



Love Encourage **Aspire** Respect Nurture

Blockley School creates a caring environment where everyone is encouraged to be the best they can, with each child supported, to feel safe, to love learning, develop resilience, respect difference, celebrate success and value others within a Christian environment.

Anti-bullying policy

Blockley Mission Statement

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Introduction

Staff and Governors at Blockley C of E Primary School are committed to providing a learning environment within a clear ethos of respect. We believe that all pupils have the right to feel secure and safe, emotionally and physically. All pupils are equal regardless of gender, sexual orientation, race, culture, religious belief, socio-economic group, age, physical, intellectual and other ability or disability.

Our school community has high expectations of behaviour and we will challenge any behaviour that falls below this. We aim to:

- Educate all members of our community about what constitutes bullying
- Maintain an anti-bullying ethos.
- Reduce the number of incidents of bullying.
- Encourage and demonstrate a culture of zero tolerance by pupils, staff and parents/carers, to bullying.
- Raise awareness of bullying issues and teach strategies that can be used by pupils, staff and parents/carers to deal with bullying and therefore take responsibility for progress by being an active partner in a 'learning society'.
- Encourage parents/carers to be 'active partners' in our anti-bullying campaign.
- Ensure that staff remain vigilant and responsive to bullying.

This Policy sets out the steps that will be followed when bullying is reported; children and parents/carers can be assured that they will be supported.

Definition

There is no legal definition of bullying, but it is frequently referred to as (see Appendix 1 for alternative definition):

behaviour by an individual or group that is repeated over time and that intentionally hurts another individual or group and in certain instances where there may be a real or perceived power imbalance.

Bullying can be:

- Physical, for example (but not exclusively) fighting, pushing, pinching, hair pulling.
- Verbal, for example (but not exclusively) name calling, teasing and taunting about the individual or family members, including but not exclusively racial, homophobic or sexually abusive content.
- Emotional, for example (but not exclusively) exclusion from a group, refusal to speak to someone, intimidation or extortion.
- Non-verbal, for example (but not exclusively) rude gestures, pulling faces.
- Cyber - via mobile telephones or the internet, including 'trolling'.
- Hate Incident: defined as "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014). Hate crimes may impact the target pupil(s) more than some other forms of bullying because some aspect of their core identity has been the focus of the incident(s).

How do we support our pupils to understand bullying?

Through teaching our school 'values', during collective worship, and learning about positive relationships during Personal, Social and Health Education (PSHE), the school aims to support children's understanding of positive social interaction and developing an understanding of what a trusting and loyal friendship may look like.

Direct teaching includes (but is not limited to) discussion and exploration of gender relations, sexism and sexual bullying, diversity and difference, race relations and other issues. When necessary, we use appropriate groupings to explore sensitive issues. We encourage positive behaviour and counter bullying through discussions, circle time and assemblies.

School is well supervised, with attention given to areas where pupils may be vulnerable. Staff are on duty at break time covering all areas of the school playground. All pupils are able to access the curriculum and teachers and TAs support pupils with SEND in subtle and appropriate ways. We teach, model and encourage all our pupils to be appropriately assertive by saying 'no' with conviction. We talk about appropriate and inappropriate behaviour and what to do if something happens that is inappropriate.

IT lessons teach 'Safe use of technology' (including mobile 'phones, email, internet).

Dealing with bullying in school

All adults in school watch for possible early signs of bullying e.g. deterioration of work, unexplained illness, isolation, the desire to remain with adults, erratic attendance. If parents suspect bullying, they should keep a written record regarding who, what, where and when, and inform the class teacher as soon as possible. They should also encourage their child to talk to their class teacher or another trusted school-based adult.

Parents/carers are vital and active partners in our 'learning society' and in our anti-bullying campaign. If a child or parent/carer reports incidents of bullying behaviour, or if we become aware of it in school, the steps taken directly mirror those contained in our Behaviour Policy. We will:

- Investigate thoroughly and fairly, collect evidence and keep written records. All computers in school are filtered by SWGFL. This software filters the language and images used in all documents, emails and websites. Rude or offensive emails, websites, documents are reported immediately to the Head Teacher.
- Listen to all of the children involved, separately if that is more appropriate.
- Offer the target pupil(s) immediate support and help and make the unacceptable nature of the behaviour clear to the perpetrator pupil(s) immediately. Staff support all children to modify and manage their behaviour and will ensure that there are always opportunities provided for reflection. We use Restorative Practices to support both the perpetrator pupil and the target pupil to re-establish a relationship. Restorative Practices are grounded in principles of respect, understanding and reconciliation. Rather than stigmatising pupils, it is saying – you are part of our community, we value you, but your behaviour, in this instance, is not acceptable. Using restorative practices is not a soft option.
- Obtain appropriate support from other adults, including multi-agency partners where appropriate, for example Police, Youth Service, Social Services.
- Explore, consider and reflect on underlying reasons or alternative explanations for the actions, and ensure that strategies are in place to address these.
- Implement sanctions clearly and consistently, identifying to the child(ren) what is going to happen and why, including any restorative actions so that the pupils understand when and how the incident is 'finished' or concluded.
- Communicate processes and events to the parents/carers at the first reasonable opportunity.
- Where bullying is persistent the Head Teacher may decide to exclude the pupil(s) responsible from school, either for a fixed term period, or permanently. In these instances, the DfE guidance relating to exclusions will be followed.

Because incidents of bullying are regarded as serious breaches of our Code of Conduct, all incidents will be reported to the Head Teacher (or, in their absence, the Deputy head Teacher).

Dealing with incidents outside of school

If bullying occurs outside of school parents are asked to inform the class teacher/head teacher in order that appropriate support can be offered in school. Reports should be made as soon as possible following a bullying incident outside of school. Such reports will be investigated and a record of them kept; any action that is felt appropriate will be taken in line with school policies.

APPENDIX 1

Alternative definition of bullying.

When someone says or does something *unintentionally* hurtful, and they do it *once*, that's rude.

When someone says or does something *intentionally* hurtful, and they do it *once*, that's mean.

When someone says or does something *intentionally* hurtful, and they *keep doing it*, even when you tell them to stop or show them that you're upset, that's bullying.

Bullying is sustained or repeated activity, that involves the misuse of real or perceived power in order to cause hurt or upset.