

STEPPING STONES

Short Stay School



Anti-Bullying Policy

This policy should be read in conjunction with the school's policy for

- Behaviour Management
- Safeguarding
- ESafety
- PSHCE & British Values Policy
- Values Education Policy

Mission Statement

"A Can Do School"

Stepping Stones is a welcoming place where children come first. Children learn in a happy, safe school where values are at the heart of everything we do.

RESPECT – KINDNESS-TOLERANCE- TRUST

- We provide an Outstanding education.
- Children know they are valued and safe.
- Our curriculum enthuses, engages, stimulates and encourages a love of learning.
- Children explore and investigate to develop inquisitive minds.
- Our staff find and nurture each child's strengths.
- Staff teach children to approach challenges and develop resilience.
- Our inclusivity develops the unique qualities of every child.
- Staff empower children to believe in themselves to achieve their full potential.

Through consistency of approach and high expectations all our pupils make exceptional progress academically, socially, emotionally and behaviourally.

Date: 5/09/2017

Anne Shepherd (PSHCE Subject Leader 2017)

1.0 Introduction

1.1 We are very clear at Stepping stones that all children have the right to go about their daily lives without the fear of being threatened, assaulted or harassed.

1.2 At Stepping Stones we are all committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

1.3 Bullying is an anti-social behaviour and affects everyone. All types of bullying are unacceptable at Stepping Stones and **will not** be tolerated. This means that **anyone** who is aware of any type of bullying that is taking place has a responsibility to tell a member of staff immediately.

1.4 We will ensure there is a shared understanding of what bullying is and its impact.

1.5 We will implement education and prevention strategies that build empathy, respect and resilience in pupils: and explicitly address the issues of cyber-bullying and identity based bullying including in particular homophobic bullying.

2.0 Aims and Objectives

2.1 All SLT, teaching and non-teaching staff, volunteers, students, pupils and parents should have an understanding of what bullying is.

2.2 All staff should know what the school's policy is on bullying and follow it when bullying is reported.

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

2.4 Create a school culture which is fully inclusive and welcoming, encouraging pupils to disclose and discuss bullying behaviour.

3.0 Definitions of Bullying and Bullying within School

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

Bullying generally takes one of four forms:

- Emotional: being unfriendly, spreading rumours, excluding tormenting (e.g. hiding bags or books)
- Physical: pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal: name-calling, teasing, threats, sarcasm
- Cyber: All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by texts messaging and calls misuse of associated technology i.e. camera and video facilities.

Although not an exhaustive list, common examples of bullying included:

- Racial bullying
- Homophobic bullying
- Bullying based on disability, ability, gender, appearance or circumstance.
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3.2 Discriminatory language is not acceptable and will be challenged, in particular when it relates to identity based bullying, for example relating to race, religion, sex, special educational needs (SEN), disability, gender identity, sexual orientation. Homophobic language will also be challenged.

3.3 Bullying is regarded as:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or group.
- An imbalance of power, leaving the victim feeling defenceless.

4.0 Signs and symptoms

4.1 Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied.

- is frightened of coming to school
- doesn't want to play outside
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- uses excuses to miss participating in lessons (headache, stomach ache etc)
- begins to suffer academically
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises or shows signs of being in a fight
- refuses to eat lunch
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- is unable to sleep
- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

4.2 All staff should be aware that these signs and behaviours could indicate other problems, but bullying should be investigated.

5.0 Prevention

5.1 We will use all of the following to help raise awareness of prevent bullying as and when appropriate, these may include:

- Daily revisiting and understanding of Stepping Stones' Values.
- Signing a home/school agreement
- Using the curriculum to reinforce awareness, in particular the PSCHE curriculum
- Reading stories about bullying or having them read to a class
- Having regular discussions about bullying and why it matters
- Anti-bullying week to link in with PSCHE scheme of work
- Playground activities
- E-safety being frequently discussed and taught
- Community Police Officers speaking to classes

6.0 Implementation

6.1 The following steps may be taken when dealing with incidents:

Procedures

- Any bullying incidents to be reported to staff via parents/pupils/home/ school diary
- In cases of bullying (repeated incidents), the incidents will be recorded by staff on a Serious Incident Form.
- The bullying behaviour or threats of bullying must be investigated and addressed quickly.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- If a child is being bullied over a period of time, then, after consultation with the headteacher, parents or guardians will be informed to help support the child at home.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change.
- Given consequences in line with the School's Behaviour Policy.
- Informing parents or guardians to help change the attitude and behaviour of the child
- In more extreme cases, for example where initial discussions have proven ineffective, the headteacher may contact external support agencies.

6.2 In on-going cases, parents will be informed and will be asked to come in to a meeting to discuss the problem with the headteacher. Points raised in the meeting will be recorded and signed by parents in the meeting. An Acceptable Behaviour Contract will be put in place for the child demonstrating the bullying behaviour.

6.3 If necessary and appropriate, police will be consulted.

7.0 The role of the staff

7.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

7.2 If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

7.3 Incidents that are classed as bullying are reported via a Serious Incident form to the headteacher. If any adult witnesses an act of bullying, they should record the event using a serious incident form.

7.4 If staff become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve support for the victim of the bullying, and ensuring consequences are in place for the child who has carried out the bullying. Parents are informed and incidents are discussed in detail to prevent them reoccurring. Teachers spend time talking to the child who has bullied: explaining why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the headteacher is informed.

7.5 Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

7.6 Staff 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.

7.7 Teachers must ensure that they follow the school's curriculum and plan and prepare lessons on bullying, cyber bullying, safety and dealing with bullying etc. These lessons and the curriculum are all measures which the school adopts to prevent bullying from taking place and equip pupils with necessary skills to seek advice and support if they feel victimised or bullied.

8 The role of parents

8.1 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.

8.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

9 Monitoring, evaluation and review

9.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to the SLT about the effectiveness of the policy on request.

9.2 The PSHCE subject leader will review the policy annually, in consultation with the Head teacher and the Governing Body.

To be reviewed: September 2018