



Camp School Anti-Bullying Policy

Approved by Governing Body: April 2019

Next review: April 2022

Introduction

We recognise the right of every child to learn in a safe and secure environment and we acknowledge that where bullying occurs it can seriously disrupt an individual's educational progress, achievement and self-esteem.

Camp aims to develop an environment in which all members of the school community are valued and are encouraged to treat everyone with kindness and respect. This ethos is promoted in our Vision Statement, Golden Rules and Statement of Rights & Responsibilities, and permeates all aspects of school life (see Behaviour Policy). These factors together help reduce the incidences of bullying.

Definition of bullying

Despite all the measures taken by the school to prevent bullying, some children may still be bullied. Bullying is defined as **'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'** "Preventing and Tackling Bullying" DfE 2011

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Single incidences of verbal or physical attack and behaviour that is hurtful, will also be taken seriously and are responded to as outlined in our therapeutic approach to behaviour (Behaviour Policy 2018)

All members of the school community need to understand what constitutes bullying and be alert to signs that bullying might be taking place.

Bullying behaviour can include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

Signs and symptoms of Bullying

Children may:-

- not want to go to school
- be frightened to walk to and from school
- become withdrawn from family and friends
- show a decrease in attainment and/or progress in school work
- change their eating habits; not eating at lunchtimes.
- cry themselves to sleep
- ask for money (may be the victim of extortion).

The school will also be alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, the use of homophobic, transphobic, sexist or racist language will be challenged whether or not it is targeted at an individual.

Actions to prevent Bullying

“Prevention is better than cure” so at Camp 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. Pupils are taught about bullying in Circle Time and PSHCe lessons. We use the SEAL materials to support our PSHCe teaching throughout school. Every Autumn term explicit teaching around anti-bullying takes place based on the ‘Say no to bullying’ unit.

- They learn about what constitutes bullying and what to do about it.
- They have opportunities to develop the skills to resist bullying and to deal with bullying.
- They know that it is unacceptable to do nothing when they are aware of incidents of bullying.
- Victims and witnesses of bullying are taught through Protective Behaviours that ‘it is ok to tell’ and that ‘there is nothing so awful that you can’t tell someone.’

Pupils are strongly encouraged to report any incident of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, to report their knowledge to a member of staff. Although most children are able to talk to an adult in school that they trust (nb: an adult on their network) there is provision for pupils to report incidents anonymously through the 'worry box' outside the HT office and 'worry boxes/ books' in classrooms.

Tackling Bullying

School staff will act firmly against bullying wherever and whenever it occurs.

Procedure for dealing with incidents of bullying

Where the investigation clearly shows that bullying has taken place, action will be taken:-

- to support the victim(s)
- to discipline and support the bully or bullies
- to inform parents of both parties

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept in 'class incident files'. The Class teacher of the victim will be responsible for this and is required to report action taken to the Head teacher or member of the SLT. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded in the whole school **Incident Book**.

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. Sometimes, a problem-solving approach may help, using the model promoted through the SEAL materials and in the 'peer mediation' approach. The adult will remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. 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. 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. Setting up a 'Circle of Friends' or buddy system, possibly with pupils who already hold a position of responsibility in the school,

such as in the School Council, may also be beneficial. Protective Behaviours work with individuals, groups or classes can also support children's assertiveness skills and awareness of how to respond to worrying situations.

The parents of the perpetrator and their victims will be informed of any incidents and the action that has taken place, and asked to support strategies proposed to tackle the problem. The perpetrator will also be informed that bullying is seen as extremely serious and will be given a series of sessions where they will be able to talk to the member of SLT to try to better understand the effects of bullying on others. Protective and educational consequences will be issued and a time to reflect, repair and restore will be incorporated into the process.

Sometimes the perpetrator is playing to an audience to impress and may even be egged on by those present. We will make sure that any witnesses to the incident know that their passive condoning of the incident may make them party to the incident.

Role of parents

If parents suspect their child is being bullied or is bullying others, we encourage them to talk to us about it, and take all concerns seriously. In the first instance they should arrange an appointment to meet with their child's class teacher, or Key Stage Leader.

Monitoring and evaluation

The Head Teacher or member of SLT reports annually to the governors on behaviour and incidents of bullying or racism. The Governing Body reviews the school's behaviour and anti-bullying policy every 3 years.