

DAME ELIZABETH **CADBURY** **ANTI-BULLYING** **POLICY 2019/20**

<p>1. Statement of Values</p>	<p>Dame Elizabeth Cadbury is an extremely friendly school, where pupils and staff work together to achieve the best possible outcomes. However, we must not be complacent in thinking that there are never any instances of bullying. Bullying occurs in all environments and all schools are likely to have some problem with bullying at one time or another. It is essential that pupils feel safer in school and are able to discuss any incidences where they feel victimised, knowing that there concerns are taken seriously and that we as a school aim to minimise pockets of bullying which do occur.</p>
<p>2. Aims</p>	<p>The aims of this policy are to:</p> <ul style="list-style-type: none"> ➤ Prevent or reduce bullying in any form, including racial, physical and verbal. ➤ Adopt a consistent approach to dealing with incidents of bullying, within 24 hours of being reported. ➤ Create an emotionally safe environment where positive relationships can develop. ➤ Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.
<p>3. Principles</p>	<p>The principles of this policy are to:</p> <ul style="list-style-type: none"> ➤ Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. ➤ The welfare/well-being needs of all children and young people are paramount and pupils' needs need to be met on a daily basis. Therefore inappropriate behaviour dealt with promptly. ➤ When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change. ➤ Pupils who are targeted will be listened to and supported. ➤ Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour. Looking at the reason why the pupil has decided to act in this way and prevent it from happening again. ➤ Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention. ➤ Where a concern arises, staff will receive on-going support from Senior Managers with Pastoral responsibility. ➤ Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child. ➤ To keep a log of any incidences even if not repeat offences, in case any other occurs.
<p>4. Reference to Legislation and School/Setting Responsibilities</p>	<p>This policy outlines 'measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'; (Education and Inspections Act 2006)</p>
<p>5. Reference to related school policies</p>	<p>See also following policies:</p> <ul style="list-style-type: none"> ➤ Behaviour ➤ Child Protection ➤ SEN ➤ Equality ➤ Safeguarding
<p>6. Definition of Bullying and the Types of Bullying.</p> <p><i>Example comes from recent Anti-bullying Alliance guidance</i></p>	<p>By definition bullying is behaviour that intentionally and persistently causes distress to others.</p> <p>Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as: <i>"The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others"</i> NIABF (2005)</p> <p>The Department of Education defines bullying as: "Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for</p>

	<p><i>the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)</i></p> <p>Bullying Behavior:</p> <ul style="list-style-type: none"> ➤ Bullying behavior deliberately causes hurt (either physically and/or emotionally) ➤ Bullying behavior is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behavior) ➤ Bullying behavior involves an imbalance of power (the person on the receiving end feels like they can't defend themselves) ➤ Can take place between children, between adults, between adults and children <p>Bullying is NOT:</p> <ul style="list-style-type: none"> ➤ Teasing and banter between friends without intention to cause hurt. ➤ Falling out between friends after a quarrel or disagreement. ➤ Behavior that all parties have consented to and enjoy. <p>Types of Bullying</p> <p>a). Direct</p> <ul style="list-style-type: none"> ➤ Physical – attack, hitting, kicking, pinching, taking possessions etc. ➤ Verbal – name calling, teasing, threats, spreading malicious stories etc. ➤ Non-Verbal – ignoring or leaving out, offensive gestures, facial expressions etc. <p>b). Indirect</p> <ul style="list-style-type: none"> ➤ Cyber bullying – texts, picture/video clips, phone call, email, instant messaging, chat rooms, social networking sites etc. <p>Prejudice or identity-driven bullying or harassment</p> <ul style="list-style-type: none"> ➤ Disability / Special Educational Needs ➤ Gender – Sexist, Sexual and Transgender ➤ Race, religion and culture ➤ Sexual Orientation ➤ Socio-economic background <p>Any types of bullying reported will be logged under the type of bullying that has occurred. These include Peer on Peer abuse of any of the above including Upskirting, Initiation/hazing and rituals.</p>
<p>7. Statement of Responsibilities of Children and Young People, Parents/ Carers, Staff and Governors.</p>	<p>Roles and Responsibilities from Anti-bullying Alliance (ABA)</p> <p>Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the student), and by being clear that we all follow school rules.</p> <p>The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.</p> <p>a). Governors</p> <p>The school governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:</p> <ul style="list-style-type: none"> ➤ Support the Headteacher and the staff in the implementation of this policy. ➤ Be fully informed on matters concerning anti-bullying. ➤ Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy. ➤ Appoint a member of the governing body to have a specific responsibility for bullying. <p>b). Headteacher and School Senior Management Team</p> <p>The Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:</p> <ul style="list-style-type: none"> ➤ <i>“determining measures on the behaviour and discipline that form the school’s behaviour policy ---”</i> ➤ <i>“--- encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils”</i> <p>It will become a statutory responsibility for schools to record all bullying incidents.</p>

