



THE VALLEY PARTNERSHIP

Bullying Policy and Guidelines

This Policy was agreed by the Full Governing Board of
The Valley Partnership

Date: 23rd January 2017

Signed:

Review Date: January 2020

Our mission statement is

“Climb to your highest.....for yourself, for others and for God”

In The Valley Partnership we are proud to provide a high quality, creative and challenging education. This is delivered in an inclusive, caring and positive environment, where every child experiences a sense of enjoyment and achieves their potential. This policy is based on this mission statement and the Governors Statement of behaviour principles.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are *TELLING schools*. This means that *anyone* who knows that bullying is happening is expected to tell. There is a staff code of conduct that details procedures for adult conflicts. This policy is for children.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- physical pushing, kicking, hitting, punching or any use of violence
- racist racial taunts, graffiti, gestures
- sexual unwanted physical contact or sexually abusive comments
- homophobic because of, or focussing on the issue of sexuality
- verbal name-calling, sarcasm, spreading rumours, teasing
- cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to Bullying. Bullying is usually part of a pattern of behaviour rather than an isolated incident.

Objectives of this Policy

- all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- all governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- as a federation we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- bullying will not be tolerated.

A Guide for Staff “What to look for”, is attached as an appendix

THE Valley Partnership schools WILL USE A VARIETY OF STRATEGIES. THESE INCLUDE THE FOLLOWING...

- The federation mission statement is displayed and taught EXPLICITLY - termly discussion or more with children
- negotiation and responsibility of class rules WHERE EVERY CHILD SIGNS UP TO THE CONTRACT.
- positions of responsibility with classes and within the school e.g. special people, class monitors, Collective Worship assistants, school captains
- clear rewards and consequences are displayed and discussed with all pupils and shared with parents/carers
- school training on policies and procedures for managing behaviour
- circle time planned into Personal Social Health & Education (PSHE)
- strategies to promote positive peer relations including buddying, peer supporters, circle of friends
- 1:1 with mentors
- assemblies; celebration of individuals and achievements
- rewards system to promote desired behaviour, with team points based on good work, kind deeds and thoughtful actions
- target/tracking sheets as a behaviour management system
- linking with inter agency work including county support teams such as the educational psychologist, behaviour support workers, inclusion team, social services, Child & Adolescent Mental Health Services (CAMHS), GP’s, community police liaison
- raise awareness and provide training

Procedures

1. Report bullying incidents to appropriate staff
2. In cases of serious bullying, the incidents will be recorded by staff on CPOMS (child protection on line monitoring system- a secure information collation and notification system)
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use A VARIETY of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters- this includes cyber & on line bullying, including through gaming and texts.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

STAFF GUIDELINES

BULLYING – WHAT TO LOOK OUT FOR

Signs and symptoms which MAY indicate bullying:

Bullied children are often isolates - the loners. They feel ashamed that they are failures. In the early stages of bullying they will try desperately to be accepted by the bully (or bullies). The refusal of the others to accept them, despite all their efforts to please, adds to their confusion and bewilderment. They become convinced that they are unattractive and stupid and will gradually withdraw. Fear and lack of self-esteem render them unable to express their feelings and communicate well. The signs and symptoms they are likely to display are those of an anxious child, under stress. Their clothing and belongings will sometimes be torn and damaged and occasionally these signs are compounded by physical bruising and other evidence of assault.

Staff may see signs that can indicate that an anxious child is being bullied e.g.

- withdrawal
- aggressive behaviour
- schoolwork problems
- tiredness
- injuries
- becoming unusually difficult or argumentative
- arriving late
- missing possessions
- stealing
- low self-esteem
- a desire to seek adult company
- relationship difficulties
- bed wetting, rocking, nail biting, nervous tics
- increasing lack of confidence, with gradual withdrawal from social activities
- jumpiness e.g. at sudden noises, flinching or cowering when approached suddenly
- personality changes - moodiness, sudden outbursts of temper, lots of weeping, tiredness, forgetfulness
- increased absenteeism dislike of school, refusal to go to school
- arriving late to school, hanging around the teacher and/or the classroom after school and at play times
- new fears e.g. of the dark, being around and in groups of children
- wanting to change routine e.g. routes to school
- frequently complaining of feeling unwell - headaches, tummy aches, odd pains.

