



CONIFERS SCHOOL

Bullying Policy

Policy Aims and Objectives

- All children under our care (including EYFS) should be happy and secure at school
- Children should be happy and know how to report any instance of bullying
- Children should enjoy their learning without fear
- Every child and adult at Conifers School has the right to be treated with respect and the right not to be a victim of bullying.

Policy Statement

This policy has been created with reference to the DfE guidance July 2017 found in '[Preventing and Tackling Bullying](#)'. It is the duty of all children and staff to report any instances of bullying of which they are aware. Bullying is an antisocial activity and needs to be dealt with sensitively. At Conifers School we recognise that it can have a very negative impact on the lives of those who are bullied and, in extreme circumstances, can lead to psychological damage and even suicide.

Definition

The Department for Education defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. Bullying can have a serious, long-term impact on psychological well-being. Schools are required to comply with the Disability Act 2010 and its Equality Duty which has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share protected characteristics and people who do not share it.
- Foster good relations between people who share protected characteristics and people who do not share it.

The four main types of bullying are:

- Physical (hitting, kicking, damaging belongings)
- Verbal (name calling, racism, insults related to disability, sex, sexual orientation or religion)
- Indirect (spreading rumours, excluding someone from social group)
- Cyber (sending nasty texts, e-mails, phone calls, photographs or on social websites)

Physical Bullying

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, e.g. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can occur when a group or individual is blocking any available exit to the victim and preventing them from moving freely.

If, however, two children of similar age and physique have an occasional fight or quarrel, this is not bullying.

Verbal Bullying

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals. Bullying is also defined as when comments are made of an adverse nature as result of a person's race, disability, sex, sexual orientation or religion.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

Indirect Bullying

Indirect bullying is characterised by threatening the victim into social isolation. This isolation is achieved through a wide variety of techniques, including:

- spreading gossip, lies, rumours
- name-calling
- silent treatment
- staring
- giggling, laughing at or mocking at the victim
- refusing to socialise with the victim
- bullying other people who wish to socialize with the victim, and
- criticising the victim's manner of dress, race, religion, disability, appearance height, weight etc.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications - could be a criminal offence, for example under the Public Order Act 1986, the Malicious Communications Act 1988, the Protection from Harassment Act 1997 and the Communications Act 2003. If school staff feel that an offence may have been committed they should report it to the Headteacher who will then decide whether to seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Cyber Bullying (see E-Safety Policy)

Cyber bullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Child Protection Issues

If the bullying contains a Safeguarding issue i.e. when there is reasonable cause to believe that a child has suffered from or is likely to suffer from significant harm, this will be dealt with by the schools Designated Safeguarding Lead.

There may be circumstances which warrant the involvement of the police, either as a last resort or because of the seriousness of an incident. Anyone can make a complaint about bullying to the police. Teachers, parents or other members of a school community may decide to do so if:

- A bullying incident could have serious consequences for the victim - making a judgement about this can be very difficult because even incidents which are perceived as being minor by an observer can have potentially serious long-term consequences for a victim.
- Other strategies have failed or are considered to be inappropriate because of the seriousness of what has happened and there is a reasonable possibility that making such a report could make the bullying less likely to recur and produce an outcome that helps the victim.

Guidelines

Guidelines for spotting victims of bullying.

Children who are bullied may:

- Look unhappy or angry
- Try to move away from the aggressor
- Tend not to take turns in games when the aggressor is playing a dominant role
- Aim to draw attention to him/herself and remain in the view of other pupils, in order to avoid the aggressor
- Become withdrawn
- Display signs of altered or unacceptable behaviour

When on duty during break times, staff are required to watch for pupils exhibiting these signs and for those pupils who seem isolated (as opposed to those who like to keep their own company.)

All Conifers School staff have agreed to keep a vigilant eye for any signs of bullying and to deal with it in line with the school policy of addressing both causes and effects of bullying. Any instance of bullying should be recorded in the anti - bullying log (CPOMS from date of implementation.)

Involvement of the Children in Dealing with Bullying

Near the start of each academic year there will be an assembly on bullying. This will include the following advice to all the children.

- Look the bully in the eye as bravely as you can and tell them to stop.
- Move away from the situation as quickly as possible.
- Tell a member of staff what has happened immediately. It may help you to take a friend with you when you do this.
- Tell your family.
- Speak to your teacher – don't exaggerate, be honest and stick to the facts.
- Write it down or draw a picture if it helps you explain.
- If it does not stop – tell the teacher again.
- Keep on speaking up until someone listens. In addition to this, children will have it explained that they are duty-bound to report any incident that they consider to be bullying.

If they see bullying and ignore it, they will be judged as having been part of the problem that is making someone unhappy.

- Do not bully other people – it is not kind
- If you see someone being bullied - help them or tell an adult
- If you are being bullied TELL SOMEONE.

The Headteacher will use their discretion to resolve any cases of bullying. This discretion will take into account the fact that children sometimes bully others because:

- They do not know that it is wrong
- They are copying other members of their family or friends
- They have been encouraged by their friend to bully
- They are taking out their insecurities on others
- They are going through a difficult time and are taking out their aggression on others.

If deemed necessary, the Headteacher will notify the parents of both the aggressor and the victim, will interview others discreetly and use their judgement as to how best to resolve the situation understanding that support for both the bully and the victim is essential.

If a child has been guilty of bullying, this will be noted on their file. A 'strike' (School sanction) would normally be given in this case. It is possible that, in an extreme case, the school could decide that suspension, or even permanent exclusion, was warranted to prevent bullying.

In conclusion, bullying is a threat to the good order and atmosphere of a school and can break out at any time and involve anyone. It is the duty of everyone in the school community to try to ensure that bullying does not take place and that Conifers School is a happy and caring environment.

The aim of the school in this area is to prevent bullying as much as possible and deal rapidly and strongly with it should it occur.

The school PSHE programme seeks to address the causes of bullying and help children to understand the issue and our policy towards it.

Action by Teacher to Prevent Bullying at times and in places where it is most likely

- Be vigilant.
- Be punctual for every class, duty or activity. When children are unsupervised, the potential for bullying is greatly increased e.g. in the cloakrooms and toilet areas.
- At break times, stop any play fighting and be aware of how the children are interacting with one another. Do not be a passive supervisor.
- When taking a game at the sports ground or anywhere else, try to involve each child as much as possible. Avoid situations where pupils may be made to feel a failure at a game.
- If any child approaches a member of staff and says that he/she or someone else is being bullied, the teacher should:
 - Listen to the child
 - Report the matter immediately to the Headteacher or a member of the SLT
- The school uses a variety of "intervention techniques", which seek to prevent bullying, including circle time, PSHE programme, discussion, projects, drama, literature and assemblies.
- Staff awareness of any bullying in school is maintained by regular discussion in staff meetings.

Key Contacts

Pastoral team: Mrs Smyth, Mr Sillitoe and Ms Pearce.

Childline - 0800 1111
NSPCC - 0808 800 5000

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

Mencap: Represents people with learning disabilities, with specific advice and information

for people who work with children and young people.

Reviewed: February 2019	Signed: E. Smyth Head Teacher Date:	Signed: D. Hanbury Chair of Governors Date:	Next review: April 2020 or sooner if needed.
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