The Headteacher will ensure that:

- Bullying behaviour is addressed in the school's behaviour and discipline policy
- Bullying is addressed as an issue in the curriculum
- All staff receives training that addresses bullying behaviour.
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying.
- A senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

c). Staff

Staff; have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model.
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying.
- Report and record all allegations of bullying following the school's procedures.
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken.

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- Keep informed about and fully involved in any aspect of their child's behaviour.
- Contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying.
- Contact the school if they know or suspect that their child is bullying another pupil.
- Share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

When a parent / carer have concerns relating to bullying they should report them to Miss Faulkner.

e). Pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- Will support the Head teacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, Miss Faulkner, any other staff, or an ABA).
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.
- Will work on different projects throughout the academic year in line with the anti-bullying programme

Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to

	the victim of bullying.
<p>8. Strategies to Prevent Bullying at the Universal Level.</p>	<p>At Dame Elizabeth Cadbury School we seek the prevention of bullying by ensuring that:</p> <ul style="list-style-type: none"> ➤ A general culture of positive behaviour/ positive whole school ethos shall allow pupils to feel safe and comfortable in their surroundings allowing them to maintain high attendance and keep pupils in lessons to promote accelerated progress within their attainment. ➤ Regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and to celebrate the success of anti-bullying work. ➤ Opportunities to promote equality and to acknowledge and celebrate diversity. ➤ Peer led initiatives within school through the Anti-Bullying Team. ➤ Curriculum/other activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target – PSHE topic days. ➤ Curriculum/other activities that develop social and emotional skills; ➤ Opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers. ➤ Appropriate levels of adult supervision and presence so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and acted upon at all times. ➤ Transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and confident that their concerns will be taken seriously and acted upon.
<p>9. Procedures for Reporting, Recording, Monitoring and Analysing Incidents of Bullying and for Monitoring Perceptions of Bullying.</p>	<p>At Dame Elizabeth Cadbury School our reporting procedures include:</p> <p>Pupils:</p> <ul style="list-style-type: none"> ➤ Anonymous surveys to gather pupils/young people’s perceptions of bullying. ➤ Targeted consultation with mixed groups of children and young people and with those within specific vulnerable groups. ➤ Arrangements for collecting and analysing data on bullying that occurs in the community, e.g. cyber bullying, bullying on school journeys through West Midlands Police working group. ➤ Transparent procedures via which children and young people can report incidents of bullying: Bully Box, Anti Bullying Team referral and Anti Bullying Team School email address. ➤ Routine reporting to the LA of any incident that meets the current reporting thresholds after reporting has occurred e.g. racist incidents/homophobic incidents. <p>Parents:</p> <ul style="list-style-type: none"> ➤ Anonymous surveys to gather parent/carer perceptions of bullying. ➤ Transparent procedures via which parents/carers and other adults can report incidents of bullying. <p>At Dame Elizabeth Cadbury School our recording procedures include:</p> <ul style="list-style-type: none"> ➤ Formal systems for recording serious and persistent incidents of bullying (including internet abuse); all incidents deemed “serious” shall be entered on a central school bullying tracker. <p>At Dame Elizabeth Cadbury School our monitoring and analysing procedures include:</p> <ul style="list-style-type: none"> ➤ Systematic analysis of data to identify vulnerable pupils or groups and to identify priorities for action with pupils who are repeat offenders of similar incidents. <p>At Dame Elizabeth Cadbury School our presenting procedures include:</p>