The Bully

Bullies will also have low self-esteem although they often appear confident. When young, they are quite popular and will draw a crowd of other children who follow them around.

They like to get their own way and will respond to stressful situations impulsively and by hitting out.

Bullies will usually be:-

- energetic and hyperactive
- aggressive towards other children and adults
- prone to break the rules and indulge in anti-social behaviour
- positive about their own behaviour, with no shame or guilt and little sympathy with victims
- able to communicate well and have an answer for everything
- adept at getting themselves 'off the hook' and out of difficult situations

Bullying Fact Sheet

- 1) Three factors are implicit in bullying activities:
 - it is repetitive, over a period of time
 - it involves an imbalance of power - the powerful seeking to dominate the powerless
 - it can be verbal, physical and/or psychological
- 2) At least 10% of children in school are involved in bullying as victims or bullies at any one time. The figure is likely to be much higher.
- 3) Boys usually bully other boys and girls, girls bully girls.
- 4) Boys bully more often than girls in a ratio of 3:1.
- 5) Boys tend to use threat and physical violence while girls employ verbal and psychological forms of bullying.
- 6) Common misconceptions about bullying are that:-
 - it is a minority problem
 - it does no real harm
 - it is character forming
 - the victim often 'asks' for it
- 7) All bullying damages the self-esteem of victims and bullies and affects their lives as grownups.
- 8) Non-verbal bullying, e.g. staring a child out, winking and nudging, can have as severe an impact on some children as physical violence.
- 9) Bullies are often disruptive and hyperactive in class.

- 10) Bullying children are likely to have parents who bullied.
- 11) Bullies thrive on their sense of power and look for signs of weakness and defensiveness. A firm rebuff can prevent bullying.
- 12) Bullies depend on a code of silence for their success. Breaking that code is often the first step in prevention.
- 13) Children who watch bullying take place without doing anything about it collude in the bullying.
- 14) Bullies need help.
- 15) The most effective deterrent to bullying is other children.
- 16) Bullying is less likely to happen in schools where the problem is recognised.

IF YOU BELIEVE A CHILD IS BEING BULLIED OR IS BULLYING OTHERS:

- INFORM THE HEADTEACHER
- DISCOVER THE DETAILS, DEALING SYMPATHETICALLY WITH ALL PUPILS INVOLVED
- TAKE THE NECESSARY AGREED ACTION TO DEAL WITH THE INCIDENT

Action:

First Steps

Remain calm. You are in charge by staying in control. Reacting aggressively or punitively gives the message that it is acceptable to bully if you have the power. Reacting emotionally may add to the child's sense of control.

Take the incident or report seriously.

Make it plain to the child that you disapprove.

Think about whether your action needs to be public or private.

Reassure the victim. Avoid making them feel inadequate or foolish.

Offer concrete help, advice and support to the victim by referring to the schools own strategies.

Next Steps

Encourage the child to see the victim's point of view and ask if he/she has any constructive ideas.

Use appropriate sanctions.

Explain clearly the sanctions and why they are being applied.

Inform parents.

Inform the appropriate colleagues of what you are doing (if the incident arose where others should be vigilant).

Inform parents.

Final Steps for the School

Allow everyone to make a fresh start.

Make sure the incident does not live on through reminders.

Try to think ahead to prevent a recurrence.

Remember To:

Encourage the victim to help him/herself.

Separate the behaviour/act from the child.

Dealing with Bullying: Listening to Children

In dealing with bullying there are three main aims:

1. **Stop** the bullying behaviour
2. **Change** pupil attitudes and behaviour for the future
3. **Promote** positive peer relationships

Accept Reports of Bullying from Children

LISTEN to what is being said, without displaying shock or disbelief. Be patient. Wait during any silences. Prompt gently.

ACCEPT what is said (“believe” is too strong) – keep an open mind if you can.

AVOID being judgemental.

MAKE NOTES of the main details after listening to the child.

REASSURE the child that he/she was right to tell you. You may need to pass this information to a colleague so do not promise confidentiality.

Reassure the pupil that it is not his/her fault that he/she is being bullied and that it is vital that the situation is sorted out.

REMEMBER that the person the child is talking about may be an adult (parent or colleague). At this point you may need to inform the Head teacher.

Talk and listen to all sides.

Finally

In the rare instances where you discover details which are distressing you may need some support for yourself, if so, ask for it from the Head teacher.