



Hollinsclough C of E Academy

Anti-Bullying (Peer on Peer Abuse) Policy: 2019

Mission Statement

'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Pre-amble

In reviewing our Anti-Bullying policy, references to any form of bullying are in effect Peer on Peer Abuse and is a Safeguarding issue.

While this policy is aimed at children, it can be equally applied to adults and therefore, our staff.

When applying this policy, it is important to remember that there is often an underlying issue that causes children to bully or inflict abuse. For this reason, staff should involve the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in cases of persistent bullying.

Introduction

Peer on peer abuse is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Background

It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse and in an atmosphere which is caring and protective.

Actions include name-calling and teasing, jostling and punching, intimidation, extortion and assault. It is now often referred to as Peer on Peer harm.

Victims can suffer physical and or / psychological abuse, isolation, loneliness, insecurity, anxiety, and fear arising from the threatening atmosphere which surrounds them.

Such actions affect everyone: bullies, victims and the other children who witness it. Others can be drawn into the tormenting. Intimidation of one person can lead to fear of it in another.

The perpetrator(s) gets satisfaction from other children's pain, fear and humiliation and usually focus on younger, smaller or timid children. Activity such as this amongst boys tends to be more physical with activity amongst girls tending to be more psychological.

Victims are often anxious, cautious, sensitive, quiet children. They can be lonely children who have difficulty integrating with a peer group. Victimized boys often have closer contact and more positive relationship with their parents.

An event can be a one-off incident. It can take place several times a day or a week. It can go on for weeks or months.

The victim will often not tell the teacher or parent or anyone about the incident for fear of further incidents. Long term effects can lead to withdrawal and depression.

Aims and objectives

Bullying is wrong and damages individual children. We, therefore, do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Strategy

A whole school approach has been adopted and forms an integrated part of our Behaviour and Discipline Policy.

Class discussions and writing are used to raise the issue and promote the view that, no form of bullying will ever be tolerated and there is nothing wrong with those who are bullied.

When available, our school will use outside agencies to promote and remote anti-bullying approaches and disciplines.

The SEAL programme and materials have been adopted as a whole school to help promote anti-bullying strategies (Social and Emotional Aspects of Learning)

This policy relates to the positive approach reflected in our Behaviour and Discipline Policy.

Children are encouraged to report every case of bullying in the knowledge that this will be recorded and that he/she will be able to talk about it to the class teacher or another adult.

Children are encouraged to confide in parents whenever they consider that they have been bullied.

Every reported incident is recorded with details of date, time, name of the victim, name alleged bully, nature of the incident, names of witnesses, name of the person to whom reported. The incidents are talked through, by the children concerned, with the class teacher or Principal. These records will be kept on file/computer.

A full record of all incidents and action taken is kept.

Any parent becoming aware of any bullying incident is asked to report all the details so that the matter can be investigated.

The victimised child must know that they can talk about it and that they will be supported. Re-establishing their self-esteem is an important part of the exercise.

Methods/Action used;

- Non-aggressive, helpful, supportive behaviour is rewarded.
- All children are encouraged to prevent bullying and to report any incident they see.
- Children are encouraged to refuse to admit bullies to their social groups unless they give up bullying.
- Children are encouraged to report acts of support and kindness by other children.
- Parents are advised to look for signs of distress in their children and to talk with and listen to them if there are any signs of unwillingness to go to school, or request for extra money, or frequent "tummy aches" etc.
- All parents are asked to support the school and the staff in this approach to a difficult matter. This includes parents of bullies as well as parents of those victimised.
- Parents of persistent bullies will be advised of their action.
- Persistent bullies will be excluded from the school premises during lunch-breaks.
- A multi-agency approach will be considered if appropriate.

It is in the best interests of the individual children concerned and society in general that bullying in schools is tackled positively.

With a combined effort from all staff, teaching and non-teaching, all parents and all children, we hope to reduce such acts of bullying to a minimum and deal quickly and effectively with any cases that do arise.

This policy has been discussed with interested parties and will be reviewed regularly by the school staff.

Resources

There are resources available for staff and children, i.e. worksheets, books and posters from PHSE central resources, as well as the SEAL materials, including LGBT resources.

Key elements

The role of Governors

The governing body supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of our Principal

It is the responsibility of our Principal to implement our anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. Our Principal will when required report to the governing body about the effectiveness of the anti-bullying policy on request.

Our Principal ensures that all children know that bullying is wrong and that it is unacceptable behaviour and will draw the attention of children to this fact at suitable moments. For example, if an incident occurs, it may be

decided to use the assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

Our Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and in so doing sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of our class teachers and support staff

Teachers and support staff in our academy take all forms of bullying seriously and intervene to both prevent incidents from taking place and deal quickly and effectively with cases that do arise.

All staff have received training, including LGBT training.

If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied.

If a child is being bullied over some time, then, after consultation with our Principal, the child's parents are informed.

If circumstances dictate, we will open a behaviour logbook, which will be held centrally where incidents of poor behaviour are kept. If the trend of bad behaviour continues then the child concerned will have this and other incidents reported in their personal file held within the MIS, this record becomes permanent and will travel with them to other establishments; in such circumstances, parents will be informed that this has occurred.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Principal and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Principal may contact external support agencies such as social services.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of 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.

Parents have a responsibility to support all school policies and to actively encourage their child to be a positive member of the school.

Implementation of this procedure/policy

Our school will manage the implementation of this procedure/policy with the support and guidance of the DfE and other appropriate bodies.

General

This procedure/policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

Signed...

Designation: Chair of Governors

Date... June 2019

Signed...

Designation: Principal

Date... June 2019

Original December 2014/ first review November 2016 / next review due Autumn 2021