	<ul style="list-style-type: none"> ➤ Half termly delivery of bullying data to pupils, staff and governors by the Head of the Anti-Bullying Team. ➤ Pupils to be aware of how to act when they see incidences occurring and not keep information to themselves.
<p>11. Procedures for Responding and Intervention.</p>	<p>At Dame Elizabeth Cadbury School these include:</p> <ul style="list-style-type: none"> ➤ Responsible staff and awareness and training amongst all adults throughout school of how to recognise potential bullying behaviour/incidents and indicators that a child/young person may be a target of bullying and how they should respond if they witness potential bullying behaviour/incident – follow schools reporting systems. ➤ Sense of ‘thresholds’ for determining appropriate response. ➤ Consequences will be in line with the behaviour policy. Additional and different small group or one-to-one support – for targets of bullying and for those exhibiting bullying behaviour. ➤ Transparent systems, with appropriate confidentiality, to enable children and young people and parents/carers and other adults to report. ➤ ‘Confidential’ listening opportunities for children and young people – mediation, work with behaviour support team or outside agencies. ➤ Interventions and support ensure that all children and young people involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution. ➤ A range of sanctions that are applied sensitively and with regard to the need to make reasonable adjustments including repeat offences – see behaviour policy for sanction ladder (internal exclusion, parental meeting, governors meeting, external exclusion or police involvement). ➤ Effective communication and partnership working with parents and carers. ➤ Effective partnership working with support agencies and other external support.
<p>12. Procedures for Working with Parents/Carers, Particularly when Responding to Expressions of Concern.</p>	<p>At Dame Elizabeth Cadbury School our procedures include:</p> <ul style="list-style-type: none"> ➤ Measures to make all parents and carers aware of the anti-bullying policy and to involve parents/carers in policy development and review. Letter with copy of the policy home to parents. ➤ Policy included within pupils’ planner where parents can access the policy. ➤ Policy included within the schools safeguarding section on the school website alongside e-safety policy. ➤ Opportunities for parents and carers to receive training on different types of bullying and how to prevent it – drop in work shop. ➤ Measures to carry out anonymous surveys of parents’ and carers’ opinions of bullying. ➤ Measures for parents and carers to share any concerns about bullying – Dame Elizabeth Cadbury Anti-Bullying email address. ➤ Measures to ensure that parents and carers are informed and engaged promptly when their child is involved in bullying on multiple levels whether it is as a victim or a perpetrator. ➤ Measures to provide advice and support to parents and carers whose children are targets of bullying or responsible for bullying behaviour. Feedback on a half termly basis so that parents can work with the appropriate staff to prevent any repeat offences of bullying behaviour. ➤ Measures to make parents/carers aware of formal complaints procedures if they are not satisfied by the way their concern has been dealt with – Anti Bullying Team leader’s line manager email address (Miss Faulkner> Mr Walton > Mr Dunn).
<p>13. Undertaking to Promote, Monitor, Review and Evaluate Policy (to involve all sections of the school community).</p>	<ul style="list-style-type: none"> ➤ Policies are available in the school office and regularly reviewed annually by Head Teacher and Governors and updated. Parents are informed via newsletter and training. ➤ Student survey on an annual basis to determine whether Anti-Bullying strategies for that academic year have been effective. ➤ Anti-Bullying Team working group to also review annual strategies using termly data to inform new strategies or aims for the following academic year. ➤ Trends, patterns or spikes in the schools Anti-Bullying data will inform decisions

	<p>regarding strategy implementation for new academic year.</p> <ul style="list-style-type: none">➤ Celebrate success via the BIG Award.➤ Parents are invited into Dame Elizabeth to consult with Anti Bullying Team leader and team to collaborate on any views they wish suggested to be documented and included within the reviewed policy.
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