

Value Statement

All children are valued as unique individuals at Horbury Bridge CE Junior and Infant Academy and all our actions are underpinned by our Christian values. We believe that our children have the right to education in a safe, caring environment, free from any fear or intimidation from any other person for whatever reason. We expect all our children, staff and parents to share and support these values. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

We follow a positive behaviour approach within which the ultimate objective is to enhance children's ability to become socially and emotionally competent individuals who succeed in school.

This policy is also based on DfE guidance "*Preventing and Tackling Bullying. Advice for Headteachers, Staff and Governing Bodies*" October 2014:

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

Our procedures are also based on best practice guidance from national organisations such as Childline, NSPCC and the Anti-Bullying Alliance.

AIMS

- Provide a safe and caring environment for the whole school community in which all children feel valued.
- Support children who are unhappy because of the actions of others and assist them in feeling more confident about themselves and their self-esteem.
- Encourage children to be 'responsible' for their actions.
- Encourage children to 'respect' each other.
- Build relationships.
- Promote consistency in behavioural expectations and how behaviour is managed.
- Respond appropriately to incidents.
- Support all staff to promote positive relationships to prevent bullying and to intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Seek advice and to learn from good anti-bullying practice elsewhere and utilise support from other relevant organisations when appropriate

DEFINITION

Bullying is a sustained, deliberate, intentional and targeted act, which is repeated over time. We use the following 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", 2014)

Bullying may be physical or verbal (direct or non-direct). Bullying may include: being called names, spreading rumours, making offensive comments, stealing or damaging belongings, making threats or hitting, pushing and shoving, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. However isolated incidents involving these acts do not necessarily constitute bullying.

FORMS OF BULLYING COVERED IN THIS POLICY

This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- 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”

POSITIVE STRATEGIES FOR PREVENTION

Within school there are a range of positive strategies in place to reduce the likelihood of bullying and create a positive ethos including:

- Exploring and reinforcing Christian Values; providing regular opportunities to develop children’s social and emotional skills
- Celebrating success and achievements to promote and build a positive school ethos
- Creating an inclusive environment for adults and children.
- Openly discussing differences between people that could motivate bullying
- Themed topic days/weeks linked to Anti-bullying, racial equality and e-safety to raise awareness
- An enriched curriculum which focuses on different aspects of bullying and works to raise awareness, challenge stereotypes and celebrate our differences. This also includes the use of display and whole school assemblies.
- Involving children so they understand their role and responsibilities
- Building positive relationships to make it easier for children to report their concerns
- Using the expertise and experience of specific organisations or resources
- Ensuring all staff understand principles of positive prevention as well as effective response; promoting consistency in behavioural expectations and how behaviour is managed (See behaviour policy)
- Listening to children and parents so that they feel concerns are taken seriously

A positive approach promoting mutual respect, tolerance and positive relationships is developed through personal and social education (PSE) and the wider curriculum. Exploration of our Christian Values are a significant way to raise awareness and develop appropriate attitudes and skills in children to help prevent bullying. Our values are explored in specific assemblies and class sessions as well as being modelled and referred to throughout all aspects of Academy life. We use events such as national Anti-Bullying Week to enhance and reinforce key messages as well as inviting visitors into school to discuss related issues for example, The Samaritans, the NSPCC and Childline.

These strategies cover raising awareness about bullying, increased understanding for the feelings of others and teaching children how to manage relationships in a constructive way. Stereotypical views are challenged and children learn to appreciate and view positively, differences in others, whether arising from race, gender, ability or disability.

STRATEGIES FOR DEALING WITH INCIDENTS OF BULLYING

In response to allegations of bullying, staff follow these guidelines:

1. Take ALL allegations seriously. The emphasis is to show a caring and listening approach
2. Listen carefully to accounts from all involved (the alleged victim and alleged bully/ies) and record reported facts. Do not make premature judgements.
3. Make a professional judgement as to the circumstances and severity of the incident based on information gathered.
4. Take appropriate action which may require talking to children involved to discuss a way forward. Adopt a problem-solving approach toward a resolution. Try to mediate so children understand the impact of their behaviour and see if they can resolve things peacefully as children may not be aware of the distress they have caused.
5. Refer to the behaviour policy and implement any appropriate sanctions taking into account the individual circumstances of the incidents
6. Contact parents if felt necessary.
7. Support children who have experienced the bullying through individualised interventions or whole class sessions.
8. Help bullies realise the impact of their behaviour and implement intervention work if required, either individually, within class sessions or through whole school strategies.
9. Involve other agencies, as necessary and if appropriate in order to address any underlying issues which may have contributed to the child engaging in bullying.
10. Keep detailed records in line with behaviour policy record keeping procedures.
11. Ensure relevant information is shared with those who need to be aware of it.
12. Monitor children accordingly for any other incidents.
13. Review curriculum/assemblies to address any reoccurring behaviours.

The emphasis is to show a caring and listening approach

Children are encouraged to speak to any member of staff they are comfortable with.

BULLYING OUTSIDE SCHOOL PREMISES

The school is not responsible for any acts of bullying carried out by its children beyond the school premises when not under supervision of staff. However, if we are made aware of any incidents we will act accordingly using the strategies outlined within this policy. We may also contact parents or in some cases the police so that more informed action can be carried out.

RESOURCES

See Appendix 1

This policy will be reviewed and updated in line to meet any changes to statutory requirements and to meet any changing needs of the school.

APPENDIX 1 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” October 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