

# TORRE CHURCH OF ENGLAND ACADEMY

## Anti-Bullying Policy

### Rationale

At Torre School we believe that all children are made in God's image and have the right to grow, learn; and feel safe and happy at school and outside of school. Attitudes towards respect underpin our approach and ethos, in an atmosphere of spirituality and self discovery. Only if this is the case, will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Torre C of E Academy.

### Principles

- Everyone has the right to learn free from intimidation and fear.
- The needs of the victim are the most important.
- Torre will not tolerate bullying behaviour.
- The victim will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

### Definitions of Bullying

Bullying is deliberately hurtful behaviour that is **repeated over a period** of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, making gestures, misusing technology to hurt or humiliate another person, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and "falling out". It is our aim that children do not use the word bullying lightly and understand the implications of raising a bullying concern.

Bullying can be fuelled by prejudice. At Torre our ethos is to have a culture where prejudice and hatred is not accepted. Behaviour that is homophobic, transphobic, racist, targeted at faith, sexist and disablist in nature will not be tolerated. We are committed to preventing and responding to the bullying of any children in our school including protected and vulnerable groups of children. This is in accordance with the Equality Act 2010.

### Responsibilities

#### **STAFF**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.

- Discuss bullying with all classes (including cyber-bullying), so that every pupil learns about the damage it causes to both the victim and the bully; and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them. (Complete an incident form.)
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with alleged instances of bullying promptly and effectively, in accordance with agreed procedures below.
- With key stage two children, use the 'What happened' form to get their views.
- Use the EARS approach to talk to the parents of child who has been the bully. (See attached appendix)
- Agree a review period with all parties, to be followed up by Mrs Harker.
- Refer any safeguarding concerns to the designated safeguarding lead, in accordance with the safeguarding policy.

## **PUPILS**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying.
- Tell an adult if they see or suspect any bullying has taken place inside or outside of school.

Anyone who becomes the target of a bully should:

- Not suffer in silence, but have the courage to speak out and put a stop to the bullying.

## **PARENTS**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their teacher.
- Advising their children not to retaliate in any way.
- Being sympathetic and supportive towards their child and reassuring them that appropriate action will be taken.
- Inform the school of any suspected bullying, even if their child is not involved.
- Co-operating with the school, if their child is accused of bullying, in trying to ascertain the truth.

## **EVERYONE**

Everyone should:

- Work together to combat and work towards eradicating bullying behaviour at Torre.
- Understand personal boundaries, not touching without consent, and always with respect. (Please see safe touch policy)

## **Actions to Tackle Bullying**

Prevention is better than cure, so at Torre we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. Every year, in every key stage one and two class there is a unit of work during PSHE about identifying and tackling bullying, which has a strong emphasis on saying no to bullying. We place a very high importance on e-safety and prevention of cyber bullying plays a crucial role in this

teaching which is delivered through our computer curriculum. We support the work of the Anti Bullying Alliance and take part in their annual anti-bullying week. We also use their well-being survey with key stage two children to identify learning needs.

A record will be kept of any bullying incidents. The Class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher. Older pupils may be asked to write a report themselves. If bullying includes racist abuse then it will be reported to the Headteacher to be recorded on the appropriate forms held in the office. A termly analysis of incidents will take place to help identify any learning needs.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. A problem-solving approach may help. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away, can be effective ways of dealing with bullying. Pupils will also be encouraged to discuss the problem with a member of the pastoral team if they feel this will be helpful to them.

### **Parental Involvement**

The parents of all children involved will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to them. (Persistent bullies may be excluded from school). A bullying incident will mean a red peg immediately and may result in a yellow letter if it is deemed necessary by the SLT. (This is in accordance with the ethos and behaviour policy.) We will use the EARS approach when talking to parents about their child's bullying behaviour.

Whilst there is little history of bullying at Torre, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service. This policy is seen as an integral part of our Behaviour Policy.

### **Peer on peer abuse**

All in the school community should be vigilant and aware of the possibility of peer on peer abuse. See separate policy: 'Peer on Peer Abuse Policy'.

Attached: What happened form to use with KS2 children  
Incident Report Form to be completed by staff  
EARS approach document to use with parents.

Policies to read alongside: Ethos and behaviour  
Safeguarding  
SEN  
Safe Touch  
Peer on Peer Abuse  
Acceptable use

Reviewed - Summer term 2017  
Agreed with Governors - 04.07.17  
To be reviewed - Summer term 2018

# What has happened?

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Your name:

Class you are in:

Date:

Who did you tell?

In your own words, **what** happened?

**Where** did it happen?

How did you **feel**?

How did you react (**what did you do**)?

Signed by: Pupil

Adult: \_\_\_\_\_.

**Bullying Incident Report Form**

Name of Pupil

Year Group

Date

Details of incident

Incident reported to

Outcome (Need to be SMART)

Signed by

Pupil

Class teacher

Review date set:

Review comments:

# How to talk to parents about bullying

## Meeting with the parents of a child who has bullied: the E.A.R.S approach

Remember how nervous the child's parents are likely to be; school may have been a very different place in their day. If they feel you are listening to them, they are more likely to be receptive to the difficult messages that you have to convey.

### E is for explain

Explain the situation without blame or hostility

- Get the context right. Provide a friendly welcome in the foyer and then an appropriate room that will be free from interruptions. Manage your own body language, tone of voice.
- Mention some positives about the child, to demonstrate that it's the bullying *behaviour* that is unwanted, not the young person. Explain the purpose of the meeting and the anticipated outcomes. Stress that your focus is on solutions.
- Describe the bullying behaviour referring to established facts, using data from your recording systems. Outline the effect that the behaviour is having on the other child(ren) and on their child. Invite the parents to ask any questions they may have.

### A is for acting

Explore why the pupil is acting in this way

- If your data lists antecedents then share this. Present hypotheses, not conclusions. The more the parents believe that they have come up with answers and solutions the better. Enquire about the pupil's behaviour at home. Be empathetic and acknowledge signs of good parenting if you can do it without sounding patronising.
- If you can establish reasons for the child's behaviour, you may be able to suggest more productive ways in which the child can get its needs met.

### R is for repercussions

What are the repercussions?

- Explain the support that the school is providing to help the child manage their emotions/behaviour better.
- Outline the possible consequences of further bullying.

### S is for solutions

What can the school and parents do together to stop it happening again?

- Ask the parent for solutions before you present your own. Remember – it is best if they feel some ownership of the ways forward.
- Commit to informing parents about their child's positive achievements. Agree how these will be celebrated and rewarded at home and in school.
- Gain the parents' commitment to specific actions and set a review date.