver regular whole-school assemblies with an Anti-Bullying theme
- Recognise that bullying can be physical, verbal (language or gestures), non-verbal (staring, gestures, body language, ostracising, rumours) or cyber (messaging, social media, image sharing etc)
- Investigate and act on bullying which occurs outside of school
- Respond using guidance in Appendix 1, recording each contact on CPOMs
- Hold all conversations with parents either on the telephone or face to face. Do not use email other than to arrange to meet.
- Consider an emergency annual review if the child causing harm has an EHCP
- Analyse weekly behaviour incidents as part of the weekly Inclusion Meeting
- Follow a four-step process:

Stage 1: Investigate	<p>An investigation will be carried out following an allegation to determine if there is evidence of the following:</p> <p><i>Is there evidence of deliberate, targeted, hurtful behaviour?</i> <i>Is there evidence of repeated incidents over time?</i> <i>Is there evidence of a power difference?</i> <i>Is the alleged victim a vulnerable pupil?</i></p> <p>If YES – proceed to Stage 2. If NO – follow Behaviour Policy for single incident of unkind behaviour – give clear warning re repetition and escalation to Stage 2 Victim’s parents will be updated on outcomes within 24 hours</p>
Stage 2: Intervene	<p>Agree a course of action with the child, teacher and parents Review every two weeks for a period of six weeks If bullying has stopped, continue to monitor. If bullying continues – proceed to Stage 3.</p>
Stage 3: Safeguard and Behaviour Support Plan	<p>Safeguard the child who has been harmed from the harmer. Provide in-school welfare support for the child who has been harmed. Put a Behaviour Support Plan in place for the harmer (this could include internal followed by external suspension) Review weekly with key adults and parents in school.</p>
Stage 4: External support	<p>Should harmful behaviours persist, the Headteacher will seek advice from the Learner Engagement Team, initiate an Early Help Assessment and a Team Around the Family to consider what action is necessary. Should the family refuse to engage the Headteacher will seek support from the Locality and Community Support Service to engage the family.</p>

Children will:

- Report bullying if they witness it rather than ignore it
- Be a Defender if they feel they can
- Contribute to our community effort not to accept any form of discrimination or bullying

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Parents and Carers will:

- Use the school definition when referring to bullying, differentiating between a single incident and repeated incidents over time
- Report any suspicion of bullying immediately to the school via their child's class teacher
- Work together with the school to change their child's behaviour

How will we know it's working?

- Few, if any incidents of confirmed bullying
- Where a bullying case is confirmed, evidence that it has stopped
- No patterns that identify vulnerable groups as victims

For more information ...

Guidance for Staff – Dealing with a Bullying Allegation

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Banter | Anti-Bullying Alliance \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[Bullying and the Law FINAL 0.pdf \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)

[Bullying at school: Bullying outside school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[UN Convention on the Rights of the Child](#)

Brene Brown – Shame

David Kelley – Creative Confidence